ERUSD – Opinion/Argument Rubric, Grade __5___

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion* CCSS*: ➢ W – 1a ➢ W – 1 b ➢ W - 4	• Responds skillfully to all parts of the prompt • States an opinion/argument/claim that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1a ➢ W – 1c ➢ W – 1d ➢ W – 4	• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim	• Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to opinion	• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to opinion but simplistically	• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 1b ➢ W – 9b	• Supports opinion skillfully with substantial and relevant evidence • Provides insightful explanation/analysis of how evidence supports opinion	• Supports opinion with sufficient and relevant evidence • Provides clear explanation/ analysis of how evidence supports opinion	• Supports opinion with minimal and/or irrelevant facts, details, and/or reasons • Provides some explanation/ analysis of how evidence supports opinion	• Does not support opinion with evidence and/or evidence is irrelevant or inaccurate • Provides no or inaccurate explanation/analysis of how evidence supports opinion
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose	• Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 6th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand	4th	5th	6th

Writing	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	   b. Provide reasons that are supported by facts and details.
	   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	   d. Provide a concluding statement or section related to the opinion presented.
	
	4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
	
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
		1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		   a. 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.
		   b. Provide logically ordered reasons that are supported by facts and details.
		   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		   d. Provide a concluding statement or section related to the opinion presented.
		
		4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
		
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
			1. Write arguments to support claims with clear reasons and relevant evidence.
			   a. Introduce claim(s) and organize the reasons and evidence clearly.
			   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
			   c. Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons.
			   d. Establish and maintain a formal style.
			   e. Provide a concluding statement or section that follows from the argument presented.
			
			4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
			
			9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading-Informational Text	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.