

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
*(Developing, Meeting, or Exceeding)*

## 5<sup>th</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
<b>Opinion</b>	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex</b> and <b>clear</b> .
	(1) Creates an organizational structure in which related ideas are <b>grouped</b> to support the writer's purpose.	(2) Creates an organizational structure in which related ideas are <b>logically grouped</b> to support the writer's purpose.	(3) Creates a <b>complex</b> organizational structure in which related ideas are <b>logically grouped</b> to support the writer's purpose.
	(1) Provides reasons that are supported by facts and details in own words.	(2) Provides <b>logically ordered</b> reasons that are supported by facts and details in own words.	(3) Provides <b>logically ordered</b> reasons that are supported by <b>complex</b> facts and details in own words.
	(1) Links opinion and reasons using words <b>and</b> phrases.	(2) Links opinion and reasons using <b>grade-level</b> words (e.g., <i>consequently, specifically</i> ), phrases, <b>and/or</b> clauses.	(3) Links opinion and reasons using a <b>variety</b> of <b>grade-level</b> words, phrases, <b>and/or</b> clauses.
	(1) Provides a concluding statement or section <b>unrelated</b> to the opinion presented.	(2) Provides a concluding statement or section <b>related</b> to the opinion presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the opinion.
<b>Organization and Focus</b>	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences and <b>some</b> paragraphing.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses well-developed sentences of <b>varying lengths and structures</b> and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . <i>(Typically 3-4 conventions taught per quarter)</i>	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. <i>(Applies to Qtr 2-4)</i>

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-21)*

*Meeting (22-28)*

*Exceeding (29-32)*