

## Student #2 (HE)

### Should We Worry About What We Eat?

Student attempts an introduction, but lacks details that would orient the reader.

Childhood obesity is so bad that kids are getting diseases like heart disease and some that adults used to only get. This is a problem for children everywhere.

Grammar, conventions, and sentence structure are effective.

Student uses source material but is unable to fully connect the support to the claim.

According to First Lady Michelle Obama they are making more sidewalks for people to get more exercise. The chart says the average ten year old American boy weighs 14 pounds heavier than the average boy in the 1960's. I say that's a lot. First Lady Michelle Obama has started a Let's Move campaign for people that are obese.

I think childhood obesity is a devastating and horrible problem in our schools. I say something needs to be done about it. Numbers are growing of people that are obese. This needs to be fixed.

Student makes a claim and states something needs to be done about it. But does not connect claim to evidence.

Because of childhood obesity kids are getting diseases. People are making sidewalks and First Lady Michelle Obama has started a Let's move campaign to prevent that. It's good that something is being done about it.

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*The student organizes the piece into an introduction, body, and conclusion but, fails to fully develop each and effectively transition throughout.*

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#2 HE

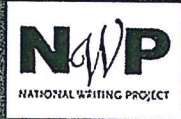
### 4th Grade Opinion Writing Rubric

W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Scoring Criteria	1 Beginning	2 Approaching	3 Competent*	4 Advanced
Purpose and Focus W4.1.d-e; W.4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Launches directly into opinion without an introduction to the topic/text.</li> <li><input type="checkbox"/> Shows little or no awareness of purpose.</li> <li><input type="checkbox"/> Shows little or no awareness of audience's needs by providing inadequate or no context.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Attempts an introduction to the topic/text.</li> <li><input type="checkbox"/> Shows some awareness of purpose by stating an opinion.</li> <li><input checked="" type="checkbox"/> Shows some awareness of audience's needs by attempting to provide some context.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orient the reader with an introduction to the topic/text.</li> <li><input checked="" type="checkbox"/> Establishes a purpose by stating an opinion.</li> <li><input type="checkbox"/> Shows an awareness of audience's needs by providing relevant contextual details.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orient the reader with an engaging introduction to the topic/text.</li> <li><input type="checkbox"/> Establishes purpose by stating a convincing opinion; maintains focus throughout.</li> <li><input type="checkbox"/> Shows strong awareness of audience's needs by anticipating the reader's response to the opinion.</li> </ul>
Idea Development and Structure W4.1.a-d; W4.4; W4.7; W4.8; W4.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not organize ideas and information coherently due to a lack of introduction, body and conclusion.</li> <li><input type="checkbox"/> Provides reason(s) for opinion that may be illogical.</li> <li><input type="checkbox"/> Attempts to support reason(s) with facts, details, but makes irrelevant connections.</li> <li><input type="checkbox"/> Includes supporting details that appear to be in no particular order.</li> <li><input checked="" type="checkbox"/> Does not use transitional words and phrases to link opinion and reason(s).</li> <li><input type="checkbox"/> Ends seemingly in the middle of a section with no sense of closure.</li> <li><input type="checkbox"/> Does not list sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes ideas and information in an attempted introduction, body and conclusion.</li> <li><input checked="" type="checkbox"/> Provides reasons for opinion.</li> <li><input checked="" type="checkbox"/> Supports reasons with information (facts, details), some of which may be illogical or inaccurate.</li> <li><input checked="" type="checkbox"/> Organizes reasons, facts, and details into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.</li> <li><input type="checkbox"/> Uses some transitional words and phrases, but may be repetitive.</li> <li><input type="checkbox"/> Provides a concluding statement or sentences that may feel abrupt or insufficient.</li> <li><input checked="" type="checkbox"/> Provides limited list of sources.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizes ideas and information into logical introduction, body and conclusion.</li> <li><input type="checkbox"/> Provides clear, logical reasons for opinion.</li> <li><input type="checkbox"/> Provides clear explanation of how information (facts, details) supports opinion.</li> <li><input type="checkbox"/> Organizes related ideas into sections or paragraphs to logically support the writer's purpose.</li> <li><input type="checkbox"/> Uses a variety of transitional words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>) to link opinion to reasons and reasons to supporting facts and details.</li> <li><input checked="" type="checkbox"/> Provides a satisfactory concluding statement or section related to the opinion.</li> <li><input type="checkbox"/> Provides a list of sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes ideas and information into purposeful, coherent introduction, body and conclusion.</li> <li><input type="checkbox"/> Provides insightful reasons for opinion.</li> <li><input type="checkbox"/> Provides insightful explanation of how information supports opinion.</li> <li><input type="checkbox"/> Organizes related ideas into sections or paragraphs that are ordered in a way that strengthens the impact of the opinion (e.g., ordering reasons from least to most compelling).</li> <li><input type="checkbox"/> Uses transitional words, phrases, and clauses including some that are more sophisticated (e.g., ones that show cause and effect, etc.).</li> <li><input type="checkbox"/> Provides a compelling concluding statement or section that builds on the opinion.</li> <li><input type="checkbox"/> Provides a comprehensive list of sources.</li> </ul>
Language And Conventions L4.1-3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs.</li> <li><input type="checkbox"/> Uses many incomplete sentences.</li> <li><input type="checkbox"/> Makes convention errors (e.g., spelling, punctuation, capitalization) that impede communication.</li> <li><input type="checkbox"/> Shows little or no awareness of good word choice to convey appropriate tone for audience (e.g., formal vs. informal).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows some evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs.</li> <li><input type="checkbox"/> Uses mostly simple sentences.</li> <li><input type="checkbox"/> Makes some convention errors (e.g., spelling, punctuation, capitalization) that do not impede communication.</li> <li><input checked="" type="checkbox"/> Shows some awareness of good word choice to convey appropriate tone for audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows frequent evidence of correct grammar and usage, including nouns, verbs, adjectives, and adverbs.</li> <li><input checked="" type="checkbox"/> Constructs simple, compound, and complex sentences.</li> <li><input checked="" type="checkbox"/> Uses conventions correctly (e.g., spelling, punctuation, capitalization).</li> <li><input type="checkbox"/> Makes good word choices to convey an appropriate tone for audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates correct grammar and usage, including nouns, verbs, adjectives, and adverbs throughout.</li> <li><input type="checkbox"/> Constructs a variety of sentence structures.</li> <li><input type="checkbox"/> Uses conventions (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.</li> <li><input type="checkbox"/> Uses words and phrases skillfully to connect with audience.</li> </ul>

CCPS:jb/2012-13

\*Meets Standards



Should We Worry About What We Eat? #2 HE

1. Overall, how would you describe the writing's use of source material? Select the option that best describes the writing's overall use of source material. \*

- Skillfully integrates source material to fully support the paper's claim
- Integrates source material to support the paper's claim
- Uses source material in ways that somewhat support the paper's claim
- Summarizes or copies source material; may or may not present a claim
- Does not use source material

2. Does the writing distinguish between the student's own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases? \*

- |                       |                                  |                       |                       |
|-----------------------|----------------------------------|-----------------------|-----------------------|
| Not present           | Developing                       | Competently           | Effectively           |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Does the writing comment on the source material? \*

- |                       |                                  |                       |                       |
|-----------------------|----------------------------------|-----------------------|-----------------------|
| Not present           | Developing                       | Competently           | Effectively           |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Does the writing characterize the credibility of the source material or author? \*

- |                       |                                  |                       |                       |
|-----------------------|----------------------------------|-----------------------|-----------------------|
| Not present           | Developing                       | Competently           | Effectively           |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Does the writing use source material for any of the following purposes? Check all that apply: \*

- Illustrating | Use specific examples from the text to support the claim
- Authorizing | Refer to an "expert" to support the claim
- Extending | Put your own "spin" on terms and ideas you take from other texts
- Countering | "Push back" against the text in some way (e.g., disagree with it, challenge something it says, or interpret it differently)
- None of the above

6. What do you see as next steps for this student? \*

Distinguish between their own ideas and the source material (paraphrasing/quotation marks)