Writing Rubric Grade-Level Standards  
CC WS1 Opinion- Fifth Grade       Name:

Opinion

Exceeds 4
- Demonstrates a clear understanding of topic
- Contains graphics (tables, chart, graphs) and multimedia to aid comprehension
- Uses vivid and descriptive language that support genre
- Provides a list of sources (CCSS 8)
- Meets all expectations set forth in Meets (3) Category

Meets 3
- Paper introduces a topic clearly, and provides a general observation and focus (CCSS 2a)
- Logically groups related information in paragraphs and sections, including headings (CCSS 2a)
- Contains illustrations, and/or multimedia, when useful to aiding comprehension (CCSS 2a)
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (CCSS 2b)
- Links ideas within categories of information using words, phrases, and clauses such as, in contrast, also, in addition, etc. (CCSS 2c)
- Uses precise language and domain-specific vocabulary to inform or explain the topic (CCSS 2d)
- Provide a concluding statement or section related to the information or explanation presented (CCSS 2d)
- Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) (CCSS 9)
- Notes are organized, used, and information is shared in own words (CCSS 8)

Partially Meets 2
- Describes some aspects of topic, but lacks topic sentence
- Includes few facts & details for focus
- Draws information from one source
- Notes are not organized or not used

Does Not Meet 1
- Limited information on topic
- Includes little to no facts for focus
- No outside sources

Organization and Focus

Exceeds 4
- Paper is well-developed with smooth transitions and indentations
- Meets all expectations set forth in Meets (3) Category

Meets 3
- Includes well-developed supporting facts and details
- Uses transition words to move the reader from one detail to the next
- Clearly planned writing with graphic organizer, rough draft or notes
- Document is neat and legible

Partially Meets 2
- Includes simple supporting details that follow a logical order
- Rough draft, graphic organizer or notes are incomplete

Does Not Meet 1
- Disjointed ideas
- Organization not well planned
- No evidence of rough draft, graphic organizer or notes
Writing Rubric Grade-Level Standards  
CC WS1 Opinion- Fifth Grade  Name:

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: ____

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<tr>
<th>Scoring Guide</th>
<th>Exceeds</th>
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<tr>
<td>Exceeds</td>
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<td>E: Excellent</td>
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<td>Meets</td>
<td>7-9pts</td>
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<td>VG: Very Good</td>
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<td>Partially Meets</td>
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<td>1-3pts</td>
<td>D</td>
<td>AC: Area of Concern</td>
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Total Score: ____