**TTSD Fifth Grade Opinion Writing Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scoring Guide** | **1****(Below)** | **2****(Approaching)** | **3****(Meeting)** | **4****(Exceeding)** |
| **Focus**CCSS: W.5.1  | \***Responds to some or no** parts of the prompt\***Does not** state an opinion and/or **demonstrates little to no** understanding of topic/text | \***Responds to most** parts of the prompt\*States an opinion that **demonstrates limited** understanding of topic/text | \***Responds to all** parts of the prompt\***States** an opinion that **demonstrates** an understanding of topic/text | \***Responds skillfully** to all parts of the prompt\*States an opinion that **demonstrates an insightful** understanding of topic/text |
| **Organization**CCSS: W.5.1.A W.5.1.C W.5.1.D W.5.4 | **\*Does not** introduce the topic or text written about**\*Does not** state an opinion\***Does not** organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion\***Uses no** linking words or phrases | \***Attempts to** introduce the topic or text written about\***States** an **unclear** opinion\***Organizes** ideas and information in an **attempted** paragraph structure that includes a sense of introduction, body and conclusion, but related ideas **may not be logically** grouped together\***Provides** a concluding statement or section that is **not related** to the opinion presented\***Uses some** linking words, phrases, or clauses to connect reasons to opinion but simplistically | \***Introduces** topic or text clearly\***States** an opinion\***Organizes** ideas and information into **logical** introductory, body, and concluding paragraphs to **support the writer’s purpose****\*Provides** a concluding statement or section **related** to the opinion presented\***Uses** linking words, phrases, and clauses to **appropriately** to connect reasons to opinion (*i.e. consequently, specifically*) | \***Introduces** the topic or text written about\***States** an opinion\***Organizes** ideas and information into **purposeful, coherent paragraphs** that include an elaborated introduction with clear thesis, structured body, and insightful conclusion that relates to the opinion presented \* **Uses a variety** of linking words, phrases, and clauses **skillfull**y to connect reasons to opinion |
| **Support/Evidence**CCSS: W.5.1.B | \***Does not support** opinion with facts, details, and/or reasons\***Provides no or inaccurate** explanation/analysis of how evidence supports opinion  | \***Supports** opinion with **minimal and/or irrelevant** facts, details, and/or reasons\***Provides some** explanation/ analysis of how evidence supports opinion  | \***Supports** opinion with **several logically ordered** relevant facts, details, and/or reasons \***Provides clear** explanation/ analysis of how evidence supports opinion  | \***Supports** opinion **skillfully** with **logically ordered** relevant facts, details, and/or reasons \***Provides insightful** explanation/analysis of how evidence supports opinion |
| **Language –** **Grammar and Usage**CCSS: L.5.1 W.5.2.D | \***Does not** demonstrate sentence mastery\***Uses basic** language and **little to no** domain-specific vocabulary appropriate for the audience and purpose | \*Uses **some repetitive yet correct** sentence structure \***Uses common** language and **limited** domain-specific vocabulary appropriate for the audience and purpose | \*Uses **correct and varied** sentence structures\***Uses a broad range of grade level appropriate** language and domain-specific vocabulary appropriate for the audience and purpose | \*Uses **purposeful and varied** sentence structures\***Uses strategically and effectively** **above-grade level** language and vocabulary appropriate for the audience and purpose |
| **Language – Conventions of Capitalization, Punctuation, and Spelling**CCSS: L.5.1  L.5.2 | \*Demonstrates **limited understanding** of grade level appropriate conventions, and **errors interfere** with readability | \*Demonstrates **some grade level appropriate** conventions, but errors may interfere with readability | \*Demonstrates **grade level appropriate** conventions; **errors** are **minor** and **do not** interfere with readability | \*Demonstrates **creativity and flexibility** when using conventions (grammar, punctuation, capitalization, and spelling) **enhance meaning/readability** |

Revised 03/15