

**Argument/ Opinion Standard Referenced Rubric  
Grade 5**

	<b>4 Exceeds Standards</b>	<b>3 Meets Standards</b>	<b>2 Partially Meets Standard</b>	<b>1 Below Standard</b>
<p style="text-align: center;"><b>Ideas and Organization</b></p> <p>5.W.1a 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.</p>	<p>The writing introduces the topic/claim with compelling reasons and evidence and logically groups related ideas into coherent paragraphs and sections to support the writer’s purpose.</p>	<p>The writing clearly introduces the topic/claim and logically groups related ideas in paragraphs and sections to support the writer’s purpose.</p>	<p>The writing introduces the topic/claim and attempts to group related ideas in paragraphs and sections to support the writer’s purpose.</p>	<p>The writing lacks a topic and not all information supports the writer’s purpose.</p>
<p style="text-align: center;"><b>Content and Development</b></p> <p>5.W.1b, (5.W.9b) Provide logically ordered reasons that are supported by facts and details.</p> <p>Apply grade 5 Reading standards to informational texts – identify which reasons and evidence support which points.</p>	<p>The writing supports the topic/ claim with with three or more clear and accurate reasons, and/or relevant evidence cited (quoted) from credible sources or text.</p>	<p>The writing develops the topic/point of view with three or more logically ordered relevant facts and/or details referencing credible sources or text.</p>	<p>The writing develops the topic/point of view with less than three relevant facts and/or details; or not all the details/facts support the topic.</p>	<p>The writing attempts to develop the topic/point of view with less than two facts and/or details.</p>
<p style="text-align: center;"><b>Transitions and Conclusions</b></p> <p>5.W.1c Link opinion and reasons using words, phrases and clauses.</p> <p>5.W.1d Provide a concluding statement or section that reinforces or restates the opinion presented.</p>	<p>The writing uses a variety of words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>The writing has a concluding statement or section that strengthens the argument presented.</p>	<p>The writing uses three or more linking words, phrases and/or clauses to connect the opinion and reasons.</p> <p>The writing provides a concluding statement or section that reinforces or restates the opinion presented.</p>	<p>The writing uses less than three linking words, phrases and/or clauses to connect the opinion and reasons.</p> <p>The writing attempts to provide a concluding statement or section that reinforces or restates the opinion presented.</p>	<p>The writing uses no linking words, phrases and/or clauses to connect the opinion and reasons.</p> <p>The concluding statement or section is absent or does not clearly reinforce or restate the opinion presented.</p>

<p><b>Language, Structure and Style</b></p> <p>5.L.1a Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions or English.</p> <p>5.L.1 (adapted from Grade 4)</p>	<p>The writing uses precise language and domain specific nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences purposefully to create the desired effect.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose; errors may begin to interfere with readability.</p> <p>The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.</p>	<p>The writing uses nouns, pronouns and/or verbs appropriate to function and purpose; errors interfere with readability.</p> <p>The writing demonstrates simple and compound sentences; errors interfere with meaning.</p>
<p><b>Conventions</b></p> <p>5.L.2a Use a comma to separate items in a series.</p> <p>5.L.2b,c Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentences, and to indicate direct address.</p> <p>5.L.2d Spell grade-appropriate words correctly.</p>	<p>The writing consistently demonstrates correct capitalization and punctuation in all situations.</p> <p>The writing uses commas correctly (i.e. before coordinating conjunctions in compound sentences, dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks, parenthesis, and dashes correctly.</p> <p>The spelling is correct and demonstrates above grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization and punctuation; minor errors do not interfere with readability.</p> <p>The writing uses commas correctly (i.e. before coordinating conjunctions in compound sentences, dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.</p> <p>The spelling is correct and demonstrates grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization and punctuation in most situations; errors may interfere with readability.</p> <p>The writing uses commas and quotation marks (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may begin to interfere with readability.</p> <p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing does not demonstrate correct capitalization and punctuation; errors interfere with readability.</p> <p>The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>