

## KSA 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.

### 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.