

Argumentation/Opinion Text-Based Writing Rubric Grade 5

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ states an opinion ▪ provides reasons that are supported by sufficient and relevant facts and details 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ states an opinion ▪ inconsistently provides reasons that are supported by sufficient and relevant facts and details 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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
Organization 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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