

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.

Scoring Element	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	States an opinion that may lack focus or be unclear . Misses many or all demands of the prompt.	States a general opinion that addresses the prompt, but may have lapses in focus. Attempts to address some demands of the prompt.	Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt.	Introduces and maintains a clear, credible and coherent opinion. Thoroughly addresses all demands of the prompt.
Support	Includes minimal or no purposeful support of opinion with reasons. Provides incomplete, inaccurate and/or irrelevant explanation of reasons. Provides minimal or unrelated facts and details to support the reasons.	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.	Supports opinion with logical reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.	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	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.	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.	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.	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	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.	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.	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.	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	Lacks or uses an inappropriate formal tone or voice. Lacks the development of task appropriate writing. Uses simple or inappropriate word choice.	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.	Establishes and maintains an appropriate formal tone or voice. Establishes and maintains task appropriate writing. Effectively uses appropriate word choice.	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.

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