Name_____ Writing Task:_____ Date: _____

5th Grade Opinion Writing Rubric   Total Score: _____   100 – 90 = A   89 – 80 = B   79 – 70 = C   <70 = F

	Excellent		Good		Fair		Unsatisfactory	
Development	▪ addresses all aspects of the writing task with a **tightly** focused and **detailed** response	11	▪ addresses the writing task with a focused response	10	▪ addresses the writing task with an **inconsistent** focus	8	▪ attempts to address the writing task but **lacks** focus	7
	▪ states an opinion and **skillfully** provides reasons supported by facts and details	11	▪ states an opinion and provides reasons supported by facts and details	10	▪ **attempts** to state an opinion and **inconsistently** provides reasons supported by facts and details	8	▪ provides reasons to support the opinion that are **irrelevant and/or insufficient**	7
	▪ **effectively** supports opinion with information from experiences or from print and digital sources; summarize or paraphrase	11	▪ supports opinion with information from experiences or from print and digital sources; summarize or paraphrase	10	▪ **inconsistently** supports opinion with information from experiences or from print and digital sources	8	▪ **fails** to use information from experiences or from print and digital sources to support opinion	7
	▪ **effectively** draws evidence from literary or informational texts to support analysis, reflection, and research	11	▪ draws evidence from literary or informational texts to support analysis, reflection, and research	10	▪ **inconsistently** draws evidence from literary or informational texts to support analysis, reflection, and research	8	▪ **fails** to draw evidence from literary or informational texts to support analysis, reflection, and research	7
Organization	▪ **effectively** introduces the topic and creates an organizational structure with ideas logically grouped to support the purpose	12	▪ introduces the topic and creates an organizational structure with ideas logically grouped to support the purpose	11	▪ may introduce the topic and has a progression of ideas that may **lack** cohesion (i.e., list-like, rambling, or repetitive)	9	▪ identifies the topic and has **little or no evidence** of purposeful organization	8
	▪ **effectively** uses linking words and/or phrases to connect ideas with categories of information	12	▪ uses linking words and/or phrases to connect opinion and reasons	11	▪ **inconsistently** uses linking words and/or phrases to connect ideas within categories of information	9	▪ Uses few, if any linking words and or phrases to connect ideas	8
	▪ provides an **effective** concluding statement or section	12	▪ provides a concluding statement or section	11	▪ **attempts** to provide a sense of closure	9	▪ **lacks** a sense of closure	8
Language/Conventions	▪ demonstrates a **well-developed** command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a **limited and/or inconsistent** command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a **weak** command of standard English conventions; errors interfere with understanding	3
	▪ **skillfully** employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ **inconsistently** employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are **inappropriate** to audience and purpose	3
	▪ has sentences that are **skillfully** constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has **some** sentence formation **errors and/or a lack** of sentence variety	4	▪ has **frequent and severe** sentence formation **errors and/or a lack** of sentence variety	3

Comments: