SAGE Writing Scoring Guide & ELA UCS Alignment

Version 1.0

March 2015

Utah State Office of Education

Informative-Explanatory Essay
Writing Rubric for Grades 3-5

Statement of Purpose/Focus and Organization Weight: 40%	Evidence/Elaboration Weight: 40%	Conventions/Editing Weight: 20%
The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

Informative/Explanatory 3rd Grade

Statement of Purpose/Focus and Organization
Weight: 40%

The response is fully sustained and consistently and purposefully focused:

- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained

- controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness:

- use of a variety of transitional strategies to clarify the relationships between and among ideas

- logical progression of ideas from beginning to end

- effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B
Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D
Provide a concluding statement or section.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.1.A
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CCSS.ELA-LITERACY.L.3.1.B
Form and use regular and irregular plural nouns.

CCSS.ELA-LITERACY.L.3.1.C
Use abstract nouns (e.g., *childhood*).

CCSS.ELA-LITERACY.L.3.1.D
Form and use regular and irregular verbs.

CCSS.ELA-LITERACY.L.3.1.E
Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

CCSS.ELA-LITERACY.L.3.1.F
Ensure subject-verb and pronoun-antecedent agreement.*

CCSS.ELA-LITERACY.L.3.1.G
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.3.1.H
Use coordinating and subordinating conjunctions.

CCSS.ELA-LITERACY.L.3.1.I
Produce simple, compound, and complex sentences.

Plus Language Standard 1 in Grades K-2

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.A
Capitalize appropriate words in titles.

CCSS.ELA-LITERACY.L.3.2.B
Use commas in addresses.

CCSS.ELA-LITERACY.L.3.2.C
Use commas and quotation marks in dialogue.

CCSS.ELA-LITERACY.L.3.2.D
Form and use possessives.

CCSS.ELA-LITERACY.L.3.2.E
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

CCSS.ELA-LITERACY.L.3.2.F
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

CCSS.ELA-LITERACY.L.3.2.G
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Plus Language Standard 2 in Grades K-2

Statement of Purpose/Focus and Organization Weight: 40%
The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2.E

Provide a concluding statement or section related to the information or explanation presented.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

CCSS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.C
Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

CCSS.ELA-LITERACY.W.4.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2.E
Provide a concluding statement or section related to the information or explanation presented.

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.A
Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.D
Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-LITERACY.L.4.1.E
Form and use prepositional phrases.

CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Plus Language Standard 1 in Grades K-3

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Plus Language Standard 2 in Grades K-3

5th Grade Informative

Statement of Purpose/Focus and Organization
Weight: 40%

The response is fully sustained and consistently and purposefully focused:

- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained

- controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness:

- use of a variety of transitional strategies to clarify the relationships between and among ideas

- logical progression of ideas from beginning to end

- effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

CCSS.ELA-LITERACY.W.5.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E
Provide a concluding statement or section related to the information or explanation presented.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E

Provide a concluding statement or section related to the information or explanation presented.

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.*

CCSS.ELA-LITERACY.L.5.1.E

Use correlative conjunctions (e.g., *either/or, neither/nor*).

Plus Language Standard 1 in Grades K-4

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.*

CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), 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.ELA-LITERACY.L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

Plus Language Standard 2 in Grades K-4

Opinion Writing Scoring Guide

Opinion Essay Writing Rubric Writing Rubric (Grades 3-5)		
Statement of Purpose/Focus and Organization **Weight: 40%**	**Evidence/Elaboration** **Weight: 40%**	**Conventions/Editing** **Weight: 20%**
The response is fully sustained and consistently and purposefully focused: • opinion is clearly stated, focused, and strongly maintained • opinion is communicated clearly within the purpose, audience, and task The response has a clear and effective organizational structure creating unity and completeness : • a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

Statement of Purpose/Focus and Organization Weight: 40%

The response is fully sustained and consistently and purposefully focused:

- opinion is clearly stated, focused, and strongly maintained

- opinion is communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness :

- a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas

- logical progression of ideas from beginning to end

- effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

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CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.1.A
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CCSS.ELA-LITERACY.L.3.1.B
Form and use regular and irregular plural nouns.

CCSS.ELA-LITERACY.L.3.1.C
Use abstract nouns (e.g., *childhood*).

CCSS.ELA-LITERACY.L.3.1.D
Form and use regular and irregular verbs.

CCSS.ELA-LITERACY.L.3.1.E
Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

CCSS.ELA-LITERACY.L.3.1.F
Ensure subject-verb and pronoun-antecedent agreement.*

CCSS.ELA-LITERACY.L.3.1.G
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.3.1.H
Use coordinating and subordinating conjunctions.

CCSS.ELA-LITERACY.L.3.1.I
Produce simple, compound, and complex sentences.

Plus Language Standard 1 in Grades K-2

Conventions/Editing Weight: 20%
The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.A
Capitalize appropriate words in titles.

CCSS.ELA-LITERACY.L.3.2.B
Use commas in addresses.

CCSS.ELA-LITERACY.L.3.2.C
Use commas and quotation marks in dialogue.

CCSS.ELA-LITERACY.L.3.2.D
Form and use possessives.

CCSS.ELA-LITERACY.L.3.2.E
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

CCSS.ELA-LITERACY.L.3.2.F
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

CCSS.ELA-LITERACY.L.3.2.G
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Plus Language Standard 2 in Grades K-2

Statement of Purpose/Focus and Organization
Weight: 40%

The response is fully sustained and consistently and purposefully focused:

- opinion is clearly stated, focused, and strongly maintained

- opinion is communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness :

- a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas

- logical progression of ideas from beginning to end

- effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A
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.

CCSS.ELA-LITERACY.W.4.1.B
Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C
Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-LITERACY.W.4.1.D
Provide a concluding statement or section related to the opinion presented.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

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Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C
Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-LITERACY.W.4.1.D
Provide a concluding statement or section related to the opinion presented.

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.A
Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.D
Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-LITERACY.L.4.1.E
Form and use prepositional phrases.

CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Plus Language Standard 1 in Grades K-3

Conventions/Editing Weight: 20%
The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Plus Language Standard 2 in Grades K-3

5th Grade
Opinion

**Statement of Purpose/Focus and Organization
Weight: 40%**

The response is fully sustained and consistently and purposefully focused:

- opinion is clearly stated, focused, and strongly maintained

- opinion is communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness :

- a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas

- logical progression of ideas from beginning to end

- effective introduction and conclusion for audience and purpose

CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A
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.

CCSS.ELA-LITERACY.W.5.1.B
Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D
Provide a concluding statement or section related to the opinion presented.

Evidence/Elaboration
Weight: 40%

The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details:

- use of evidence from sources is smoothly integrated, comprehensive, and relevant

- effective use of a variety of elaborative techniques

The response clearly and effectively expresses ideas, using precise language:

- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A
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.

CCSS.ELA-LITERACY.W.5.1.B
Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D
Provide a concluding statement or section related to the opinion presented.

Conventions/Editing Weight: 20%
The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.*

CCSS.ELA-LITERACY.L.5.1.E

Use correlative conjunctions (e.g., *either/or, neither/nor*).

Plus Language Standard 1 in Grades K-4

Conventions/Editing
Weight: 20%

The response displays adequate command of all grade level and preceding level conventions of writing:

- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed

- use of punctuation, capitalization, and spelling is adequate

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.*

CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), 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.ELA-LITERACY.L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

Plus Language Standard 2 in Grades K-4