# Grade 4 – Opinion Writing Work Sample: Does Not Yet Meet

**Task**: Your class is studying about weather and weather patterns in the United States. You are given three sources about thunderstorms.

Read the sources carefully to write an opinion essay in which you give your opinion about which place you would rather live, Florida or Colorado. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources.

## Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

### Ideas and Content: 3

The opinion is clear and reasons are relevant, but factual details and development are limited. The essay includes one source reference and several personal opinions, but elaboration and explanation are minimal.

| Evidence from Student Work:<br>Ideas and Content |
|---|
| ✓ **Clear Opinion and Purpose**<br>○ States opinion directly: *"I think I would rather live in Florida."*<br>○ Maintains focus on Florida throughout, fulfilling the rubric's "writer's purpose and main ideas are easy to understand." |
| ✓ **Relevant but Limited Details**<br>○ Mentions reasons connected to the topic—warm rain, humidity, smaller winter crowds, and theme parks—but only one brief source citation (*"Source #2 is where I found this information"*).<br>○ Facts are not fully developed or connected to weather explanations. |
| ✓ **Elaboration and Development**<br>○ Descriptive details are simple and personal ("rain water is warm," "I like the Summer air"), but ideas stop short of explaining why these matter.<br>○ Lacks supporting examples or factual elaboration from readings. |
| ✓ **Focus and Relevance**<br>○ Stays on topic but includes tangential details ("I wouldn't live in Orlando because it's too crowded") that do not support the weather-based opinion. |

### Organization: 3

The essay has an introduction and body but lacks clear paragraph breaks and transitions. The sequence is mostly logical but loosely connected.

| Evidence from Student Work:<br>Organization |
|---|
| ✓ **Introduction**<br>○ Begins by identifying both choices (Florida and Colorado) and stating a preference for Florida.<br>○ Meets "introduction identifies the topic" but lacks a clear preview of reasons. |
| ✓ **Grouping and Order**<br>○ Ideas follow a general order (why Florida, drawbacks, and what's enjoyable), but lack strong internal structure. |
| ✓ **Transitions and Flow**<br>○ Few transitions; ideas connect with "but" and "and" rather than clear linking phrases. |
| ✓ **Conclusion and Closure**<br>○ Ends abruptly without restating the opinion or summarizing reasons. |

### Voice: 4

The tone is genuine, friendly, and personal. The student's connection to Florida gives the writing sincerity, though phrasing can be repetitive and informal.

| Evidence from Student Work:<br>Voice |
|---|
| ✓ **Engaging and Sincere Tone**<br>○ Expresses personal connection and enjoyment of Florida ("I like the warm rain water," "I like the Summer air"). |
| ✓ **Authenticity**<br>○ Feels conversational and heartfelt, matching "writing is lively, sincere, or honest." |
| ✓ **Audience Awareness**<br>○ Addresses the reader naturally but without persuasive energy. |
| ✓ **Consistency of Tone**<br>○ Maintains an honest, friendly tone throughout. |

### Word Choice: 3

The vocabulary is simple and repetitive, with occasional descriptive phrasing. Limited topic vocabulary from the sources appears.

| Evidence from Student Work:<br>Word Choice |
|---|
| ✓ **Precision and Variety**<br>○ Frequent repetition of "Florida," "rain," and "summer." |
| ✓ **Content Vocabulary**<br>○ Includes "humid," "thunderstorms," and "rainstorms" but without elaboration or variety. |
| ✓ **Descriptive Language**<br>○ Occasional imagery ("warm rain water") adds interest but is not expanded. |
| ✓ **Appropriate for Audience**<br>○ Words are understandable but basic for grade level. |

### Sentence Fluency: 3

The writing is readable but repetitive, with limited variation in sentence structure. Run-ons and missing punctuation reduce smoothness.

| Evidence from Student Work:<br>Sentence Fluency |
|---|
| ✓ **Flow and Rhythm**<br>○ Sentences read naturally but often connect with "and" or "but." |
| ✓ **Sentence Variety**<br>○ Most sentences begin similarly ("I think," "I would," "I also"). |
| ✓ **Punctuation and Control**<br>○ Several run-ons reduce fluency ("But one thing I do like about Florida is that you can walk in the rain even if it's time…"). |
| ✓ **Readability**<br>○ The rhythm is steady but lacks varied sentence lengths. |

**Conventions: 2**

Frequent capitalization, punctuation, and spacing errors interfere with readability. Some sentences begin with lowercase letters or run together.

| Evidence from Student Work: Conventions |
|---|
| ✓ **Capitalization**<br>○ Missing capitals at sentence beginnings (“but I would especially want to go…”). |
| ✓ **Punctuation**<br>○ Missing commas and periods cause long, confusing sentences. |
| ✓ **Grammar and Spelling**<br>○ Words like “its” for “it’s” and inconsistent use of “their/there” reduce accuracy. |

**Use of Sources: 3**

The student references one source by number but includes little factual evidence. Most reasoning is personal or inferred rather than drawn directly from the readings.

| Evidence from Student Work: Use of Sources |
|---|
| ✓ **Accurate but Minimal Source Use**<br>○ Mentions *“Source #2 is where I found this information,”* showing some awareness of source use. |
| ✓ **Limited Integration**<br>○ No specific data or paraphrased details appear; the mention of “too many kinds of weather” echoes Source #2 generally. |
| ✓ **Balance of Sources**<br>○ Only one source referenced; no evidence from Florida sources. |
| ✓ **Citation and Attribution**<br>○ Citation format correct but unsupported with content. |