

Grade 5 Writing Task – OPINION – Teacher’s Rubric

The Writing and Language Anchor Standards in the shaded box below are college- and career-ready goals for student writing development.

The specific CCSS Grade 5 descriptors of those Writing and Language Standards form the basis for a Rubric score of 3.

See rubric score 3 for fifth grade descriptors of these standards.

Language in bold on rubric is from SBAC (Smarter Balanced Assessment Consortium) rubrics.

WRITING ANCHOR STD #1 (W1): Writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WRITING ANCHOR STD #4 (W4): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING ANCHOR STD #8 (W8): Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LANGUAGE ANCHOR STD #1 (L1): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LANGUAGE ANCHOR STD #2 (L2): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

LANGUAGE ANCHOR STD #3 (L3): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LANGUAGE ANCHOR STD #6 (L6): Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STUDENT PROMPT: In your opinion, which kind of pet is best, a cat or a dog? You will explain your thinking with facts and reasons from the articles. Remember, a good opinion essay:

- Has a clear introduction
- States your opinion/claim in a focus statement
- Logically groups ideas in paragraphs to support your opinion
- Uses specific facts and details from the text(s) to support your opinion and explain your reasoning in a logical order
- Uses linking words to connect your opinion and reasons
- Has a conclusion
- Has correct spelling, capitalization, and punctuation

Score	Statement of Purpose: Focus and Organization		Development: Elaboration and Language		Conventions of Standard English	
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Grammar & Usage	Punctuation, Spelling, Capitalization
<p>“The response...”</p> <p>4</p>	<p>...Is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> Introduces a topic or text clearly that states an opinion. (W1a) Concluding statement directly related to opinion. (W1d) Focus strongly maintained for the task, purpose, and audience across multiple paragraphs. (W4) 	<p>...Has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> Related ideas are grouped clearly and logically to support writer's purpose. (W1a) Reasons are logically ordered and supported by specific facts and details from text. (W1b) Opinions and reasons are linked using a variety of linking words, phrases, and/or clauses. (W1c) 	<p>...Provides thorough and convincing support/ evidence for the writer's opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> Clear and relevant information from multiple sources is skillfully integrated. (W8) 	<p>...Clearly and effectively expresses ideas, using precise languages:</p> <ul style="list-style-type: none"> Expands, combines, and reduces sentences for meaning, reader/ listener interest, and style. (L.5.3a) Purposeful choice of words and phrases to convey ideas precisely.* (L.4.3a) Use of punctuation for effect.* (L.4.3b) Use of general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. (L.5.6) 	<p>...Demonstrates strong command of conventions with few if any errors in:</p> <ul style="list-style-type: none"> Production of complete sentences, correcting inappropriate run-ons and fragments.* (L.4.1g) Use of frequently confused words.* (L.4.1h) Subject-verb and pronoun-antecedent agreement.* (L.3.1h) Use of adjectives (order, comparative/ superlative). (L41e & L31i) 	<p>...Demonstrates strong command of conventions with few if any errors in:</p> <ul style="list-style-type: none"> Use of comma to separate an introductory element from the rest of the sentence. (L.5.2b) Use of quotation marks, underlining, or italics to indicate titles of works. (L.5.2d) Spelling grade-appropriate words correctly, consulting references as needed. (L.5.2e)
<p>“The response...”</p> <p>3</p>	<p>...Is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> Introduces a topic or text clearly that states an opinion. (W1a) Concluding statement related to opinion. (W1d) Focus mostly maintained for the task, purpose, and audience across multiple paragraphs. (W4) 	<p>...Has a recognizable organizational structure, though there may be minor flaws and some ideas loosely connected:</p> <ul style="list-style-type: none"> Related ideas are logically grouped to support writer's purpose. (W1a) Reasons are logically ordered and supported by facts and details. (W1b) Opinions and reasons are linked using words, phrases, and/or 	<p>...Provides adequate support/evidence for the writer's opinion that includes the use of sources, facts and details:</p> <ul style="list-style-type: none"> Clear and relevant information from multiple sources is adequately integrated. (W8) 	<p>...Adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> Expands, combines, and reduces sentences for meaning, reader/ listener interest, and style. (L.5.3a) Choice of words and phrases conveys ideas precisely.* (L.4.3a) Use of punctuation for effect.* (L.4.3b) Use of general academic and domain-specific words and 	<p>...Demonstrates adequate command of conventions with some errors but no systematic patterns displayed in the:</p> <ul style="list-style-type: none"> Production of complete sentences, correcting inappropriate run-ons and fragments.* (L.4.1g) Use of frequently confused words.* (their, there)(L.4.1h) Subject-verb and pronoun-antecedent 	<p>...Demonstrates adequate command of conventions with some errors but no systematic patterns displayed in the:</p> <ul style="list-style-type: none"> Use of comma to separate an introductory element from the rest of the sentence. (L.5.2b) Use of quotation marks, underlining, or italics to indicate titles of works. (L2d) Spelling grade-appropriate words correctly, consulting references as needed.

	clauses. (W1c)	phrases, including those that signal contrast, addition, and other logical (L.5.6)	agreement.*(L.3.1h) (L2e) • Use of adjectives (order, comparative/ superlative). (L41e & L31i)
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Score	Statement of Purpose: Focus and Organization		Development: Elaboration and Language		Conventions of Standard English	
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Grammar & Usage	Punctuation, Spelling, Capitalization
<p>“The response...”</p> <p>2</p>	<p>...Is somewhat sustained with some extraneous materials or a minor drift in focus:</p> <ul style="list-style-type: none"> • Topic introduced but vague. • Uneven progression of ideas from beginning to end. • Concluding statement weakly related to opinion. • Focus may be insufficiently sustained across multiple paragraphs. 	<p>...Has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • Reasons are listed but lack clear connection to the writer's purpose. • Reasons are poorly supported by facts and details. • Linking words are inconsistently used to connect opinions and reasons. 	<p>...Provides uneven, cursory support/ evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Some evidence from sources weakly integrated, imprecise or repetitive, references may be vague. 	<p>...Unevenly expresses ideas, using simplistic language:</p> <ul style="list-style-type: none"> • Some sentences are expanded, combined, and reduced for meaning, interest, style. • Weak or imprecise choice of words and phrases to convey ideas. • Poor or imprecise use of general academic and domain-specific words and phrases. (L.5.6) 	<p>...Demonstrates a partial command of conventions with frequent errors in the:</p> <ul style="list-style-type: none"> • Production of complete sentences, correcting inappropriate run-ons and fragments.* • Use of frequently confused words.* • Subject-verb and pronoun-antecedent agreement.* • Use of adjectives (order, comparative/ superlative). 	<p>...Demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • Use of comma to separate an introductory element from the rest of the sentence. • Use of quotation marks, underlining, or italics to indicate titles of works. • Spelling grade-appropriate words correctly, consulting references as needed.
<p>“The response...”</p> <p>1</p>	<p>...May be related to purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> • Opinion may be confusing or ambiguous. • May be very brief. • Concluding statement not related to the opinion or is nonexistent. 	<p>...Has little or no discernable organizational structure:</p> <ul style="list-style-type: none"> • Reasons are listed. • Reasons may not be supported by facts and details. • Opinion and reasons are not clearly connected. 	<p>...Provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Evidence from source materials is minimal or irrelevant. 	<p>...Expresses ideas vaguely, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Word choice is confusing/unclear. • Only conversational language used. 	<p>...Demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • Errors are frequent and severe and meaning is often obscured. 	<p>...Demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • Errors are frequent and severe and meaning is often obscured.

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*Skills marked with an asterisk in Language standards are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing.