

## Lesson 5 Rubric

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>  <b>Task 5</b> Use knowledge of how to write opinion pieces to produce informational writing for a variety of personal and school-related purposes	Demonstrates limited knowledge of how to write an opinion essay	Demonstrates some knowledge of how to write an opinion essay	Demonstrates considerable or detailed knowledge of how to write an opinion essay	Demonstrates high degree or thorough knowledge of how to write an opinion essay
<b>Thinking</b>  <b>Tasks 1 and 2 and 3</b> Use pre-writing strategies to generate ideas for writing Use appropriate strategies to organize ideas and information for writing	Limited use is made of pre-writing strategies  Limited evidence that rough ideas have been organized and separated into information for paragraphs	Some use is made of pre-writing strategies  Some evidence that rough ideas have been organized and separated into information for paragraphs	Considerable or detailed use is made of pre-writing strategies  Considerable or detailed evidence that rough ideas have been organized and separated into information for paragraphs	High degree or thorough use is made of pre-writing strategies  High degree or thorough evidence that rough ideas have been organized and separated into information for paragraphs

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>  <b>Task 4</b> Create a first draft that includes the main and supporting ideas in the required format  Construct a <i>series of paragraphs, clearly stating an opinion</i> in the opening paragraph and supporting it in subsequent paragraphs with clear, sufficient, and convincing reasons	The rough draft includes limited evidence of the main idea and key supporting ideas	The rough draft includes some evidence of the main idea and key supporting ideas	The rough draft includes considerable or detailed evidence of the main idea and key supporting ideas	The rough draft includes a high degree of or thorough evidence of the main idea and key supporting ideas
	The writer states their opinion on the topic in the introductory paragraph with limited clarity	The writer states their opinion on the topic in the introductory paragraph with some clarity	The writer states their opinion on the topic in the introductory paragraph with considerable or detailed clarity	The writer states their opinion on the topic in the introductory paragraph with a high degree of or thorough clarity
	The three points to be developed in the body paragraphs are briefly identified in the opening paragraph with limited clarity	The three points to be developed in the body paragraphs are briefly identified in the opening paragraph with some clarity	The three points to be developed in the body paragraphs are briefly identified in the opening paragraph with considerable or detailed clarity	The three points to be developed in the body paragraphs are briefly identified in the opening paragraph with a high degree of or thorough clarity
	Limited use is made of transition words to begin body paragraphs	Some use is made of transition words to begin body paragraphs	Considerable or detailed use is made of transition words to begin body paragraphs	A high degree of or thorough use is made of transition words to begin body paragraphs
	The opinion is restated in each body paragraph with limited clarity	The opinion is restated in each body paragraph with some clarity	The opinion is restated in each body paragraph with considerable or detailed clarity	The opinion is restated in each body paragraph with a high degree of or thorough clarity
	Each body paragraph explains the point being made with limited explanation (1 supporting idea)	Each body paragraph explains the point being made with some explanation (1 supporting idea)	Each body paragraph explains the point being made with considerable or detailed explanation (1 supporting idea)	Each body paragraph explains the point being made with a high degree of or thorough explanation (1 supporting idea)

Categories	Level 1	Level 2	Level 3	Level 4
	The transition word/phrase in the concluding paragraph cues the reader in a limited way that it is the concluding paragraph	The transition word/phrase in the concluding paragraph cues the reader in some way that it is the concluding paragraph	The transition word/phrase in the concluding paragraph cues the reader in a considerable or detailed way that it is the concluding paragraph	The transition word/phrase in the concluding paragraph cues the reader in a high degree or thorough way that it is the concluding paragraph
	The opinion of the writer is restated in the concluding paragraph with limited clarity	The opinion of the writer is restated in the concluding paragraph with some clarity	The opinion of the writer is restated in the concluding paragraph with considerable or detailed clarity	The opinion of the writer is restated in the concluding paragraph with a high degree of or thorough clarity
	The concluding paragraph reviews/recaps the three supporting points with limited effectiveness	The concluding paragraph reviews/recaps the three supporting points with some effectiveness	The concluding paragraph reviews/recaps the three supporting points with considerable or detailed effectiveness	The concluding paragraph reviews/recaps the three supporting points with a high degree of or thorough effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <p><b>Task 5</b></p> <p>Revise drafts to ensure that ideas are presented in a logical order, to discard irrelevant ideas and information, to add details where information is insufficient, and to ensure a tone and level of language appropriate to the audience and purpose, using appropriate strategies</p> <p>Use appropriate strategies to edit written work to achieve accuracy in the use of the conventions of standard Canadian English, including the requirements of grammar, usage, spelling, and punctuation</p>	<p>There is limited evidence that a draft has been revised and edited to present ideas in a logical order, to discard irrelevant ideas and information, to add details, or to ensure appropriate language and tone</p>	<p>There is some evidence that a draft has been revised and edited to present ideas in a logical order, to discard irrelevant ideas and information, to add details, or to ensure appropriate language and tone</p>	<p>There is considerable or detailed evidence that a draft has been revised and edited to present ideas in a logical order, to discard irrelevant ideas and information, to add details, or to ensure appropriate language and tone</p>	<p>There is a high degree of or thorough evidence that a draft has been revised and edited to present ideas in a logical order, to discard irrelevant ideas and information, to add details, or to ensure appropriate language and tone</p>