The African and African American Experience of Slavery from Pre-Colonial Africa to the New Republic
Unit by Fort Worth Educators,
part of the 2021 cohort of *The 1619 Project* Education Network

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Op-Ed Rubric

Categories & Criteria	Advanced Understanding	Proficient Understanding	Emerging Understanding	Beginning Understanding
Lead	Written with an outstanding lead to bring the reader into the story.			
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 Opinion	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	Some of the writing would concern or appeal to the intended audience. At times, the	Very little of the article contains reasons that would concern or appeal to the intended	None of the article contains arguments and/or reasons that address the intended

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	achieved.	focus wanders from the intended audience.	audience.	
Use of academic language to inform the audience	Writing contains many vivid examples of academic language that supports the opinion of the Op-Ed. Evidence of logical/emotional language and action words.	Writing contains some vivid examples of academic language that support the opinion of the Op-Ed. Some evidence of logical/emotional language and actions. .	Attempts to use some vivid examples of academic language that supports the opinion of the Op-Ed. Very little evidence of logical/emotional language, and action words.	Very little evidence of examples of academic language that supports the opinion of the Op-Ed or use of 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 conclusions for the reader to take action. Reader feels compelled to act.	Ends the article giving specific – albeit conventional and obvious – conclusions for the reader.	Ends the article giving at least one ordinary conclusion for the reader.	Ends the article without any clear conclusion for the reader to take action. Concludes too abruptly.
Grammar and Spelling	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	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.