

GRADE 5 OPINION WRITING RUBRIC

	Below Basic (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
STRUCTURE				
Overall	The writer told readers his/her opinion on a topic and helped the reader understand his/her reasons.	The writer made a claim about a topic or a text and tried to support his/her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	The writer explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of the text built his/her argument.
Lead	The writer wrote a beginning that set up the readers to expect his would be an opinion piece and also used techniques that made the reader care about the topic.	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.	The writer wrote text that had an introduction leading to a claim or thesis. He/she got readers to care by not only including a cool fact or jazzy question but also figuring out what was significant about the topic.	The writer wrote an introduction to interest readers and help them understand and care about a topic or text. He/she thought backward between the piece and the introduction to make sure that the introduction would fit with the whole.
Transitions	The writer connected ideas and reasons using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer used phrases such as <i>for example, another example, one time, for instance, in addition to, also, and another</i> to show when he/she wanted to make a new point.	The writer used phrases such as <i>another reason</i> and <i>the most important reason</i> . Phrases started with words such as <i>consequently</i> and <i>because of</i> . For precision the writer used words such as <i>specifically</i> and <i>in particular</i> .	The writer used transitions to help connect claim(s), reasons, and evidence and to imply relationships such as <i>exemplifies, adds to, is similar to, explains, is a result of, or this contrasts</i> . The writer used transitions such as <i>for instance, in addition, one reason, furthermore, according to, this evidence suggests, and thus we can say that</i> .
Ending	The writer provided a thought or comment related to the opinion.	The writer wrote an ending for his/her piece in which he/she restated and reflected on his/her claim, perhaps suggesting an action or response.	The writer worked on a conclusion in which he/she connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	In the conclusion the writer restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.

DEVELOPMENT				
Organization	The writer wrote several reasons or examples why readers should agree with his/her opinion. There are several sentences for each reason.	The writer separated sections of information using paragraphs	The writer grouped information and related ideas into paragraphs. He/she put the parts of his/her writing in the order that most suited his/her purpose and proved his/her reasons & claim.	The writer organized his/her argument into sections; he arranged reasons and evidence purposefully. The order of the sections and the internal structure of each section made sense.
Elaboration	The writer not only named reasons to support the opinion but also wrote more about each one.	The writer gave reasons to support the opinion. Reasons were chosen to convince reads and included examples and information to support the reasons.	The writer gave reasons to support her opinion that were parallel and did not overlap. He/she put them in an order that he/she thought would be most convincing.	The writer included and arranged a variety of evidence such as facts, quotations, examples, and definitions. The writer explained how the reasons and evidence he/she gave supported his/her claim(s) and strengthened his/her argument.
Craft	The writer not only told readers to believe his/her opinion but also wrote in ways that got them thinking or feeling in certain ways.	The writer made deliberate word choices to convince his/her readers, perhaps by emphasizing or repeating words. The tone of the piece is convincing.	The writer reached for the precise phrase, metaphor, or image that would convey his/her ideas. The writer made choices about how to angle his/her evidence to support his/her points.	The writer worked to include concrete details, comparisons, and/or images to convey his/her ideas, build his/her argument, and keep his/her reader engaged. When necessary the writer explained terms to readers.
LANGUAGE CONVENTIONS				
Spelling	The writer used spelling patterns some of the time.	The writer used appropriate spelling patterns most of the time.	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
Punctuation	The writer began and ended some sentences with capitalization and punctuation. The writer sometimes punctuated with commas and quotation marks.	The writer began and ended most sentences with capitalization and punctuation. The writer usually punctuated with commas and quotation marks.	The writer edited independently. The writer used commas to set off introductory parts of sentences and used commas to show talking directly someone such as "Are you mad, Mom?"	The writer used punctuation accurately to convey mood and build tension.

Scoring Directions: In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Conventions Score _____

Spelling Score _____

Number of Points	Scaled Score*
1—10	1
11—20	2
21—30	3
31—40	4

***The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**

Total Score: _____