5th Grade Opinion Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_

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|  |  | **Level 1**: **Novice**  **2 points** | **1.5** | **Level 2**: **Developing**  **3 points** | **2.5** | **Level 3**: **Effective**  **4 points** | **3.5** | **Level 4**: **Highly Effective**  **5 points** | **Points** | **Score** |
| **Focus and Development**  Writing effectively establishes an opinion and supports the opinion with evidence (from the text if appropriate) and elaborates with examples, illustrations, facts, and other details. When applicable, the writer must integrate the information from the text(s) into his/her own words and arranges the ideas and supporting evidence in order to create cohesion. | **Ideas** | Lacks Evidence of:   * A topic and opinion * Reasons that support the opinion * Information from experiences and/or information from print and digital sources |  | Attempts to:   * Introduce a topic and state an opinion * Provide reasons that support the opinion * Recall information from experiences and/or gather information from print and digital sources |  | * Introduces a topic or text clearly and states an opinion **(22)** * Provides logically ordered reasons that are supported by facts and details **(22)**   ● Recalls relevant information from experiences and/or gathers information from print and digital sources **(29)** |  | * Explains logically ordered reasons with relevant facts and details | X 8 |  |
| **Organization** | Lacks Evidence of:   * Planning * Organizational structure * Linking words to connect opinions and reasons * A concluding statement or section |  | Attempts to:   * Plan * Provide some organization * Use linking words to connect opinions and reasons * Provide a concluding statement or section |  | * Reflects planning **(25)** * Creates an organizational structure in which related ideas are grouped into paragraphs and/or sections **(22a)** * Links opinion and reasons using words, phrases, and clauses **(22c)** * Provides a concluding statement or section **(22d)** |  | * Groups reasons cohesively to support each part or section of the topic or opinion * Uses a variety of linking words, phrases, and clauses throughout piece * Provides a concluding statement or section that reflects topic or opinion and suggests an action or response to the reader; ending strengthens opinion | X 4 |  |
| **Style** | Lacks Evidence of:   * Simple, compound, complex, and compound-complex sentences * Sentence variety to support meaning, reader interest, or style * Grade-appropriate vocabulary |  | Attempts to:   * Produce simple, compound, complex, and compound-complex sentences * Use sentence variety to support meaning, reader interest, or style * Use grade-appropriate vocabulary |  | * Produces simple, compound, complex, and compound-complex sentences **(38)** * Expands, combines, and reduces sentences for meaning, reading/listener interest, and style **(40)** * Uses grade-appropriate vocabulary **(43)** |  | * Produces a variety of simple, compound, complex and compound-complex sentences throughout piece * Expands, combines, and reduces sentences for meaning, reader/listener interest, and style throughout piece | X 4 |  |
| **Language Usage and** **Conventions**  Demonstrates control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards. | **Conventions** | Lacks Evidence of:   * Legible cursive * Command of grade-level appropriate conventions of English grammar and usage when writing:   + grammar/usage   + capitalization   + punctuation   + spelling   *Errors have a significant effect on meaning.* |  | Attempts to:   * Write legibly in cursive * Demonstrate a command of grade-level appropriate conventions of English grammar and usage when writing:   + grammar/usage   + capitalization   + punctuation   + spelling   *Errors have an effect on meaning.* |  | * Writes legibly in cursive **(38a)** * Demonstrates a command of grade-level appropriate conventions of English grammar and usage when writing **(38, 39)**:   + grammar/usage   + capitalization   + punctuation   + spelling   *Errors have a minimal effect on meaning.* |  | *Errors have no effect on meaning*. | X 4 |  |