

Name _____		Writing Task: _____				Date: _____		
5 <sup>th</sup> 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 <b>tightly</b> focused and <b>detailed</b> response	11	▪ addresses the writing task with a focused response	10	▪ addresses the writing task with an <b>inconsistent</b> focus	8	▪ attempts to address the writing task but <b>lacks</b> focus	7
	▪ states an opinion and <b>skillfully</b> provides reasons supported by facts and details	11	▪ states an opinion and provides reasons supported by facts and details	10	▪ <b>attempts</b> to state an opinion and <b>inconsistently</b> provides reasons supported by facts and details	8	▪ provides reasons to support the opinion that are <b>irrelevant and/or insufficient</b>	7
	▪ <b>effectively</b> 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	▪ <b>inconsistently</b> supports opinion with information from experiences or from print and digital sources	8	▪ <b>fails</b> to use information from experiences or from print and digital sources to support opinion	7
	▪ <b>effectively</b> 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	▪ <b>inconsistently</b> draws evidence from literary or informational texts to support analysis, reflection, and research	8	▪ <b>fails</b> to draw evidence from literary or informational texts to support analysis, reflection, and research	7
Organization	▪ <b>effectively</b> 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 <b>lack</b> cohesion (i.e., list-like, rambling, or repetitive)	9	▪ identifies the topic and has <b>little or no evidence</b> of purposeful organization	8
	▪ <b>effectively</b> 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	▪ <b>inconsistently</b> 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 <b>effective</b> concluding statement or section	12	▪ provides a concluding statement or section	11	▪ <b>attempts</b> to provide a sense of closure	9	▪ <b>lacks</b> a sense of closure	8
Language/Conventions	▪ demonstrates a <b>well-developed</b> command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a <b>limited and/or inconsistent</b> command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a <b>weak</b> command of standard English conventions; errors interfere with understanding	3
	▪ <b>skillfully</b> employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ <b>inconsistently</b> employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are <b>inappropriate</b> to audience and purpose	3
	▪ has sentences that are <b>skillfully</b> constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has <b>some</b> sentence formation <b>errors and/or</b> a lack of sentence variety	4	▪ has <b>frequent and severe</b> sentence formation <b>errors and/or</b> a lack of sentence variety	3

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b Provide logically ordered reasons that are supported by facts and details. c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) d Provide a concluding statement or section related to the opinion presented. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

L.5.1 Use of conjunctions, prepositions, interjections, perfect tenses, verb tenses to indicate time, correlative conjunctions L.5.2Use of commas (series, introductory element, set off words), punctuation of titles, use reference materials to spell grade appropriate words