

Op Ed Rubric				
Categories & Criteria	Level 4	Level 3	Level 2	Level 1
Lead	Written with an outstanding lead to bring the reader into the story.	Written with an interesting lead to bring the reader into the story.	Written with a lead but it needs to be more interesting.	Written with a boring lead (or no lead at all) which does not encourage reader to continue.
Issue/Background	Contains an abundant amount of background information about the issue (who, what, when, where, why, how).	Contains some background information about the issue.	Contains very little information about the background information.	Contains confusing and irrelevant background information (or none at all).
Opinion	Has a clearly stated opinion toward the beginning of the article which continues throughout.	Has an opinion that could be stated more clearly using better wording.	Has an opinion but it is somewhat confusing.	Writer is very confused about his/her opinion on the issue or no opinion is present.
Knowledge/Support for Proposition	Writing contains at least 2 outstanding, distinct, logical reasons for the stated opinion. Factual support or knowledge of issue is clearly evident.	Writing contains at least 2 reasons for stated opinion (distinct and logical reasons but not obvious).	Writing contains only one valid reason for opinion given.	Writing does not contain any valid reasons for the given opinion.
Audience	All the reasons are written to convince the appropriate audience. Purpose has been achieved.	Some of the writing would concern or appeal to the intended audience. At times, the focus wanders from the intended audience.	Very little of the article contains reasons that would concern or appeal to the intended audience.	None of the article contains arguments and/or reasons that address the intended audience.
Rhetorical Devices	Writing contains many vivid examples of rhetorical devices, logical/emotional language, and action words.	Contains some attempts at rhetorical devices, logical/emotional language, and action words.	Attempts (some awkward) rhetoric and logical/emotional language that often falls short or doesn't propel the piece forward.	Very little evidence of rhetorical devices, logical/emotional language, and action words.
Transitions	The writer uses effective words throughout the article to make transitions between ideas.	Some of the transitions are weaker, detracting from the writing and organization.	Some sections are too isolated – not linked by transitions.	Writing lacks transitions, leading to a disjointed and confusing reading.
Solutions/ Recommendations/ Conclusions	Ends the article giving very specific and outstanding recommendations for the reader to take action. Reader feels compelled to act.	Ends the article giving specific – albeit conventional and obvious – recommendations for the reader.	Ends the article giving at least one ordinary recommendation for the reader.	Ends the article without any clear recommendations for the reader to take action. Concludes too abruptly.
Mechanics	Uses all correct grammar and spelling throughout. Sentence variety and word choices are outstanding.	Uses mostly correct grammar and spelling. Some attempt at variety in words choice/sentence variety.	Several grammar and spelling mistakes. Words choices are simple; sentences lack variety.	Many grammar and spelling mistakes. Word choices are weak and sentence variety is nonexistent.