

# OPINION WRITING RUBRIC GRADE 5

## North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. <b>W.5.5</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to or partially</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing is not strengthened</b> as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.</li> <li>• <b>Strongly</b> organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <b>(W.5.1a)</b></li> <li>• Organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</li> <li>• <b>Attempts to</b> organize and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, <b>or</b> organize the reasons and evidence logically.</li> <li>• <b>Shows little or no effort to</b> organize and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> provides logically ordered reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides logically ordered reasons that are supported by facts and details. <b>(W.5.2b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Struggles to</b> provide logically ordered reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> provide logically ordered reasons that are supported by facts and details.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Carefully</b> links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> </ul>	<ul style="list-style-type: none"> <li>• Links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <b>W.5.3c</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• Provides a <b>powerful</b> concluding statement or section related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or section related to the opinion presented. <b>W.5.5d</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> provide a concluding statement or section related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> provide a concluding statement or section related to the opinion presented.</li> </ul>
<b><u>LANGUAGE</u></b>	<ul style="list-style-type: none"> <li>• Demonstrates <b>advanced</b> understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. <b>L.5.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>partial</b> grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>distract from</b> the readability.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>greatly distract</b> the readability.</li> </ul>

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