

### 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"> <li>introduces the claim(s) (6W1a)</li> <li>organizes reasons and evidence (6W1a)</li> <li>uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons (6W1c)</li> <li>skillfully provides a concluding statement or section that follows from the argument presented (6W1e)</li> <li>skillfully produce clear and coherent writing appropriate to task, purpose, and audience (6W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic or text clearly (5W1a)</li> <li>states an opinion (5W1a)</li> <li>creates an organizational structure in which ideas are logically grouped to support the writer’s purpose (5W1a)</li> <li>links opinion and reasons using words, phrases and clauses (5W1c)</li> <li>provides a concluding statement or section related to the opinion presented (5W1d)</li> <li>produce clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic or text</li> <li>attempts to state an opinion</li> <li>attempts to create an organizational structure in which ideas are logically grouped to support the writer’s purpose</li> <li>attempts to link opinion and reasons using words, phrases and clauses</li> <li>Attempts to provide a concluding statement or section related to the opinion presented</li> <li>Attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic or text</li> <li>makes little or no attempt to state an opinion</li> <li>makes little or no attempt to create an organizational structure in which ideas are logically grouped to support the writer’s purpose</li> <li>makes little or no attempt to link opinion and reasons using words, phrases and clauses</li> <li>makes little or no attempt to provide a concluding statement or section related to the opinion presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/ Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>supports claim(s) with clear reasons and relevant evidence (6W1b)</li> <li>uses credible sources (6W1b)</li> <li>uses relevant information from multiple print and digital sources (6W8)</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8)</li> <li>provides basic bibliographic information for sources, when appropriate (6W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>provides logically ordered reasons that are supported by facts and details (5W1b)</li> <li>uses relevant information from experiences or print and digital sources (5W8)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to provide logically ordered reasons that are supported by facts and details</li> <li>attempts to use relevant information from experiences or print and digital sources</li> <li>attempts to summarize or paraphrase information</li> <li>attempts to provide a list of resources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to provide logically ordered reasons that are supported by facts and details</li> <li>makes little or no attempt to use relevant information from experiences or print and digital sources</li> <li>makes little or no attempt to summarize or paraphrase information</li> <li>makes little or no attempt to provide a list of resources, when appropriate</li> </ul>	<p>Evidence/ Elaboration 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)*</li> <li>has errors that do not interfere with understanding (6L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)*</li> <li>has errors that do not interfere with understanding (5L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>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"> <li>Spell grade-appropriate words correctly consulting references as needed. (5L2e)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades. (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series. (5L2a)</li> <li>Use a comma to separate an introductory element from the rest of the sentence. (5L2b)</li> <li>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)</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>Use the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>) (5L1b)</li> <li>Uses verb tense to convey various times, sequences, states, and conditions. (5L1c)</li> <li>Avoids inappropriate shifts in verb tense.* (5L1d)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Use correlative conjunction (e.g., <i>either/or, neither/nor</i>) (5L1e)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use agreement rules from previous grade. (L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use from previous grade. (L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grade. (L1g)</li> </ul>

\* 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.