

## CCSS Writing Rubric Grade 5—Opinion

	<b>NS (0)</b>	<b>Does Not Meet (1)</b>	<b>Almost Meets (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>
<b>Opinion Focus</b>	No evidence	Opinion on topics or texts is unclear Opinion is confusing or is inconsistent	States opinion on topics or texts, with little support of point of view  Opinion is focused but ineffectively maintained	Writes an opinion paper on topics or texts with reasons and information that support the point of view  Opinion is clearly stated and generally maintained	Writes an opinion paper on topics or texts with reasons and information that strongly support the point of view  Opinion is strongly stated, focused and maintained throughout
<b>Organization</b>	No evidence	Little organizational structure missing introduction and/or conclusion  Few or no transitions  No progression of ideas	Weak organizational structure, introduction and conclusion  Inconsistent transitions with little variety  Uneven progression of ideas with minimal facts and details	Adequate organizational structure, introduction and conclusion  Provides a concluding statement or section related to the opinion presented  Adequate progression of ideas through logically ordered reasons that are supported by facts and details	Meets all expectations set forth in (3)  Clear and effective organizational structure, introduction and conclusion  Uses smooth transitional phrases with purpose and variety  Strong progression of ideas
<b>Elaboration</b>	No evidence	Minimal elaboration using little or no support/evidence  No evidence from sources or incorrect  Little to no evidence of words, phrases, and clauses to link opinion reasons.	Inconsistent elaboration using little support/evidence for the writer's opinion that includes partial use of sources, facts, and details  Weak evidence from sources if present  Inconsistently uses words, phrases, and clauses to link opinion reasons	Adequate elaboration using support/evidence for the writer's opinion that includes the use of sources, facts, and details  Some evidence from sources  Clearly links opinion reasons using words, phrases and clauses such as: consequently, specifically	Meets all expectations set forth in (3)  Effective elaboration which uses convincing support/evidence for the writer's opinion that includes the use of sources, facts, and details  Evidence from sources is relevant and integrated effectively
<b>Language and Vocabulary</b>	No evidence	Language and vocabulary are confusing or vague or are inappropriate for the audience and purpose  Limited use of grade appropriate language <sup>1</sup>	Language and vocabulary are used with little clarity or may be inappropriate for the audience and purpose  Weak use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language	Adequate use of language and vocabulary (domain specific or precise) for the audience and purpose  Adequate use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language	Effective use of language and vocabulary (domain specific) for the audience and purpose  Effective use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language
<b>Conventions</b>	No evidence	Demonstrate a lack of command of grade level <sup>1</sup> conventions  Contains frequent errors and severe which impact meaning	Demonstrate a partial command of grade level <sup>1</sup> conventions  Contains frequent errors in usage that may confuse reader or impact meaning	Demonstrate an adequate command of grade level <sup>1</sup> conventions:  Some errors in usage and sentence formation, but no systematic pattern of errors	Demonstrates an effective and consistent use of grade level <sup>1</sup> conventions  Few, if any errors

This rubric was created using common core standards and the Smarter Balanced Consortium Rubric.

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>

<sup>1</sup> See CCSS Language Standard