# Argumentation/Opinion Text-Based Writing Rubric

# Grade 5

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/Research | The writing –   * makes effective use of available resources * skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available resources * supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to support an opinion with relevant and sufficient facts and details from resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused response * states an opinion * skillfully provides reasons that are supported by sufficient and relevant facts and details * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with a focused response * states an opinion * provides reasons that are supported by sufficient and relevant facts and details * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with an inconsistent focus * states an opinion * inconsistently provides reasons that are supported by sufficient and relevant facts and details * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * attempts to address the writing task but lacks focus * states an opinion * provides reasons that are supported by insufficient and/or irrelevant facts and details * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * effectively introduces the topic or text * skillfully creates an organizational structure in which ideas are logically grouped to support the writer’s purpose and the writing task * effectively links opinion and reasons using words, phrases, and/or clauses * provides an effective concluding statement or section related to the opinion presented | The writing –   * introduces the topic or text clearly * creates an organizational structure in which ideas are logically grouped to support the writer’s purpose * links opinion and reasons using words, phrases, and/or clauses * provides a concluding statement or section related to the opinion presented | The writing –   * introduces the topic or text * has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) * inconsistently links opinion and reasons using words, phrases, and/or clauses * provides a sense of closure | The writing –   * identifies the topic * has little or no evidence of purposeful organization |
| Language/ Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure * provides a list of sources\* | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure * provides a list of sources\* | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety * attempts to provide a list of sources\* | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * employs language and tone that are inappropriate to audience and purpose * has frequent and severe sentence formation errors and/or a lack of sentence variety * fails to provide a list of sources\* |

\* If applicable

∆ Added by NCSD#1

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