

Opinion Writing Rubric Grade 5

Name _____

Teacher Mrs. Kragen

Writing Score _____

Language Score _____

PROMPT—Write an editorial about your community. (Your community can be your neighborhood, your town, or your school—regular school or K12.)

Score	1 <i>(Falls Far Below Grade Level)</i>	2 <i>(Approaching Grade Level)</i>	3 <i>(Meets Grade Level)</i>	4 <i>(Exceeds Grade Level)</i>
Focus/Information Center your title at the top in bold: Title Center your name underneath the title: by Jeff Anderson	Has no title Limited response or no response to the prompt	Has a reasonable title Responds to most parts of the prompt	Has a meaningful title Responds to all parts of the prompt	Has a meaningful title that hooks the audience Responds skillfully to all parts of the prompt
Introduction at the beginning	Incoherent or missing introductory sentence at the beginning.	Has an introductory sentence at the beginning—it might need to be a complete sentence, or it might need to be stated more clearly.	Writes a 2-3 sentence introductory paragraph at the beginning that states your opinion on what you want to change in your community	Writes a 3-5 sentence introductory paragraph at the beginning with a compelling opening line or two and that clearly introduces your topic, previews your reasons, and states your position on what you want to see changed in order to improve of your community
Organized Body in the middle	Gives 1 reason why we—the readers—should agree with your opinion. That reason is the topic sentence for the paragraph. Supports that reason with details, which can include: facts, data, evidence, your own relevant observations, quotations from experts. Each detail is its own complete sentence. Limited response or no response to any counterargument. Uses no linking words.	Gives 2 reasons why we—the readers—should agree with your opinion. Those reasons are the topic sentences for 2 different paragraphs. Supports each reason with details, which can include: facts, data, evidence, your own relevant observations, quotations from experts. Each detail is its own complete sentence. Adds a 3rd paragraph in the body with some response to a counterargument Attempts to use some simplistic linking words to connect ideas: first, second, third, next, then, in conclusion	Gives 3 reasons why we—the readers—should agree with your opinion. Those reasons are the topic sentences for 3 different paragraphs. Supports each reason with details, which can include: facts, data, evidence, your own relevant observations, quotations from experts. Each detail is its own complete sentence. Adds a 4th paragraph in the body to identify and respond to a counterargument (compare/contrast or weigh advantages and disadvantages of each position) Uses linking words and phrases appropriately to connect ideas within and across categories of information: first of all, in addition, another reason, second, besides that, finally, in the end	Gives 4 reasons why we—the readers—should agree with your opinion. Those reasons are the topic sentences for 4 different paragraphs. Supports each reason with details, which can include: facts, data, evidence, your own relevant observations, quotations from experts. Each detail is its own complete sentence. Adds a 5th paragraph in the body to identify and thoroughly respond to a counterargument (compare/contrast or weigh advantages and disadvantages of each position) Uses varied transitions and syntax to link the sections of text, create cohesion, and clarify relationships: similarly, likewise, in comparison, compared to, as a result, thus, consequently, for that reason, therefore, overall
Conclusion at the end	Incoherent or missing concluding sentence at the end	Working toward a concluding sentence at the end—it needs to be a complete sentence, or it could be stated more clearly	Write a concluding sentence at the end that calls on us—the readers—to agree with you or calls on us to join you in action	Write a 2-3 sentence concluding paragraph at the end that calls on us—the readers—to agree with you and calls on us to join you in action
Language	Does not demonstrate sentence mastery. Demonstrates limited understanding of grade-level appropriate conventions; errors interfere with the readability.	Uses some incorrect sentences structures: run-ons or fragments. Uses some correct yet repetitive sentence structures. Demonstrates some grade-level appropriate conventions; errors may interfere with the readability.	Uses correct sentence structures. Uses varied sentence structures. Demonstrates grade-level appropriate conventions; errors are minor and do not interfere with readability.	Uses purposeful and varied sentence structures. Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning/readability.