KAS Opinion Rubric—5th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Note: In 5th grade, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (C.5.1) The shift to composing arguments begins in 6th grade.

Clarity and Coherence

Novice: States an opinion that may lack focus or be unclear. Misses many or all demands of the prompt.

Apprentice: States a general opinion that addresses the prompt, but may have lapses in focus. Attempts to address some demands of the prompt.

Proficient: Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt.

Distinguished: Introduces and maintains a clear, credible and coherent opinion. Thoroughly addresses all demands of the prompt.

Support

Novice: Includes minimal or no purposeful support of opinion with reasons. Provides an incomplete, inaccurate and/or irrelevant explanation of reasons. Provides minimal or unrelated facts and details to support the reasons.

Apprentice: Attempts to support opinion with reasons. Provides vague and/or general explanation of reasons. Provides vague and/or general facts and details to support the reasons.

Proficient: Supports opinion with logical reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.

Distinguished: Thoroughly supports opinion with logical reasons. Provides carefully selected explanation of reasons to strengthen the opinion. Provides reasons that are thoughtfully linked to facts and details to support the opinion.
Sourcing

**Novice:** Uses **one or none** of the provided sources or **ineffectively** uses a minimum of two provided sources to support the opinion. Cites **little or no** evidence. **Little or no** use of quoting, summarizing and/or paraphrasing of facts and details.

**Apprentice:** Uses a minimum of two provided sources to **attempt** to support the opinion. **Inconsistently** cites evidence. **Attempts** to quote, summarize and/or paraphrase facts and details.

**Proficient:** **Accurately and effectively** uses a minimum of two provided sources to support the opinion. **Effectively** cites evidence by quoting, summarizing and/or paraphrasing facts and details.

**Distinguished:** **Accurately and skillfully** uses a minimum of two provided sources to support the opinion. **Consistently and thoroughly** cites evidence by quoting, summarizing and/or paraphrasing facts and details.

Organization

**Novice:** Creates **minimal or no overall** structure. **Ineffectively** organizes an opinion with reasons that are supported by facts and details. Makes **minimal or no attempt** to use transitions to connect the opinion, reasons and evidence. Provides a **weak** conclusion section or **lacks** a conclusion section to support the opinion.

**Apprentice:** **Attempts** to create a structure for the opinion. Organizes introduction of the topic and states an opinion with reasons that are supported by facts and details, but contains **some lapses that disrupt the cohesion or are inappropriate. Attempts** to use transitions to connect the opinion, reasons and evidence, but they are **simple and infrequent.** Provides a conclusion section **in an attempt** to support the opinion.

**Proficient:** Creates and **maintains a clear** structure to develop the opinion. **Logically** organizes introduction of the topic and states an opinion with reasons that are **logically ordered and supported by facts and details. Uses effective** transitions to connect the opinion, reasons and evidence. Provides a **logical** conclusion section to support the opinion.

**Distinguished:** Creates and maintains a **sophisticated** structure to develop the opinion. **Skillfully** organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. **Consistently uses a variety of transitions to create a strong connection between the opinion, reasons and evidence. Provides a thorough conclusion to support the opinion.**
Language/Conventions

Novice: Lacks or uses an inappropriate formal tone or voice. Lacks the development of task appropriate writing. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.

Apprentice: Uses a weak formal tone or voice and/or has lapses in appropriate tone or voice. Attempts to develop task appropriate writing. Attempts appropriate word choice. Makes frequent errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.

Proficient: Establishes and maintains an appropriate formal tone or voice. Establishes and maintains task appropriate writing. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.

Distinguished: Consistently establishes and maintains a sophisticated formal tone or voice. Consistently establishes and maintains sophisticated, task appropriate writing. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few, minor errors that do not interfere with understanding the writing.