

Scoring Key: Grade 5

Opinion Performance Task

Focus Standards

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

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION AND 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

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P A	3	<p>Overall, the response has an evident organizational structure and a sense of completeness.</p> <p>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.</p> <p>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.</p> <p>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 conclusion restates the opinion, including one of the main reasons why. Both the introduction and the conclusion are adequate.</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P B	2	<p>This response has an inconsistent organizational structure with loosely connected ideas and a minor drift in focus.</p> <p>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."</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P C	1	<p>This response has no discernible organizational structure and provides little focus.</p> <p>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.</p> <p>Holistically, the best score for this response is a 1.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P D	2	<p>This response has an organizational structure that is inconsistent and only somewhat sustained.</p> <p>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.”</p> <p>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.</p> <p>Holistically, the best score for this response is a 2.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P E	4	<p>This response has a clear and effective organizational structure and a sense of unity and completeness that is consistently and purposefully sustained.</p> <p>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.</p> <p>The introduction and conclusion are adequate, as the student states the opinion and provides the three reasons in the introduction, but 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.</p> <p>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.</p>

SAMPLE NUMBER

SCORE

SCORE JUSTIFICATION

Sample
Grade 5 O/P F

3

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.”).

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 instance.” 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 disturbs 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 janitorial workers.”) does not include an explanation as to why janitorial workers would be impacted by the new rule given that dogs and miniature 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.

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P G	3	<p data-bbox="527 347 1927 415">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.</p> <p data-bbox="527 441 1927 748">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 purpose and audience, but is not “strongly maintained” (as described in the rubric).</p> <p data-bbox="527 774 1927 842">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.</p> <p data-bbox="527 868 1927 1099">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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 5 O/P H	2	<p>This response demonstrates an inconsistent organizational structure as a result of loosely connected ideas and evident flaws.</p> <p>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 comfortable with.”). However, the body paragraphs do not provide support for these reasons.</p> <p>Transitions are used with little variety throughout the response (“I will tell you 3 reasons why this is my opinion.”; “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 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 doesn’t that mean no service dogs.”).</p>