

## KAS Opinion Rubric - Grade 5

**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 Grade 5, 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 Grade 6.*

Scoring Element	Novice	Apprentice	Proficient	Distinguished
<b>Clarity and Coherence</b>	States an opinion that may <b>lack</b> focus or be <b>unclear</b> . <b>Misses many or all</b> demands of the prompt/task.	States a <b>general</b> opinion that addresses the prompt/task, but may have <b>lapses</b> in focus. <b>Attempts</b> to address <b>some</b> demands of the prompt/task.	Introduces and maintains a <b>clear and coherent</b> opinion. Addresses <b>all</b> demands of the prompt/task.	Introduces and maintains a <b>clear, credible and coherent</b> opinion. <b>Thoroughly</b> addresses all demands of the prompt/task.
<b>Support</b>	Includes <b>minimal or no purposeful</b> support of opinion with reasons. Provides <b>incomplete, inaccurate and/or irrelevant</b> explanation of reasons. Provides <b>minimal or unrelated</b> facts and details to support the reasons.	<b>Attempts</b> to support opinion with reasons. Provides <b>vague and/or general</b> explanation of reasons. Provides <b>vague and/or general</b> facts and details to support the reasons.	Supports opinion with <b>logical</b> reasons. Provides <b>clear</b> explanation of reasons. Provides facts and details that <b>clearly</b> support the reasons.	<b>Thoroughly</b> supports opinion with logical reasons. Provides <b>carefully selected</b> explanation of reasons to <b>strengthen the opinion</b> . Provides reasons that are <b>thoughtfully</b> linked to facts and details to support the opinion.
<b>Sourcing</b>	Uses <b>one or no</b> source(s) (provided or student selected) or <b>ineffectively</b> uses a minimum of two sources (provided or student selected) to support the opinion. Cites <b>little or no</b> evidence. <b>Little or no</b> use of quoting, summarizing and/or paraphrasing of facts and details.	Uses a minimum of two sources (provided or student selected) to <b>attempt</b> to support the opinion. <b>Inconsistently</b> cites evidence. <b>Attempts</b> to quote, summarize and/or paraphrase facts and details.	<b>Accurately and effectively</b> uses a minimum of two sources (provided or student selected) to support the opinion. <b>Effectively</b> cites evidence by quoting, summarizing and/or paraphrasing facts and details.	Accurately and <b>skillfully</b> uses a minimum of two sources (provided or student selected) to support the opinion. <b>Consistently and thoroughly</b> cites evidence by quoting, summarizing and/or paraphrasing facts and details.
<b>Organization</b>	Creates <b>minimal or no overall</b> structure. <b>Ineffectively</b> organizes an opinion with reasons that are supported by facts and details. Makes <b>minimal or no attempt</b> to use transitions to connect the opinion, reasons and evidence. Provides a <b>weak</b> conclusion section or <b>lacks</b> a conclusion section to support the opinion.	<b>Attempts</b> 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 <b>some lapses that disrupt the cohesion or are inappropriate</b> . <b>Attempts</b> to use transitions to connect the opinion, reasons and evidence, but they are <b>simple and infrequent</b> . Provides a conclusion section <b>in an attempt</b> to support the opinion.	Creates and <b>maintains a clear</b> structure to develop the opinion. <b>Logically</b> organizes introduction of the topic and states an opinion with reasons that are <b>logically</b> ordered and supported by facts and details. Uses <b>effective</b> transitions to connect the opinion, reasons and evidence. Provides a <b>logical</b> conclusion section to support the opinion.	Creates and maintains a <b>sophisticated</b> structure to develop the opinion. <b>Skillfully</b> organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. <b>Consistently</b> uses a <b>variety</b> of transitions to create a <b>strong</b> connection between the opinion, reasons and evidence. Provides a <b>thorough</b> conclusion section to support the opinion.
<b>Language/Conventions</b>	<b>Lacks or uses an inappropriate</b> formal tone or voice. <b>Lacks</b> the development of task appropriate writing. Uses <b>simple or inappropriate</b> word choice. Makes <b>significant</b> errors in the	Uses a <b>weak formal tone or voice and/or</b> has <b>lapses</b> in appropriate tone or voice. <b>Attempts</b> to develop task appropriate writing. <b>Attempts</b> appropriate word choice. Makes <b>frequent</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>may</b>	<b>Establishes and maintains</b> an appropriate formal tone or voice. <b>Establishes and maintains</b> task appropriate writing. <b>Effectively</b> uses appropriate word choice. <b>Effectively</b> uses the conventions of Standard English grammar, usage, spelling,	<b>Consistently</b> establishes and maintains a <b>sophisticated</b> formal tone or voice. <b>Consistently</b> establishes and maintains <b>sophisticated</b> , task appropriate writing. <b>Consistently</b> uses <b>effective and varied</b> word choice. <b>Skillfully</b> uses the conventions of Standard

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	conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>interfere</b> with understanding the writing.	<b>interfere</b> with understanding the writing.	capitalization and punctuation with <b>minor</b> errors that <b>do not interfere</b> with understanding the writing.	English grammar, usage, spelling, capitalization and punctuation with <b>few</b> , minor errors that do not interfere with understanding the writing.

KDE: OTL: DPS: WH