

Opinion Prompts and Rubrics

FOR ASSESSMENT

SNEAK PEEK

STRIVE's Assessment Prompts and included rubrics cover standard W.1. We have prompts for Informative and Narrative writing as well. Striving Writers Assessments are designed to support data-drive decision-making!

Kindergarten

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

K

PROMPT OPTION 1

Read students a mentor text or texts in which information could lend itself to an opinion or present a question. Ask students to take a stance on the topic of the book(s).

Ex. Read "Duck or Rabbit". Ask students to form an opinion and present their opinion.

PROMPT OPTION 2

Pose a simple question to students: What is the best piece of playground equipment? What is the best holiday? What is the best meal to eat for dinner?

NOTES

Write 2 points

- States Name of the Book
- States the Topic
- States Opinion of the Book
- States Opinion of the Topic

Publish 2 points

- Simple Phrases or Sentences (post assessment expectation)
- Simple Words
- Drawing with Labels
- Dictating

Revise/Edit Assess only on Post Assessment

On all standards, student can perform with guidance and support:

- Adding details to strengthen writing as needed/prompted (W.5)
- Demonstrating verbal elaboration to expand sentences and add details (W.5)
- Responding to questions and suggestions from peers (W.6)
- Printing many upper and lowercase letters (L.1)
- Using frequently occurring nouns and verbs (add plurals as needed) (L.1)
- Using question words (L.1)
- Producing and expanding complete sentences in shared language activities (L.1)
- Capitalizing first words in sentences and the pronoun "I" (L.2)
- Writing letters for most consonant and short vowel sounds (L.2)
- Recognizing and naming end punctuation (L.2)
- Using conventional spelling patterns and can spell known words (phonetically) (L.2)

Find more resources at www.strivetlc.com/strivingwriters

W.R.1

First Grade

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

1

PROMPT OPTION 1

Read students a mentor text or texts in which information could lend itself to an opinion or present a question. Ask students to take a stance on the topic of the book(s).

Ex. Read "Duck or Rabbit". Ask students to form an opinion and present their opinion.

PROMPT OPTION 2

Pose a simple question to students: What is the best piece of playground equipment? What is the best holiday? What is the best meal to eat for dinner?

Write 3 points

- States 1 opinion or topic
- Provides 1 reason for opinion
- Provides concluding sentence

Publish 1 point

- Sentences (post assessment expectation)
- Simple Phrases
- Simple Words
- Drawings with Labels

Revise/Edit Assess only on Post Assessment

On all standards, student can perform with guidance and support:

- Adding details to strengthen writing as needed/prompted (W.5)
- Demonstrating verbal elaboration to expand sentences and add details (W.5)
- Responding to questions and suggestions from peers (W.6)
- Printing all upper and lower case letters (L.1)
- Producing grade-appropriate legible writing (L.1)
- Using all noun forms (L.1)
- Using verbs accurately (L.1)
- Using frequently occurring conjunctions, adjectives, and adverbs (L.1)
- Editing for capitalization of proper nouns (L.1)
- Producing and expanding complete sentences in shared language activities (L.1)
- Using commas and end punctuation appropriately (L.2)
- Using conventional spelling patterns and can spell known words (phonetically) (L.2)

NOTES



W.1.1

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Second Grade

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

2

PROMPT

Read students a mentor text(s), listen to a story (*Speaking and Listening Standards addressed*), or watch a video (*SL standards*) which provides information and could lend itself to forming an opinion. Ask students to take a stance on the information that was presented. Ask students questions like, "Which book do you like better?" or "Write your opinion on..." Tell them to include an introduction, reasons and a conclusion."

Write 4 points

- States 1 opinion or topic (claim)
- Provides 2 reasons for opinion
- Includes at least 2 transition words
- Provides concluding sentence

Publish 1 point

- Paragraph (post assessment expectation)
- Sentences
- Simple Phrases
- Simple Words

Revise/Edit Assess only on Post Assessment

On all standards, student can perform with guidance and support:

- Adding details to strengthen writing as needed/prompted (W.5)
- Demonstrating verbal elaboration to expand sentences and add details (W.5)
- Responding to questions and suggestions from peers (W.6)
- Using collective nouns appropriately (L.1)
- Producing grade-appropriate legible writing (L.1)
- Using all pronoun forms (L.1)
- Using verb and verb forms accurately (L.1)
- Using frequently occurring conjunctions, adjectives, and adverbs (L.1)
- Producing and expanding complete sentences in shared language activities (L.1)
- Editing for capitalization of proper nouns (L.2)
- Using commas and end punctuation appropriately (L.2)
- Using convention spelling patterns and can consult reference materials to check and correct spellings (L.2)

NOTES

W.2.1

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Third Grade

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

3

PROMPT

Read students a mentor text(s), listen to a story (*Speaking and Listening Standards addressed*), or watch a video (*SL standards*) which provides information and could lend itself to forming an opinion. Ask students to take a stance on the information that was presented. Ask students questions like, "Which book do you like better?" or "Write your opinion on..." Tell them to include an introduction, reasons and a conclusion."

Write 4 points

- States opinion (claim) or topic sentence
- Provides 2 reasons for opinion
- Includes 2 or 3 transition words
- Provides concluding sentence or restates opinion

Publish 1 point

- Paragraph (post assessment expectation)
- Sentences
- Simple Phrases

Revise/Edit Assess only on Post Assessment

Students use scaffolded guidance and support on all standards. When able, students should be encouraged to demonstrate independence:

- Adding details to strengthen writing by elaborating, adding facts/details, or citing text evidence(W.5)
- Responding to questions and suggestions from adults and peers (W.6)
- Choosing words and phrases for effect (L.3)
- Using appropriate academic and domain-specific words and phrases (signal spatial/temporal relationship) (L.4)
- Editing for irregular and abstract nouns (L.1)
- Ensuring subject-verb agreement according to Grade 3 standards (L.1)
- Using elements of K-2 Language standards with proficiency (L.1-L.2)
- Editing for correct and appropriate spelling(s) (L.2)
- Using convention spelling patterns and can spell known words (L.2)

NOTES

W.3.1

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Group A- 0 or 1/5

Group B- 2-3/5

Group C- 4/5

5/5- Group D

Fourth Grade

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

PROMPT

Read, listen to, or view a source or article which states two sides of an argument. To get the students writing, review a summary of the article and ask them to take a stance on the topic. Provide the following, "Your assignment is to write an opinion telling whether or not you agree with _____. Do you think ___? Why or why not? Provide some direction- Write your opinion. Include an introduction, reasons and facts, and a concluding statement based on evidence from the source."

Write 7 points

- States opinion (claim) or topic sentence
- Provides 2 reasons for opinion
- Includes 2 or 3 transition words
- Logically orders ideas
- Includes higher-level Tier 2/3 vocabulary
- Provides text-based evidence or evidence pulled from a source
- Provides concluding sentence or restates opinion

Publish 1 point

- Essay (post assessment expectation)
- Paragraph
- Sentences
- Simple Sentences

Revise/Edit Assess only on Post Assessment

Students use minimal guidance and support on all standards. Mostly, students can demonstrate independence:

- Adding details to strengthen writing by elaborating, adding facts/details, or citing text evidence (W.5)
- Developing writing in which organization is enhanced or adjusted for clarity (W.6)
- Editing draft to ensure complete sentences are used, recognizing fragments and run-ons (L.1)
- Editing for sentence variety (L.1)
- Editing for verb tenses according to Grade 4 standards (L.1)
- Editing for order of adjectives and prepositional phrases according to Grade 4 standards (L.1)
- Choosing/using words and phrases for effect (L.3)
- Editing for appropriate spelling (L.2)
- Choosing/using punctuation for effect (L.3)
- Using appropriate academic and domain-specific words and phrases (signal spatial/temporal relationship) (L.4)

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NOTES

W.4.1

Fifth Grade

STRIVE's Grade Level Prompts/Assessments and Rubrics

Opinion Assessment Prompt

5

Read, listen to, or view a source or article which states two sides of an argument. To get the students writing, review a summary of the article and ask them to take a stance on the topic. Provide the following, "Your assignment is to write an opinion telling whether or not you agree with _____. Do you think ___? Why or why not? Provide some direction- Write your opinion. Include an introduction, reasons and facts, and a concluding statement based on evidence from the source."

Write 7 points

- States opinion (claim) or topic sentence
- Provides 2 reasons for opinion
- Includes 2 or 3 transition words
- Logically order 2 ideas
- Includes higher-level Tier 2/3 vocabulary
- Provides text-based evidence or evidence pulled from a source
- Provides concluding sentence or restates opinion

NOTES

Publish 1 point

- Essay (post assessment expectation)
- Paragraph
- Sentences
- Simple Sentences

Revise/Edit Assess only on Post Assessment

Students use minimal guidance and support on all standards. Mostly, students can demonstrate independence:

- Developing and strengthening writing by elaborating, adding facts, details or text evidence and reworking sentences for meaning (W.5)
- Recalling relevant information from experiences or gathering relevant information from print/digital sources to summarize, paraphrase, and provide a list of sources (W.8)
- Demonstrating command of the conventions by explaining conjunctions, forming verb tenses accurately and to convey times, sequences, states, and conditions (L.1)
- Editing for use of punctuation for effect and accuracy (L.2)
- Using underlining, quotation marks, or italics to cite sources according to Grade 5 standards (L.2)
- Using knowledge of language and its conventions to expand, combine, and reduce sentences for meaning (L.3)
- Using appropriate academic and domain-specific words and phrases (signaling spatial and temporal relationships) (L.4)

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W.5.1