



Nevada Formative Writing Tools

Grade 5

Opinion Exemplars

2013

Nevada Department of Education

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Introduction to the Fifth Grade Opinion Exemplars

This document contains the Grade 5 Opinion Exemplars for the 2013 Grade 5 Opinion Task A. These exemplars are concrete examples that illustrate the intent of the Smarter Balanced rubrics and teacher checklists in the Nevada Formative Writing Tools Grade 5 Evaluation guides. They serve as a reference point or "anchor" to ensure that teachers interpret and apply the rubrics and checklists consistently and exemplify a full range of levels for each trait. Both the Evaluation Guides and Opinion Tasks can be downloaded at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/.

What do you think of bats? I never seen a bats in my whole in tried life. I know that bats help our plants becuase they live off of nectar from they plants or flower but why don't help us we are nice to them but they bite. I thought they will bite us but they do they have rabies becuase they are apart of the wild. I don not know what is wrong with them.

I am glad that I never saw a bat becuase they coulde bit me and I never went in the bats cave becuase it can have this werid smell in the cave and they will have bugs in there. The bugs and the bats can care diseases but other bats are good they will eat the bugs that bugs you and the ones that can kill us that is why I like some bats and I don't like the other bats. Plus on the bright side some bats are good and some are not good.

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-A**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input type="checkbox"/> Generally focused <input type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input checked="" type="checkbox"/> Somewhat or <u>insufficiently</u> sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input checked="" type="checkbox"/> Lacks opinion or <u>confusing</u> or ambiguous or may be related to purpose <input checked="" type="checkbox"/> Lacks focus or <u>major drift</u> in focus <input type="checkbox"/> Too brief to be maintained <input checked="" type="checkbox"/> Insufficiently provides context or <u>lacks context</u>
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input type="checkbox"/> Adequately groups and orders reasons from beginning to end <input type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input checked="" type="checkbox"/> Weak concluding statement or section	<input checked="" type="checkbox"/> Lacks introduction <input checked="" type="checkbox"/> <u>Does not group reasons or unrelated reasons intrude</u> <input checked="" type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input type="checkbox"/> Weak or uneven use of elaborative techniques	<input checked="" type="checkbox"/> Minimal support of opinion and reasons with <u>minimal or no use of sources, facts, and details</u> <input checked="" type="checkbox"/> <u>Minimal</u> or no integration of evidence from sources (sources are <u>minimal</u> or absent or in error or irrelevant) <input checked="" type="checkbox"/> Minimal or <u>no</u> use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input checked="" type="checkbox"/> Limited or vague or unclear or confusing use of language <input checked="" type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input checked="" type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input checked="" type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

Your Strengths:

- The first and last sentences are the beginnings of an introduction and conclusion.
- The essay stays on topic, for the most part.
- There are many complete sentences with correct capitalization and punctuation.
- You include a few domain-specific words, such as "nectar," "rabies," and "diseases."

Areas to Improve:

- Pick one side of the issue and write your introduction and conclusion to support your opinion.
- Use elaborative techniques to support your reasons. Add sensory details or examples to make your opinion more interesting.

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Opinion Writing Rubric (Grades 3-5); (2) to clarify essential knowledge, skills, and abilities specific to fifth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

My opinion about bats i think that they are very bad creatures. The reason I say that bats are very bad creatures is because, when you usally enter a bat roost,the first thing you notice os the smell. Most inches of guano(bat poop) cover the floor. Do you want to know how bad the smell is, the smell is so bad because who ever is collecting the guano have to wear gas masks and body protection so the smell doesn't get on them.

Mostly what the second thing you would usally notice is the insects and bugs. This worries a lot of people about getting a disease,if they do get a disease they would have to go to the hospital then they would have have to go to the Health Department of Officials. That would be the perfect place to go to if you have a disease from a bat or an insect. Bats are usally the most common wild animal that you can get a disease from ecspecially if your a human. The only way that people can get rabies is by contact with a bat or bats,also beacause if you touch a bat they would give you a disease that is the reason why you should not hold bats. Of if you get close to a blood sucking bat oh they would want to bight you thats why you don't hold a bat. What is your opinion about bat what do you think of them good or bad?

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-B**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input type="checkbox"/> Generally focused <input type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input checked="" type="checkbox"/> Somewhat clear or unclear opinion <input checked="" type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input checked="" type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input checked="" type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input type="checkbox"/> Adequately groups and orders reasons from beginning to end <input type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input checked="" type="checkbox"/> Weak introduction <input checked="" type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input checked="" type="checkbox"/> Few or no transitions used <input checked="" type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input checked="" type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input checked="" type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input checked="" type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input checked="" type="checkbox"/> Uneven use of academic language or simplistic language <input checked="" type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input checked="" type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input checked="" type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

Your Strengths:

- This paper is somewhat focused and on topic.
- You have grouped some information about smell in the first paragraph, and grouped the two ideas of insects and disease in the second paragraph (could be divided into a paragraph for each).
- Some effective use of domain specific vocabulary in the first paragraph, such as "roost" and "guano."
- Some effective use of academic language in the first paragraph, such as "creatures," "collecting," and "protection."

Areas to Improve:

- Strengthen the introduction by using information from Step 1 in the student directions along with a conclusion that includes a brief review of your main points (smell, insects, and disease).
- Integrate accurate evidence from the source.

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Why bats are bad

“Ahh!” that was the sound of a person screaming because they saw a bat. Are bats good or bad, what do you think? I think bats are bad and here’s why.

First of all, if and when you walk into a bat roost the first thing you notice is the smell. The smell is from bat guano or bat poop. Sometimes several inches can cover the floor. In fact in the text it says also when people go to collect the guano (for fertilizer) the smell is so strong they have to wear gas masks and protective clothing.

Another reason why I think bats are bad is because of the bugs the text says that the bugs worry the health department because it is the perfect place for bacteria to grow and spread diseases.

The last reason I think bats are bad is because the diseases that bats can spread. Other wild animals can spread diseases too. But the most common way for people to get the disease rabies is from contact with bats. Also since most wild animals will try to bite when handled you shouldn’t ever try to hold them.

“Yuck!”, I think bats are bad because of their guano, the insects they live with, and the diseases bats can spread. What do you think, are bats good or bad?

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-C**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input checked="" type="checkbox"/> Generally focused <input checked="" type="checkbox"/> Generally maintained (some loosely related material may be present) <input checked="" type="checkbox"/> Adequately provides context for the opinion	<input checked="" type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input checked="" type="checkbox"/> Adequately groups and orders reasons from beginning to end <input checked="" type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input checked="" type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input checked="" type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input checked="" type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input checked="" type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input checked="" type="checkbox"/> Adequately uses some elaborative techniques	<input type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input checked="" type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input checked="" type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input checked="" type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input checked="" type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

Your Strengths:

- The first sentence does a nice job of capturing the reader's attention.
- Very effective grouping information in paragraphs and integrating information from the article.
- The use of domain-specific vocabulary is accurate and specific.

Areas to Improve:

- Strengthen your introduction and conclusion by using more academic language, instead of the words "good" and "bad."
- Revise the run-on sentence in paragraph three.

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Opinion Writing Rubric (Grades 3-5); (2) to clarify essential knowledge, skills, and abilities specific to fifth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

What creatures are scary, helping, smelly, can fly, and sometimes have rabies? Yes bats! Some people think that bats aren't so good, but what people don't get is that bats can be helpful. Let me tell you why!

To start off, they can help humans. In the text it says, "One colony of bats can eat tons of insects every night." They also eat pests that eat farmers' crops. Also, they eat bugs that carry diseases. Bats actually like to eat bugs.

Next, bats help plants too! Bats live on nectar from flowers. They pollinate the plants so that it can produce fruit and seeds. Bats pollinate a lot of fruits. We eat the fruits that they pollinate.

Lastly, bat guano (or poop) is a very good fertilizer. Farmers say that it is the best fertilizer. Farmers must use bat fertilizer a lot if they say that it's the best. Fertilizer helps plants grow.

Therefore, bats can be good because they help humans, they help plants, and they make good fertilizer. I would go on, but I think you get it now. Do you think that bats are good or bad?

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-D**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input checked="" type="checkbox"/> Clearly states opinion <input checked="" type="checkbox"/> Purposefully focused <input checked="" type="checkbox"/> Strongly maintained throughout <input checked="" type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input type="checkbox"/> Generally focused <input type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input checked="" type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input checked="" type="checkbox"/> Logically groups and orders reasons from beginning to end <input checked="" type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input type="checkbox"/> Adequately groups and orders reasons from beginning to end <input type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input checked="" type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input checked="" type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input checked="" type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input checked="" type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input checked="" type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input checked="" type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input checked="" type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input checked="" type="checkbox"/> Few, if any, errors in usage and sentence formation <input checked="" type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

Your Strengths:

- Your introduction captures the reader's attention and provides just enough information so that the reader is motivated to continue reading.
- You convince the reader of your opinion by using specific facts and details from the article.

Areas to Improve:

- Strengthen your opinion by using more precise academic language instead of "good," "bad," and "a lot."
- Revise the concluding statement to give a good sense of closure with a creative re-statement of the main idea or a brief review of the main points.

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If you were to choose are bats good or bad what would you pick? Well I picked bats are good why? I will tell you a few reasons why bats are good not bad. If you read on you may figure out why

First of all, I think bats are good because they can help pollinate your plants just like bees. "They help pollinate so that they produce fruit seeds." At least that's what they said in the text.

Secondly, they also eat diseases carrying insects. When they eat the bugs, they help prevent eating plants and other sources, so that the plants don't die.

Last but not least, they produce fertilizer. The fertilizer may smell but in the text it said, "That farmers think it's the best." The farmers call it the guano it's another name for fertilizer. That was the last reason why I think bats are helpful and not bad but good.

Those were my three body paragraphs why bats are good. Those reasons were they help pollinate, they produce guano, and they eat disease carrying bugs. Those were my three reasons. What would you do if you were a bat?

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Score on
your own.

Student Name: **Exemplar 5-E**

Date: **February 27, 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input type="checkbox"/> Generally focused <input type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input type="checkbox"/> Adequately groups and orders reasons from beginning to end <input type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Opinion Writing Rubric (Grades 3-5); (2) to clarify essential knowledge, skills, and abilities specific to fifth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

Do you like bats? I know I do. Twenty million bats in one cave are ready to eat at night. Can you believe it?

First of all, bats are very social animals. When bats leave their cave they help us, humans. They help humans by eating tons and tons of insects. Not because it helps our moms stop screaming whenever she sees a bug. It helps because the bats most of the time, eat diseased bugs and once that bug is eaten that certain disease starts going away very slowly.

Meanwhile, bats on the other side of the Earth are living on sweet nectar. Every night bats are drinking the delicious nectar. They pollinate the plants so that it may produce bananas, avocados, peaches, and mangoes. Isn't that sweet?

At last, other than diseased insects and pollinating flowers, bat waste or guano is a very helpful fertilizer. Even some farmers think it's is the best fertilizer.

In the end, bats are very helpful. I told you all about how they help us, humans by eating diseased bugs, drinking nectar to make fruit, and their waste used as fertilizer. Do you like bats? I know I do. One day I hope to see one. What do you think? Are bats good or bad? You tell me!

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Score on
your own.

Student Name: **Exemplar 5-F**

Date: **February 27, 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input type="checkbox"/> Generally focused <input type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input type="checkbox"/> Adequately groups and orders reasons from beginning to end <input type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

Your Strengths:

-

Areas to Improve:

-

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Opinion Writing Rubric (Grades 3-5); (2) to clarify essential knowledge, skills, and abilities specific to fifth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-E**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input checked="" type="checkbox"/> Adequately states opinion <input checked="" type="checkbox"/> Generally focused <input checked="" type="checkbox"/> Generally maintained (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the opinion	<input type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input checked="" type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
Organization	<input type="checkbox"/> Clearly and effectively introduces the topic or text with attention to audience and purpose <input type="checkbox"/> Logically groups and orders reasons from beginning to end <input type="checkbox"/> Effectively uses a variety of transitional strategies to link opinion and reasons <input type="checkbox"/> Effectively provides a concluding statement or section that is related to the opinion that addresses audience and purpose	<input type="checkbox"/> Adequately introduces the topic or text <input checked="" type="checkbox"/> Adequately groups and orders reasons from beginning to end <input checked="" type="checkbox"/> Adequately uses a variety of linking words, phrases, and clauses to link opinion and reasons (some ideas may be loosely connected) <input type="checkbox"/> Adequately provides a concluding statement or section that is related to the opinion	<input checked="" type="checkbox"/> Weak introduction <input type="checkbox"/> Uneven grouping and progression of reasons <input type="checkbox"/> Inconsistently uses basic transitions <input checked="" type="checkbox"/> Weak concluding statement or section	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Does not group reasons or unrelated reasons intrude <input type="checkbox"/> Few or no transitions used <input type="checkbox"/> Lacks concluding statement or section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports opinion and reasons with sources, facts, and details <input type="checkbox"/> Smoothly integrates comprehensive and relevant evidence from sources (sources are specific and precise) <input type="checkbox"/> Effectively uses a variety of elaborative techniques	<input type="checkbox"/> Adequately supports opinion and reasons with sources, facts, and details <input checked="" type="checkbox"/> Adequately integrates evidence from sources (sources may be general or imprecise) <input type="checkbox"/> Adequately uses some elaborative techniques	<input checked="" type="checkbox"/> Uneven or cursory support of opinion and reasons with partial or uneven use of sources, facts, and details <input type="checkbox"/> Weakly integrates evidence from sources (uneven or inconsistent citations) <input checked="" type="checkbox"/> Weak or uneven use of elaborative techniques	<input type="checkbox"/> Minimal support of opinion and reasons with minimal or no use of sources, facts, and details <input type="checkbox"/> Minimal or no integration of evidence from sources (sources are minimal or absent or in error or irrelevant) <input type="checkbox"/> Minimal or no use of elaborative techniques

Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input checked="" type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input checked="" type="checkbox"/> <u>Uneven</u> use of domain-specific vocabulary or simplistic vocabulary <input checked="" type="checkbox"/> <u>Uneven</u> or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input checked="" type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

Comments:

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Teacher Checklist

Grade 5 Opinion Writing (part 1)

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

Student Name: **Exemplar 5-F**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states opinion <input type="checkbox"/> Purposefully focused <input type="checkbox"/> Strongly maintained throughout <input type="checkbox"/> Clearly communicates opinion within the context	<input type="checkbox"/> Adequately states opinion <input checked="" type="checkbox"/> Generally focused <input checked="" type="checkbox"/> Generally maintained (some loosely related material may be present) <input checked="" type="checkbox"/> Adequately provides context for the opinion	<input checked="" type="checkbox"/> Somewhat clear or unclear opinion <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained with some extraneous material <input type="checkbox"/> Some context is provided	<input type="checkbox"/> Lacks opinion or confusing or ambiguous or may be related to purpose <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be maintained <input type="checkbox"/> Insufficiently provides context or lacks context
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Opinion checklist continues on next page.

Teacher Checklist

Grade 5 Opinion Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Effectively expresses ideas using precise academic language <input type="checkbox"/> Effectively expresses ideas using precise domain-specific vocabulary <input type="checkbox"/> Clearly uses language and vocabulary that is appropriate for audience and purpose	<input checked="" type="checkbox"/> Generally appropriate use of academic language (may mix precise and more general language) <input checked="" type="checkbox"/> Generally appropriate use of domain-specific vocabulary <input type="checkbox"/> Adequately uses language and vocabulary that is generally appropriate for audience and purpose	<input type="checkbox"/> Uneven use of academic language or simplistic language <input type="checkbox"/> Uneven use of domain-specific vocabulary or simplistic vocabulary <input checked="" type="checkbox"/> Uneven or inappropriate use of language and vocabulary for audience and purpose	<input type="checkbox"/> Limited or vague or unclear or confusing use of language <input type="checkbox"/> Limited or vague or unclear or confusing use of academic vocabulary <input type="checkbox"/> Little sense of audience and purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input checked="" type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Consistent errors in punctuation, capitalization, and spelling obscure meaning

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About the Nevada Department of Education

The vision of the Nevada Department of Education is *Success through Learning*.

Mission

The Nevada Department of Education's mission is to elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence.

The mission will be accomplished by focusing work on a set of key policy levers:

- Standards, data systems and accountability measures;
- Human capital;
- Responsible competition; and
- Managerial excellence and resource allocation.

State Educational Goals: 2020

1. Elevate student achievement results for all students
2. Improve the graduation rate including expanding the advanced diploma rate
3. Ensure college and career readiness when students graduate from high school
4. Ensure Nevada's students are educated by effective teachers and administrators
5. Support and expand innovative programs to improve learning
6. Increase productivity and return on investment

Strategies

The Nevada Department of Education, in cooperation with the Charter School Authority, will pursue its mission and achieve its goals with four major strategies:

1. Implement Standards and Assessments
2. Classify, Reward, and Support School, District and State Performance
3. Facilitate High Impact Instruction and Leadership
4. Achieve Management Integrity within the Education Department

Workgroup 1

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Clark County School District

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Clark County School District

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Kim Cuevas
Washoe County School District

Jennifer Ward DeJoseph
Carson City School District

Stacy Drum
Washoe County School District

Pamela Ertel
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Nye County School District

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Somerset Academy Charter School

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Miyoko Loflin
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Kay Mobley
Nye County School District

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