

**CC WRITING RUBRIC – GRADE 5  
OPINION/PERSUASIVE WRITING**

Standard	4 - Exceeds Grade Level	3 - At Grade Level	2 -Approaching Grade Level	1- -Below Grade Level
<p><b>W.1 : FOCUS/CONTENT</b></p> <ul style="list-style-type: none"> <li>- Write opinion piece on topics or texts.</li> <li>- State point of view.</li> <li>- Provide ideas and reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>- Focuses and responds fully to a topic or text.</li> <li>-Clearly states and elaborates upon point of view, showing in-depth understanding of the topic.</li> <li>- Elaborates upon clearly stated ideas and reasons, and supporting facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>- Focuses and responds to a topic or text.</li> <li>- Clearly states point of view, showing understanding of the topic.</li> <li>- Gives clearly stated ideas and reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>- Focuses and partially responds to a topic or text.</li> <li>- States point of view, showing limited understanding of the topic.</li> <li>- Gives limited or inappropriate ideas and reasons, facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows limited focus and partial to no response to the topic or text.</li> <li>- Does not state point of view or shows little understanding of the topic.</li> <li>- Does not provide ideas, reasons, facts or details.</li> </ul>
<p><b>W.1: ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>- Introduce topic and opinion.</li> <li>- Create organizational structure in which related ideas are logically grouped to support writer's purpose.</li> <li>- Link opinion and reasons using words, phrases and clauses.</li> <li>- Provide a concluding statement or section related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly introduces and elaborates upon topic and opinion.</li> <li>- Creates a formal organizational structure where ideas are logically grouped to introduce topic, provide reasons and a conclusion.</li> <li>- Uses linking words, phrases and clauses to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly introduces topic and opinion.</li> <li>- Creates an organizational structure where ideas are logically grouped, including introduction, supporting reasons and a conclusion.</li> <li>- Uses linking words, phrases and clauses to connect opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduces topic and opinion in an unclear way.</li> <li>- Creates an incomplete organizational structure where ideas may not be grouped.</li> <li>- Uses at least one linking word, phrase or clause; may not be correct.</li> <li>- Provides an unclear conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not introduce topic or opinion.</li> <li>- Does not create an organizational structure and/or does not group ideas.</li> <li>- Does not use linking words, phrases or clauses.</li> <li>- Does not provide a conclusion.</li> </ul>
<p><b>W.4, W.5: PROCESS</b></p> <ul style="list-style-type: none"> <li>- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>- With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Produces exceptionally clear and coherent writing.</li> <li>- Clearly addresses task, purpose and audience.</li> <li>- With guidance, greatly improves writing through planning, revising and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Produces clear and coherent writing.</li> <li>- Clearly addresses task, purpose and audience.</li> <li>- With guidance and support, improves writing through planning, revising and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts to produce clear and coherent writing.</li> <li>- Minimally addresses task, purpose and audience.</li> <li>- With guidance, minimally improves writing through planning, revising and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing is not clear and/or coherent.</li> <li>- Task, purpose or audience is not addressed.</li> <li>- Does not use planning, revising and/or editing to improve writing.</li> </ul>
<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>- Write in complete sentences with grade-appropriate sentence structure.</li> <li>- Use a variety of appropriate parts of speech.</li> <li>- Use grade-appropriate grammar and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes in complete complex and compound sentences.</li> <li>- Uses a variety of nouns, verbs, etc. to enhance writing.</li> <li>- Uses correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes in complete sentences.</li> <li>- Uses a variety of appropriate nouns, verbs, etc.</li> <li>- Uses correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes mostly in complete sentences.</li> <li>- Uses appropriate nouns, verbs, etc.</li> <li>- Uses mostly correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Includes some incomplete sentences in writing.</li> <li>- Uses some inappropriate nouns, verbs, etc.</li> <li>- Uses incorrect grammar and/or spelling.</li> </ul>