








5th Grade “Seven-Point” “Two-Trait” Rubric

“Trait 1” for Opinion Genre

Description	Points	Criteria
 <p>Idea Development, Organization, and Coherence</p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/ her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic and clearly states an opinion Creates an effective organizational structure to group the reasons logically Effectively develops the reasons that are supported by facts and details Uses words, phrases, and clauses effectively to link opinion and reasons Provides a strong concluding statement or section related to the opinion presented
	3	<p><i>The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> Introduces a topic and states an opinion Provides some organizational structure to group ideas and reasons Develops the topic and supports the opinion with facts and details Uses some words, phrases, and clauses to link opinion and reasons Provides a concluding statement or section related to the opinion presented
	2	<p><i>The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> Attempts to introduce a topic and state an opinion Attempts to provide an organizational structure to group reasons, but structure is inconsistent Attempts to develop the topic and support the opinion with facts and details Uses few words, phrases, or clauses to link opinion and reasons Provides a weak concluding statement or section that may not be related to the opinion
	1	<p><i>The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> May not introduce a topic or state an opinion May not have any organizational structure evident May not develop the topic or support the opinion May not use words or phrases to link opinion and reasons Provides a minimal or no concluding statement or section
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> × Code A: Blank × Code B: Copied × Code C: Too Limited to Score/Illegible/Incomprehensible × Code D: Non-English/Foreign Language × Code E: Off Topic/Off Task/Offensive

5th Grade “Seven-Point” “Two-Trait” Rubric

“Trait 2” for Opinion Genre

Description	Points	Criteria
Language Usage and Conventions <i>This trait contributes 3 of 7 points to the score for this genre and examines the writer’s ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student’s response demonstrates full command of language usage and conventions.</i>  Has clear and complete sentence structure, with appropriate range and variety  Shows knowledge of language and its conventions when writing  Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student’s response demonstrates partial command of language usage and conventions.</i>  Has complete sentences, with some variety  Shows some knowledge of language and its conventions when writing  Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student’s response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student’s response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> × Code A: Blank × Code B: Copied × Code C: Too Limited to Score/Illegible/Incomprehensible × Code D: Non-English/Foreign Language × Code E: Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

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