

## Writing Rubric Grade-Level Standards

CC WS1 Opinion- Fifth Grade

Name:

### Opinion

- |                 |   |   |
|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Demonstrates a clear understanding of topic<br><input type="checkbox"/> Contains graphics (tables, chart, graphs) and multimedia to aid comprehension<br><input type="checkbox"/> Uses vivid and descriptive language that support genre<br><input type="checkbox"/> Provides a list of sources (ccss 8)<br><input type="checkbox"/> Meets all expectations set forth in Meets (3) Category  |
| Meets           | 3 | <input type="checkbox"/> Paper introduces a topic clearly, and provides a general observation and focus (ccss 2a)<br><input type="checkbox"/> Logically groups related information in paragraphs and sections, including headings (ccss 2a)<br><input type="checkbox"/> Contains illustrations, and/or multimedia, when useful to aiding comprehension (ccss 2a)<br><input type="checkbox"/> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (ccss 2b)<br><input type="checkbox"/> Links ideas within categories of information using words, phrases, and clauses such as, in contrast, also, in addition, etc. (ccss 2c)<br><input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform or explain the topic (ccss 2d)<br><input type="checkbox"/> Provide a concluding statement or section related to the information or explanation presented (ccss 2a)<br><input type="checkbox"/> Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) (ccss 9)<br><input type="checkbox"/> Notes are organized, used, and information is shared in own words (ccss 8) |
| Partially Meets | 2 | <input type="checkbox"/> Describes some aspects of topic, but lacks topic sentence<br><input type="checkbox"/> Includes few facts & details for focus<br><input type="checkbox"/> Draws information from one source<br><input type="checkbox"/> Notes are not organized or not used   |
| Does Not Meet   | 1 | <input type="checkbox"/> Limited information on topic<br><input type="checkbox"/> Includes little to no facts for focus<br><input type="checkbox"/> No outside sources  |

### Organization and Focus

- |                 |   |  |
|-----------------|---|--|
| Exceeds         | 4 | <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations<br><input type="checkbox"/> Meets all expectations set forth in Meets (3) Category   |
| Meets           | 3 | <input type="checkbox"/> Includes well-developed supporting facts and details<br><input type="checkbox"/> Uses transition words to move the reader from one detail to the next<br><input type="checkbox"/> Clearly planned writing with graphic organizer, rough draft or notes<br><input type="checkbox"/> Document is neat and legible |
| Partially Meets | 2 | <input type="checkbox"/> Includes simple supporting details that follow a logical order<br><input type="checkbox"/> Rough draft, graphic organizer or notes are incomplete   |
| Does Not Meet   | 1 | <input type="checkbox"/> Disjointed ideas<br><input type="checkbox"/> Organization not well planned<br><input type="checkbox"/> No evidence of rough draft, graphic organizer or notes   |

## Language Conventions

- Exceeds 4**
- Meets all expectations set forth in Meets (3) Category
  - Uses compound-complex sentences
  - Uses verb tense to convey various times, sequences, states, and conditions (CCSS L 1c)
  - Corrects inappropriate shifts in verb tense (CCSS L 1d)
  - Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L 1e)
  - Uses a comma to set off the words yes, no and thank you and to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). (CCSS L 2c)
  - Uses colons after the salutation in business letters, or to introduce a list, if applicable
  - Uses semicolon to connect independent clauses
- Meets 3**
- Uses a variation of simple, compound, and complex sentences
  - Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly
  - Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly
  - Uses commas in compound and complex sentences
  - Uses commas for quotations, to separate an introductory element from the rest of the sentence (CCSS L 2b)
  - Uses underlining, quotation marks, or italics to indicate titles of works when applicable (CCSS L 2d)
  - Uses quotations marks around the exact words of a speaker and for quotations in a text
  - Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate
  - Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2e)
- Partially Meets 2**
- Use mostly simple or run-on sentences
  - Verbs are misused or inappropriate verb tense
  - Subject/verb agreement errors
  - Commas are missing from compound sentences
  - Quotations are inappropriately punctuated
  - Incorrect capitalization
  - Many misspelled words
- Does Not Meet 1**
- Mostly incomplete sentences
  - Punctuation missing
  - Capitalization missing
  - Mostly misspelled words

Narrative: \_\_\_\_\_

Organization and Focus: \_\_\_\_\_

Language Conventions: \_\_\_\_\_

**Total Score:** \_\_\_\_\_

Scoring Guide			
Exceeds	10-12pts	A	E: Excellent
Meets	7-9pts	B	VG: Very Good
Partially Meets	4-6pts	C	S: Satisfactory
Does Not Meet	1-3pts	D	AC: Area of Concern