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| **W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** | | | | |
| **Scoring**  **Criteria** | **1 - Beginning** | **2 - Approaching** | **3 - Competent\*** | **4 - Advanced** |
| **Purpose and Focus**  W5.1.a-d; W5.4 | * Launches directly into the topic and/or opinion without an introduction. * Shows limited awareness of purpose. * Does not establish a focus. * Shows limited awareness of audience’s needs by providing little or no context. | * Attempts an introduction to the topic/text. * Shows some awareness of purpose by stating or implying an opinion. * Attempts to establish focus, but the non-specificity of the opinion may cause lapses. * Shows some awareness of audience’s needs by providing some context. | * Orients the reader with an introduction to the topic/text. * Establishes a purpose by clearly stating an opinion. * Maintains focus on the opinion throughout. * Shows an awareness of audience’s needs by providing relevant contextual details. | * Engages reader with angled and compelling introduction to topic/text. * Establishes purpose by stating a convincing opinion or making a claim; maintains focus throughout. * Maintains clear focus on the opinion or claim throughout. * Shows strong awareness of audience’s needs by anticipating the reader’s response to the opinion or claim. |
| **Idea Development**  W5.1.a-d; W5.4 | * Provides reason(s) for an opinion or implied opinion that may be illogical. * Attempts to support reason(s) with facts, details, but makes irrelevant connections. * Ends seemingly in the middle of a section with no sense of closure. | * Provides reasons for stated or implied opinion. * Includes facts and details; connects them to the reasons they support, but makes some inaccurate or illogical connections or fails to account for some information. * Provides a concluding statement or sentences that may feel abrupt or insufficient. | * Provides clear, logical reasons for opinion. * Provides clear explanation of how information (facts, details) supports opinion. * Provides a satisfactory concluding statement or section related to the opinion. | * Provides insightful reasons for opinion or claim. * Provides insightful explanation of how information supports opinion/claim. * Provides a compelling conclusion or section that builds on the claim. |
| **Structure**  W5.1.a-d; W5.4 | * Does not organize ideas and information coherently due to a lack of introduction, body and conclusion. * Includes Information that appears to be in no particular order. * Does not use transitional words and phrases to link opinion and reason(s). | * Organizes ideas and information in an attempted introduction, body and conclusion. * Organizes related ideas into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order. * Uses some transitional words and phrases, but may be repetitive. | * Organizes ideas and information into logical introduction, body and conclusion. * Organizes related ideas into sections or paragraphs that are logically ordered. * Uses a variety of transitional words, phrases, and clauses (e.g., *consequently, specifically*) to link opinion to reasons and reasons to supporting facts and details. | * Organizes ideas and information into purposeful, coherent introduction, body and conclusion. * Organizes related ideas strategically to strengthen impact of claim (e.g., presenting /refuting opposing side or ordering reasons from least to most compelling). * Uses transitional words, phrases, and clauses, including some that are more sophisticated (e.g., showing cause/effect, compare/contrast, sequence, etc.). |
| **Research**  W5.7-9 | * Does not include any researched information. * Does not list sources. | * Attempts to summarize or paraphrase researched information. * Provides some source information. | * Summarizes or paraphrases the information researched. * Provides list of resources. | * Summarizes or paraphrases the information researched with accuracy. * Provides comprehensive list of resources. |
| **Language and Conventions**  L5.1-3 | * Shows little evidence of correct grammar and usage. * Makes convention errors (e.g., capitalization, punctuation, and spelling) that impede communication. * Shows little or no evidence of how to use language and its conventions to create reader interest and style. * Shows little or no awareness of good word choice to convey appropriate tone for audience (e.g., formal vs. informal). | * Shows some evidence of correct grammar and usage. * Use of conventions (e.g., capitalization, punctuation, and spelling) is mostly correct; errors do not impede communication. * Shows some evidence of how to use language and its conventions to create reader interest and style. * Shows some evidence of good word choice to convey an appropriate tone, but also uses language that is simple or inappropriate for audience and purpose. | * Shows command of the conventions of standard English grammar and usage. * Shows command of the conventions of standard English capitalization, punctuation, and spelling. * Uses knowledge of language and its conventions to create reader interest and style, e.g., expands, combines, and/or reduces sentences. * Chooses words to convey an appropriate tone for audience and purpose. | * Shows and maintains a consistent command of the conventions of standard English grammar and usage. * Shows and maintains a consistent command of the conventions of standard English capitalization, punctuation, and spelling. * Uses knowledge of language and its conventions to skillfully connect with audience. * Chooses words carefully to convey and maintain an appropriate tone for audience and purpose. |

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