

GRADE 5

GRADE 5 – OPINION WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> <input type="checkbox"/> Provides thorough responses to all elements of the prompt (ns) <input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) <input type="checkbox"/> Demonstrates insight into a topic or text(s) by discussing relevant events, main ideas, themes or central ideas, and/or other elements of the text (W.6.1.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns) <input type="checkbox"/> Demonstrates comprehension of a topic or text(s) by discussing relevant events, main ideas, themes, or central ideas in detail (W.5.1.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to only some elements of the prompt, or provides partial responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns) <input type="checkbox"/> Demonstrates basic comprehension of a topic or text(s) by discussing main ideas and/or details (W.5.1.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to any elements of the prompt; off-topic (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns) <input type="checkbox"/> Demonstrates partial comprehension of a topic or text(s) by briefly discussing main ideas, with some errors (W.5.1.A)
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic by clearly stating an opinion or claim; incorporates a summary statement or observation as part of the hook without extraneous information (W.6.1.A) <input type="checkbox"/> Organizes information into multiple paragraphs; groups related information together within paragraphs; gives relevant evidence in a clear and coherent order throughout (W.6.1.A) <input type="checkbox"/> Clarifies the relationships among claim(s) and reasons using a variety of well-chosen linking words, phrases, and clauses (W.6.1.C) 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic or text and clearly states an opinion; provides a general observation and focus as part of the introduction to the main ideas (W.5.1.A) <input type="checkbox"/> Organizes information into multiple paragraphs; groups related information together within and across paragraphs (W.5.1.A) <input type="checkbox"/> Links ideas within and across categories of information using a variety of linking words, phrases, and clauses (e.g., consequently, specifically) to link opinion and reasons (W.5.1.A, W.5.1.C) 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic or text in an abbreviated way; states an opinion but does not take a clear stance on the topic (W.5.1.A) <input type="checkbox"/> Organizes information into multiple paragraphs; groups related information together within paragraphs; connects evidence from the text to ideas (W.5.1.A) <input type="checkbox"/> Links ideas within paragraphs or categories of information using linking words and phrases (e.g., consequently, specifically) to link opinion and reasons (W.5.1.C) 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic but does so in a general, incomplete, or inaccurate way; fails to make a clear opinion statement (W.5.1.A) <input type="checkbox"/> Attempts to organize ideas in paragraphs to support the opinion, but ideas include errors and are disorganized (W.5.1.A) <input type="checkbox"/> Links ideas within paragraphs by using linking words or phrases; may include some errors or may be repetitive (W.5.1.C)

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Organization (cont.)	<input type="checkbox"/> Provides a conclusion or concluding statement that highlights the critical details and evidence of the argument presented (W.6.1.E)	<input type="checkbox"/> Provides a clear and concise conclusion that relates to the opinion presented (W.5.1.D)	<input type="checkbox"/> Provides a concise conclusion that clarifies the critical details of the opinion presented (W.5.1.D)	<input type="checkbox"/> Provides a concluding statement or section that refers to parts of the topic (W.5.1.D)
Development and Support	<input type="checkbox"/> Supports an opinion with clear reasons and relevant evidence by selecting well-chosen and credible facts and details (W.6.1.B) <input type="checkbox"/> Cites relevant information from credible print and digital sources; avoids plagiarism and provides a list of sources (W.6.8) <input type="checkbox"/> Produces clear, coherent, and concise writing in which the development and organization are appropriate to the task, purpose, and audience (W.6.4)	<input type="checkbox"/> Supports an opinion with logically ordered reasons that are supported by relevant, accurate facts and details (W.5.1.B) <input type="checkbox"/> Cites relevant information, details, and evidence from print (literary and informational) and digital sources (W.5.8) <input type="checkbox"/> Produces clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience (W.5.4)	<input type="checkbox"/> Supports an opinion by stating at least two rational reasons that are supported by facts or details (W.5.1.B) <input type="checkbox"/> Cites inaccurate information, details, and evidence from print (literary and informational) and digital sources (W.5.8) <input type="checkbox"/> Produces coherent writing appropriate to the task, purpose, and audience (W.5.4)	<input type="checkbox"/> Supports an opinion with facts and details that may be irrelevant, inadequate, or inaccurate (W.5.1.B) <input type="checkbox"/> Cites information that is experiential; does not provide any digital or print sources (W.5.8) <input type="checkbox"/> Produces writing in which the development and organization are not appropriate to the task, purpose, and audience (W.5.4)
Language	<input type="checkbox"/> Uses nuanced academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose (L.6.6) <input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode. (L.6.3) <input type="checkbox"/> Varies sentence patterns for meaning, reader/listener interest, and style, while maintaining consistency in style and tone (L.6.3.A/B)	<input type="checkbox"/> Uses precise language and domain-specific vocabulary that is appropriate for the audience and purpose (L.5.6) <input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode. (L.5.3) <input type="checkbox"/> Varies sentences for meaning, reader/listener interest, and style by expanding, combining, and reducing sentences (L.5.3.A)	<input type="checkbox"/> Uses general academic vocabulary that is appropriate for the audience and purpose (L.5.6) <input type="checkbox"/> Uses language to clarify ideas, attending to the norms and conventions of the discipline and writing mode, with occasional errors (L.5.3) <input type="checkbox"/> Varies sentence patterns occasionally, including simple, compound, and complex sentences; avoids inappropriate fragments and run-ons (L.5.3.A)	<input type="checkbox"/> Uses general academic vocabulary that is unclear, with little attention to the norms and conventions of the discipline and genre (L.5.6) <input type="checkbox"/> Varies sentence patterns occasionally for interest and effect, with some fragments and run-ons (L.5.3.A) <input type="checkbox"/> Uses informal language where a formal tone is called for; fails to attend to the norms and conventions of the discipline (L.5.3)

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Conventions	<input type="checkbox"/> Shows proficient command of grammar, mechanics, and usage, with few errors that do not impede readability or comprehension (L.5.1)	<input type="checkbox"/> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability	<input type="checkbox"/> Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1)	<input type="checkbox"/> Shows inconsistent command of grammar, mechanics, and usage; includes errors that interfere with meaning or readability (L.5.1)	<input type="checkbox"/> Demonstrates command of using modal auxiliaries and progressive tense verbs (L.4.1)	<input type="checkbox"/> Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.5.1)	<input type="checkbox"/> Demonstrates command of forming irregular plural nouns and irregular verb forms (L.3.1)
	<input type="checkbox"/> Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1)						
	<input type="checkbox"/> Shows proficient command of conventions, using above-grade level elements of capitalization, spelling, and punctuation (L.6.2)						
	<input type="checkbox"/> Shows command at using grade level elements of capitalization, spelling or punctuation. (L.5.2)			<input type="checkbox"/> Shows inconsistent command of capitalization, punctuation, and spelling; some errors interfere with meaning and/or readability (L.5.2)		<input type="checkbox"/> Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.5.2)	