

## 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 5<sup>th</sup> 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 6<sup>th</sup> grade.*

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.	States a <b>general</b> opinion that addresses the prompt, but may have <b>lapses</b> in focus. <b>Attempts</b> to address <b>some</b> demands of the prompt.	Introduces and maintains a <b>clear and coherent</b> opinion. Addresses <b>all</b> demands of the prompt.	Introduces and maintains a <b>clear, credible and coherent</b> opinion. <b>Thoroughly</b> addresses all demands of the prompt.
<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 none</b> of the provided sources or <b>ineffectively</b> uses a minimum of two provided sources 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 provided sources 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 provided sources 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 provided sources 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 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.	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.	<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>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.

Scoring Element	Novice	Apprentice	Proficient	Distinguished
	<p>Makes <b>significant</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>interfere</b> with understanding the writing.</p>	<p>Makes <b>frequent</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>may interfere</b> with understanding the writing.</p>	<p><b>Effectively</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>minor</b> errors that <b>do not interfere</b> with understanding the writing.</p>	<p><b>Skillfully</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>few</b>, minor errors that do not interfere with understanding the writing.</p>