

Opinion Writing Rubric Grade 5

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the claim(s) (6W1a) organizes reasons and evidence (6W1a) uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons (6W1c) skillfully provides a concluding statement or section that follows from the argument presented (6W1e) skillfully produce clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or text clearly (5W1a) states an opinion (5W1a) creates an organizational structure in which ideas are logically grouped to support the writer's purpose (5W1a) links opinion and reasons using words, phrases and clauses (5W1c) provides a concluding statement or section related to the opinion presented (5W1d) produce clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or text attempts to state an opinion attempts to create an organizational structure in which ideas are logically grouped to support the writer's purpose attempts to link opinion and reasons using words, phrases and clauses Attempts to provide a concluding statement or section related to the opinion presented Attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or text makes little or no attempt to state an opinion makes little or no attempt to create an organizational structure in which ideas are logically grouped to support the writer's purpose makes little or no attempt to link opinion and reasons using words, phrases and clauses makes little or no attempt to provide a concluding statement or section related to the opinion presented makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p style="text-align: center;">Organization/ Purpose 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> supports claim(s) with clear reasons and relevant evidence (6W1b) uses credible sources (6W1b) uses relevant information from multiple print and digital sources (6W8) quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> provides logically ordered reasons that are supported by facts and details (5W1b) uses relevant information from experiences or print and digital sources (5W8) summarizes or paraphrases information in finished work (5W8) provides a list of sources, when appropriate (5W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to provide logically ordered reasons that are supported by facts and details attempts to use relevant information from experiences or print and digital sources attempts to summarize or paraphrase information attempts to provide a list of resources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to provide logically ordered reasons that are supported by facts and details makes little or no attempt to use relevant information from experiences or print and digital sources makes little or no attempt to summarize or paraphrase information makes little or no attempt to provide a list of resources, when appropriate 	<p style="text-align: center;">Evidence/ Elaboration 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)* has errors that do not interfere with understanding (6L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)* has errors that do not interfere with understanding (5L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p style="text-align: center;">Language/ Conventions 1 x ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

Conventions Chart p. 2

CONVENTIONS CHART GRADE 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell grade-appropriate words correctly consulting references as needed. (5L2e) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades. (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Use punctuation to separate items in a series. (5L2a) Use a comma to separate an introductory element from the rest of the sentence. (5L2b) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (5L2c) 	<p>Verbs:</p> <ul style="list-style-type: none"> Use the perfect tense (<i>e.g., I had walked, I have walked; I will have walked</i>) (5L1b) Uses verb tense to convey various times, sequences, states, and conditions. (5L1c) Avoids inappropriate shifts in verb tense.* (5L1d) <p>Conjunctions:</p> <ul style="list-style-type: none"> Use correlative conjunction (<i>e.g., either/or, neither/nor</i>) (5L1e) <p>Agreement:</p> <ul style="list-style-type: none"> Use agreement rules from previous grade. (L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Use from previous grade. (L1g) 	<ul style="list-style-type: none"> Use previous grade. (L1g)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.