

Grade 5 / Organization and Purpose

SAMPLE A * SCORE 4

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

In my opinion I don't think other service animals besides dogs and miniature horses should be aloud in public places. I say this because those other animals can leave waste on the floor in public places, can attack someone, and some people can be sensitive too some of these animals.

First, other types of service animals are not tame and they can leave waste on the floor of restaurants. In source #3 it says, "Dogs and miniature horses, however, are tame. They have been used as pets for hundreds of years...These animals can be trusted by pet owners and business owners." It is right to allow disabled people to bring their service dogs and miniature horses with them into public places but, it is not right to allow other service animals in. Source #3 says, "In addition, some animals are not trained to keep an area clean." It also says, "For example birds could leave droppings on a store floor." Other types of service animals can leave waste on the floor in public places. The costemers will not want go to that place again because they will say that the restraurant lets the service animals just leave waste on the floor and they don't clean it up. Sorce #3 says, "This creates an unhealthy setting for others."

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RATIONALE AND EVIDENCE

This response has a clear and effective organizational structure and a sense of unity and completeness that is consistently and purposefully sustained.

The opinion is introduced and clearly communicated: "I don't think other service animals besides dogs and miniature horses should be aloud in public places." The focus is strongly maintained for purpose and audience throughout, and to the final sentence of the paper ("AS you can see only service animals such as dogs and miniature horses should be allowed in public places."). The student creates an organizational structure to provide support for the opinion, noting three reasons for why the new rule is better ("... other animals can leave waste on the floor in public places, can attack someone, and some people can be sensitive too some of these animals."). Each of these reasons is then discussed in order in the subsequent paragraphs, with the student devoting one paragraph to each reason.

The introduction and conclusion are adequate, as the student states the opinion and provides the three reasons in the introduction, but

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Second, other service animals can attack someone. Sorce #3 says that dogs and miniature horses, “They listen to commands.” But sorce #1 says, “She points out that it is possible for capuchins to become violent suddenly and this can be a danger to their owners and others.” Other animals might have rabies or fleas and when it bites the person it could infect them maybe causing them to have to go to the hospital to get help. But if it was a well trained dog it would just sit down and help the disabled person and listen to their commands.

Finally, some people are sensitive to birds or afraid of snakes. If someone used one of these animals as their service animal then other people wouldn’t want to go outside because they might start sneezing or get afraid. They might get afraid of snakes because they might have watched scary movies that have huge snakes in it.

In conclusion I think that only service dogs and miniature horses should be allowed in public places. I think this because of these three reasons first the animals can leave waste on the floor in public, second the service animal can attack someone, and third the service animal can make people sneeze or people might be frightened. AS you can see only service animals such as dogs and miniature horses should be allowed in public places.

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there is no real attempt to hook the reader’s attention. In the conclusion, the student restates the three reasons why this new law is appropriate.

There is a consistent use of a variety of transitional strategies and a logical progression of ideas. The student uses transitional words—“First,” “Second,” “Finally,” and “In conclusion”—as the paper progresses. In addition, paragraphs 2 and 3 include a logical progression of ideas to first explain why dogs and miniature horses are ideal service animals in public places, followed by transitions (“... but, it is not right to allow other service animals in.” and “But sorce #1 says, . . .”) about why the other service animals should not be allowed.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE B * SCORE 3

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

Today, I was asked to pick a side about the new service animal rules and regulations. I strongly believe that the new rules are better, more safe, and more helpful compared to the old rules. Let me explain why.

It specifically states in source 3 lines 15-25 that, “people were allowed to choose any service animal as helpers, including pigs, birds, and lizards!” So, does that mean that if I were disabled, I could have a Gila Monster? Pretty much – Yes. The new laws prohibit anything that dangerous happening, because the animals have been limited to dogs and small horses.

Let me add on to how dangerous it is to have a pet snake or lizard. I get that it might make the disabled person feel comfy and cozy. But if you brought a snake or other creature into, let’s say, a coffee shop, how would that make passerby feel? Probably not so good.

Also, there is always the possibility of the service animal attacking. If you get attacked by a dog, no big deal. Now, let’s pretend that the dog is now a snake attacking. You could possibly die (I am not using snakes for any particular reason).

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RATIONALE AND EVIDENCE

This response has an evident organizational structure and sense of completeness that is adequately sustained across the essay. The minor flaws that keep it from being consistently and purposefully focused do not interfere with the overall coherence.

The opinion is clear: “I strongly believe that the new rules are better . . .” but the reasons given are somewhat vague, “. . . better, more safe, and more helpful . . .” This leads to minor flaws in connections between and among ideas throughout the paper. The student begins to set up the organizational structure to highlight support for these three explanations. Paragraphs 2, 3, 4, and 5 all discuss safety issues (connecting to the reason “more safe”), as indicated by vocabulary used in context, including words such as “dangerous,” “attacking,” and “attack.” The focus of paragraph 6 is on how the new rules are “better.” However, the response does not include supporting details about the new law being “more helpful,” even though this reason is restated in the conclusion: “. . . A.D.A.’s new rules and regulations are better, more safe, and more helpful . . .” As such, the focus is mostly maintained for

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This is what really gives me the chills. Let's say, a paralyzed man has a pet monkey. There is no way in knowing if that monkey is going to **attack** or not. If it did attack, the paralyzed man would have no way to protect himself. Even though it only could happen, it is always good to be on the safe side.

I strongly believe that if the A.D.A. did not make that law, we would be in a pretty tight situation. If I owned a store, I would not want monkeys and birds coming through my door. I think that the new rules are **better** for all of us. I personally would love to hear the other side of the story because right now, there is nothing that could change my mind.

To conclude, I would like to say that I strongly believe that **A.D.A.'s new rules and regulations are better, more safe, and more helpful** compared to the old rules.

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purpose and audience, but is not "strongly maintained" (as described in the rubric).

The introduction and conclusion are adequate. The student notes an opinion and gives reasons why the student believes that this new law is appropriate. These paragraphs are not fully elaborated and fail to set the reader up to enter and exit the writer's response.

There is adequate use of transitional strategies and progression of ideas. The student uses transitional words—"Today," "Let me add . . .," "Also," and "To conclude"—as the response progresses. The ideas in the response are not clearly focused on how the new rules are "better, more safe, and more helpful"; the reasons given are just about how other service animals could be bad, and these reasons could equally be applied to the legal animals. In fact, the student makes the claim "If you get attacked by a dog, no big deal." This false assumption weakens the paper and does not help to support the opinion. However, this is more of an evidence-and-elaboration issue than an organization-and-purpose issue. Holistically, the clear opinion and adequate organizational structure earn this response a score of 3.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE C * SCORE 3

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

I agree on the new rule that allows only dogs and miniature horses as service animals in public places. I agree on this because of the next listed paragraphs.

The first reason that I agree with the new rule is because it disturbs some people. Take a hotel for instance. In a hotel you want relaxation and peace but if a service animal, like a bird, is squaking around you get no peace or the relaxation you were looking for. This brings me to my next reason.

The second reason I agree was because of losing business. If you were in Starbucks, just happily drinking your coffee, and then you see a snake come in. Even though the snake was comforting some one, you still wouldn't want the snake to bite you. It says in source number three that, "A man has a large snake draped over his shoulders. He wants to enter a café for lunch . . . Once the new rules went into effect, the only service animals permitted in public places are dogs and miniature horses."

The last reason why I agree with the new rule is because of the janitorial workers. If a janitor had to pick up some animals

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RATIONALE AND EVIDENCE

This response exhibits a sense of completeness, and the organizational structure is evident across the paper. However, there are some unclear and inconsistent connections between and among ideas, which prevents the organization from being "clear and effective," as described at level 4.

The opinion is clear ("I agree on the new rule that allows only dogs and miniature horses as service animals in public places."), and the focus is mostly maintained for purpose and audience across body paragraphs 2, 3, and 4. The reasons for the opinion, however, are neither stated nor hinted at in the introduction paragraph ("because of the next listed paragraphs."), and the reader must search to understand why the student agrees with the new law (it disturbs people, business can be lost, and janitors will have extra work). The reasons are restated in the conclusion paragraph; however, they are listed in a different order, which is a minor flaw in the organizational structure ("... how much business managers are keeping, how disturbing the service animal is and how much work they take to clean up after having in a public place.").

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dropping it would be an unhealthy environment to the costumers and the janitor already has enough people to pick up after.

I agree with the new rule because of how much business manigers are keeping, how disterbing the service animal is and how much work they take to clean up after having in a public place.

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The introduction and conclusion are adequate. The introduction states the opinion but does not attempt to grab the reader's attention, and the conclusion merely restates the opinion.

There is adequate use of transitional strategies ("first reason"; "This brings me to my next reason."; "second reason"; and "last reason") that provide structure across the paper. Similar strategies are used within paragraphs to clarify relationships between ideas ("Take a hotel for instines." and "If you were in Starbucks . . ."). The statement "I agree on this because of the next listed paragraphs." is somewhat awkward and detracts from the overall effectiveness of the transitions.

There are some unclear connections between and among ideas in this response. For example, the student provides a very ambiguous initial reason to support the new law (" . . . I agree with the new rule is because it disterbe some people."), and the sentences that follow fail to provide clarity as to why the new rule is good in light of the fact that "it" disturbs some people. Similarly, the third reason stated by the student (" . . . I agree with the new rule is because of the janatorial workers.") does not include an explanation as to why janitorial workers would be impacted by the new rule given that dogs and miniature

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horses would still be allowed. The reasons, as listed, and the lack of support provided make these ideas very unclear to the reader.

However, the preponderance of evidence suggests that the best score for this response is a 3 because of the clear opinion, focus, and evident/adequate organizational structure.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE D * SCORE 3

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

There is a new rule about service animals. It says that only miniature ponies and dogs are allowed in public places. Most people agree and disagree with this new rule. I personally disagree with this new rule.

My first disagreement is that it is not fair to the people with disabilities. Some people dont need dogs or ponies so they use snakes, monkeys, pigs, etc. People with problems with their spine use smaller animals. This new rule stops them from bringing it to public places. It is not fair for people with disabilities to be denied their companion who helps them live thats not a dog.

My second disagreement is that it is not fair to the animal that is in service. If the animal is not a dog or pony it is not allowed to be in public. This stops giving the animal purpose when its owner is out, which means it is not helping its owner. When the animal is not doing its job and is staying at its owners house, then who is going to watch it?

My final disagreement is that it hurts businesses. People with service animals that are not dogs or ponies are not allowed to

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RATIONALE AND EVIDENCE

Overall, the response has an evident organizational structure and a sense of completeness.

The opinion of this response is clear (“I personally disagree with this new rule/”), and the focus is mostly maintained throughout the paper. The student supports the opinion with three main reasons (fairness to people with disabilities, fairness to animals, and impact on business) and mostly maintains focus on those reasons.

The student uses transitions between paragraphs (“My first disagreement,” “My second disagreement,” “My final disagreement,” “In conclusion”). Within paragraphs, overt transitional words and phrases are mostly missing, but the student does use transition words to clarify relationships of some ideas within single sentences (“which means it is not helping its owner”). Overall, the student’s use of transitional strategies is adequate.

The student includes an introduction and a conclusion. The introduction orients the reader to the topic (“There is a new rule about service animals.”), describes the rule, and then states a clear opinion. The

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bring their pet or companion in which detures many people with service animals. This will start making businesses go out of business. People with animals that comfort them will be deterred from many businesses because of this new rule with service animals that are not dogs or ponies.

In conclusion there are many reasons to disagree with this new rule. My position on this new rule is that it is bad to service animal owners that do not need a miniature pony or dog.

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conclusion restates the opinion, including one of the main reasons why. Both the introduction and the conclusion are adequate.

The progression of ideas is adequate as well, with the student moving from the effect of the rule on the person to the effect on the animal, and finally to the effect on businesses. The response includes minor flaws in the progression of ideas. For example, in paragraph 3, the student makes the argument that if a service animal is left alone, "This stops giving the animal purpose . . ." The student then shifts focus and asks who will watch the animal if it is not allowed in public. Despite minor flaws, the progression of ideas is adequate, and the best holistic score for this response is a 3.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE E * SCORE 2

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

I disagree with this rule for 1 not everybody has a dog or a pony and 2 people should be able to bring the service animal they feel most comtherbale with. But should some one bring a non servie animal in to the store no beacause their not trained. Now you know my opinoin and I will tell you 3 reasons why this is my opinoin.

First if you had a diffrent animal it could do difrent things like iif you had a chimpanse it could reach high stuff for you. In the article this man had a snake and he said "The snake is a service animal that helps confort him". And thats just one reason why other reasons there are more reasons like this next one.

Capuchin monkeys can do work for disabled people who can do them alone. Owners feel safter with monkey help even thoug they are dangerous.

The finale and last reason to have diffrent service animals is the joy of doing things again beacause diffrent animals allow you to do diffrent things. Dogs can help you but with the no dogs signs dousen't that mean no service dogs. Plus monkeys have paws almost like a hand and they could probly grab more

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RATIONALE AND EVIDENCE

This response demonstrates an inconsistent organizational structure as a result of loosely connected ideas and evident flaws.

The opinion is stated ("I disagree with this rule") but not explained, leaving the reader unclear as to what the rule states. The introduction provides two reasons why the writer disagrees with the rule ("1 not everybody has a dog or pony" and "2 people should be able to bring the service animal they feel most comtherbale with."). However, the body paragraphs do not provide support for these reasons.

Transitions are used with little variety throughout the response ("I will tell you 3 reasons why this is my opinoin."; "First . . ."; ". . . there are more reasons like this next one."; "The finale and last reason . . ."; and "Now if you forgot what I was talking about this will remind you."), and there is an unclear progression of ideas across the paper. All of the support paragraphs discuss different ways service animals can help their owners, but the ideas are somewhat unclear and are ordered randomly. In addition, the student introduces extraneous ideas in

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things like soda straws for you to drink out of. Now if you forgot what I was talking about this will remind you.

I think with all of these details you should remember but I was giving you my opinoin on if other servie animals should be allowed. And I said "I disagree with the rule for one not every one has a dog or a pony." But now you know my opinoin on this subject and I hope you agree.

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the paper that create a distraction in the flow of the organizational structure ("Owners feel safer with monkey help even though they are dangerous."; "Dogs can help you but with the no dogs signs dousen't that mean no service dogs.").

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE F * SCORE 2

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

Opinion about Service animals

I have learned that disabled people need help from service animals and that I disagree with the new rule.

People that have been disabled and has a service animal should walk in a shop/restraunt and not be told, "Sorry only dogs and miniture horeses allowed", because if you have a service animal (besides a dog or miniture horse) to comfort you or help you you might have to ask somone to do it for you.

Animals like "Capuchin Monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, However they are still wild. Other animals like dolphins and snakes can be a good way to calm people down while swimming/being in a big crowd.

I think that if there is a service animal that can make you calm or help you, you should not be told not to have it in public.

RATIONALE AND EVIDENCE

This response has an organizational structure that is inconsistent and only somewhat sustained.

The opinion is stated in the introduction ("I disagree with the new rule") but lacks explanation regarding what the rule is, weakening the introduction. The conclusion reiterates the opinion with more detail than the introduction, but the wording is a bit unclear ("...if there is a service animal that can make you calm or help you, you should not be told not to have it in public."). The focus is insufficiently sustained for audience and purpose. The second paragraph attempts to communicate the idea that people who have service animals other than dogs or horses may need to ask a stranger for help, when in public, if their animal is not allowed, but the writer does not clarify the explanation until the end of the paragraph. Additionally, there is a drift in focus in paragraph 3 when the student discusses that the capuchin monkey is wild, then jumps to the idea that dolphins and snakes can "calm people down."

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- Transitional strategies are not evident, and there is an unclear progression of ideas across the response. While the topic of paragraph 2 is aligned with the opinion, paragraph 3 veers in focus, discussing how the capuchin monkey can be “wonderful” but “still wild.” The student does not connect this idea to disagreeing with the new rule.
- Holistically, the best score for this response is a 2.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE G * SCORE 2

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

I think the service animal law should stay the way it is and here are some reasons why.

There are many different kinds of service animals but there sertan ones that can't be in public places such as birds and snakes, but some can like dogs and minature horses.

In section 2 it says "Business owners were unclear about the kind of service animals that were allowed in their businesses. They were also unclear about the amount of responsibility that they had for service animals that were brought into their businesses."

This tells me that it was hard for the buinesses owners to know what some of these animals were for. I also says in section 2 that some of these animals carried desesses. This is why they made the law so people wouldn't get sick.

As you can see these are the reasons why they should keep the service animal law.

RATIONALE AND EVIDENCE

This response has an inconsistent organizational structure with loosely connected ideas and a minor drift in focus.

The opinion in this response is somewhat unclear. The student states, "I think the service animal law should stay the way it is . . ." but does not clarify what the law says. The intro and conclusion, while present, are weak because they simply states an opinion that is hard to understand without more content. Instead, the student says, ". . . and here are some reasons why" and ". . . these are the reasons why . . ." The focus of the response drifts as the student moves from discussing the law to discussing how business owners were "unclear" about the law, then abruptly shifts to discussing how "some of these animals carried desesses."

There is little variety in the transitions used (" . . . and here are some reasons why."; "This tells me that . . ."; and ". . . these are the reasons why . . .") There is an uneven progression of ideas from beginning to end, and, as previously noted, the ideas are loosely connected from one paragraph to the next.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Grade 5 / Organization and Purpose

SAMPLE H * SCORE 1

Opinion Performance Task

Focus Standards

Grade 5: W.5.2a, c, d; W.5.4; W.5.5



STUDENT RESPONSE

from my perspective I think from source #3 “once the new rules went into effect the only service animals permitted in public places were dogs and miniture horses.” and “for example birds could leave droppings on a store floor.” That’s why I chose animals that are permitted are only aloud in surtain places. cause if I was at a resturaunt and there was a boa constrictor I would’nt be satisfied in my food anymore and defenetly I’d lose my appetite when I go to my favorite resturaunt I don’t want to see any gross animals because I suddently would not want my favorite food anymore. In source #3 it says Different animals carry certain desieses.” one example if I sat next to a pet and they they let my pet if it would have a disies and that would be bad.

RATIONALE AND EVIDENCE

This response has no discernible organizational structure and provides little focus.

The student attempts to give an opinion by stating, “That’s why I chose animals that are permitted are only aloud in surtain places.” However, the opinion is ambiguous. There is no introduction or conclusion, and there are only a few attempts to include transitions (e.g., “cause”).

There is an uneven progression of ideas in the response. The student begins by discussing birds leaving droppings (“birds could leave droppings”), then jumps to how eating next to a snake could cause appetite loss (“I’d lose my appetite”). The student then discusses that “Different animals carry certain desieses,” which may be related to birds leaving droppings, but, if so, the response does not clarify the connection. While all of these topics somewhat relate to the student’s opinion statement, there are not clear progressions between and among these ideas.

Holistically, the best score for this response is a 1.

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)

| SCORE | 4 POINTS | 3 POINTS | 2 POINTS | 1 POINT | NS |
|----------------------|--|---|--|---|---|
| ORGANIZATION/PURPOSE | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |