

Urbana School District 116: Argument/Persuasive Rubric for 5th Grade (Aligned with Common Core Standards) – August 2013

Criteria for 5 th Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus/ Opinion CCSS: W.5.1	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion/argument/claim that demonstrates an insightful understanding of topic 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic
	Evidence/ Support CCSS: W.5.1 W.5.9 RI.5.1	<ul style="list-style-type: none"> Supports opinion skillfully with clear reasons and relevant evidence Cites textual evidence to support analysis 	<ul style="list-style-type: none"> Logically ordered reasons are supported by facts and details Quotes accurately from the text to support analysis 	<ul style="list-style-type: none"> Partially supports opinion with facts and details Refers to details and examples from the text, but does not quote text directly to support analysis 	<ul style="list-style-type: none"> Does not support opinion with reasons or reasons are irrelevant or inaccurate Does not refer to text to support analysis
	Analysis CCSS: W.5.1 W.5.9	<ul style="list-style-type: none"> Provides insightful explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Provides clear explanation/analysis of how reasons and information (facts) support opinion 	<ul style="list-style-type: none"> Provides some explanation/analysis of how reasons and information (facts) support opinion 	<ul style="list-style-type: none"> Provides no or inaccurate explanation/analysis of how reasons and information (facts) support opinion
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.5.1	<ul style="list-style-type: none"> Introduces a claim about the topic/text and organizes the reasons/evidence clearly Creates an organizational structure in which ideas are logically grouped to support claims, using credible sources Uses a variety of words, phrases, and clauses skillfully to clarify the relationships among reasons and opinion/claim(s) Provides a concluding statement or section that follows from the argument presented 	<ul style="list-style-type: none"> Introduces the topic/text clearly Creates an organizational structure in which ideas are logically grouped to support the purpose Links opinions and reasons using words, phrases, and clauses appropriately Provides a concluding statement or section related to the opinion presented 	<ul style="list-style-type: none"> Partially introduces the topic/text or introduces a topic in a vague or unclear manner Attempts to organize ideas and information in which ideas are logically grouped to support the purpose Uses some words, phrases, or clauses to connect reasons to opinion but not effectively Provides a concluding statement or section 	<ul style="list-style-type: none"> Does not introduce the topic/text Organizes ideas and information in no apparent order due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words, phrases, or clauses Provides no concluding statement or section
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.5.1 L.5.2 L.5.3 W.5.1 W.5.4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures for meaning, reader interest, and style Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Utilizes precise and sophisticated word choice Establishes and maintains a formal style 	<ul style="list-style-type: none"> Uses correct and varied sentence structures for meaning, reader interest, and style Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning Uses strong and grade-level appropriate word choice Establishes and maintains a consistent style 	<ul style="list-style-type: none"> Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses vague or basic word choice Uses an inconsistent style OR uses both formal and informal styles 	<ul style="list-style-type: none"> Does not use correct sentence structure Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses incorrect word choice Uses an inconsistent style OR uses both formal and informal styles

SCORING NOTE: Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

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Strand	Fourth Grade	Fifth Grade	Sixth Grade
Reading – Informational Text	RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1: Cite textual evidence (paraphrase, summarize, quote) using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text.
Writing	<p>W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. <p>W.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p>W.4: Produce clear and coherent writing (including multi- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Language	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the progressive verb tenses Order adjectives within sentences according to conventional patterns Form and use prepositional phrases Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use capitalization, commas and quotation marks for direct speech, commas before a coordinating conjunction in a compound sentence).</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the perfect verb tense Recognize and correct inappropriate shifts in verb tense <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use punctuation to separate items in a series, commas to indicate direct address, punctuation to indicate titles of works.)</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns Recognize variations from standard English in their own and other’s writing and speaking <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (commas, parentheses, dashes to set off nonrestrictive/parenthetical elements).</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone

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NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RI = Reading Informational Text L=Language

PROMPTS TAKEN FROM THE 5th GRADE READING FOR INFORMATION STANDARDS:

- **RI.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
- **RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**
- **RI.5 – Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**
- **RI.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**
- **RI.9 – Use (integrate) information from several texts on the same topic in order to write or speak about the subject knowledgeably.**