



WYOMING
DEPARTMENT OF EDUCATION

SCORING GUIDES
GRADE 5 – ONLY

Scoring Guide – Grade 5 Targets

Opinion Essay: Students write opinion pieces on topics or text, supporting a point of view with reasons and information.

SKILLS	3	2	1	0
<p>Idea Development The writer conveys a strong personal opinion through the use of facts, logic, reasons, examples or details.</p>	<ul style="list-style-type: none"> Develops a clear and focused opinion/argument/claim in response to the topic Skillfully uses supporting details that clearly relate to the topic Skillfully addresses all parts of the prompt Clearly states opinion with relevant and useful facts, details, and/or reasons 	<ul style="list-style-type: none"> Develops an opinion in response to the topic Uses supporting details that relate to the topic Addresses all parts of the prompt States opinion with relevant reasons 	<ul style="list-style-type: none"> Develops a limited opinion in response to the topic Uses limited supporting details that relate to the topic Addresses most parts of the prompt States opinion with limited and/or irrelevant reasons 	<ul style="list-style-type: none"> Develops no opinion in response to the topic Provides few or no supporting details that relate to the topic Addresses some or no parts of the prompt States no reasons to support opinion
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Logically organizes ideas into ordered paragraphs that include an elaborated introduction, body, and strong conclusion Skillfully uses transition words and topic sentences that connect reasons and details to opinion 	<ul style="list-style-type: none"> Organizes ordered paragraphs that include an introduction, conclusion, and topic sentences Uses transition words and topic sentences that connect reasons to opinion 	<ul style="list-style-type: none"> Organizes essay with limited structure and may omit topic sentences, introduction or conclusion Uses some transition words to connect reasons to opinion, but not consistently 	<ul style="list-style-type: none"> Organizes with no paragraph structure Uses no transition words or topic sentences
<p>Voice The writer uses appropriate, precise language to communicate to a specified audience in a way that is convincing, compelling, and engaging.</p>	<ul style="list-style-type: none"> Uses consistent voice or style that is appropriate for intended audience Skillfully uses a variety of precise and sophisticated word choices 	<ul style="list-style-type: none"> Uses voice or style that is appropriate for intended audience Uses strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited voice or style that is appropriate for intended audience Uses limited and/or basic word choice 	<ul style="list-style-type: none"> Lacks voice or style that is appropriate for intended audience Uses extremely limited and/or incorrect word choice
<p>Conventions The writer develops the mechanical correctness of the piece, including spelling, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization, punctuation, and grammar consistently Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Uses mostly grade-appropriate spelling Uses mostly grade-appropriate capitalization, punctuation, and grammar Attempts to use varied sentences; sentences are mostly correct 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization, punctuation, and grammar Sentences are simple and lack variety; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Misspells common words Consistently demonstrates incorrect use of grade-appropriate capitalization, punctuation, and grammar Sentences are run-on, incomplete, or fragmented

Response to Informational Text Holistic Scoring Guides

8-Point Scoring Guide

The 8-point paper (a) uses accurate and relevant evidence to support the claim of the response; (b) thoroughly and sufficiently responds to the issue or topic raised in the text; (c) is effectively organized; (d) uses precise, descriptive language and a variety of sentence types; (e) reveals an engaging and identifiable voice; and (f) contains few errors in the conventions of the English language.

The 7-point paper uses qualities found in both the 8-point paper and the 6-point paper; papers in the 7 score point range are those on the cusp between the two score point ranges.

The 6-point paper (a) uses some accurate and relevant evidence to support the claim of the response; (b) sufficiently responds to the issue or topic raised in the text; (c) is organized; (d) uses some descriptive language and provides a variety of sentence types; (e) reveals an identifiable voice; and (f) may contain some errors in the conventions of the English language.

The 5-point paper uses qualities found in both the 6-point paper and the 4-point paper; papers in the 5 score point range are those on the cusp between the two score point ranges.

The 4-point paper (a) uses little accurate or relevant evidence to discuss the text; (b) partially responds to the issue or topic raised in the text; (c) provides some evidence of organization; (d) uses basic, predictable language and provides limited variety of sentence types; (e) reveals limited voice; and (f) contains several errors in the conventions of the English language.

The 3-point paper uses qualities found in both the 4-point paper and the 2-point paper; papers in the 3 score point range are those on the cusp between the two score point ranges.

The 2-point paper (a) uses no evidence to discuss the text; (b) makes no reference to the text or topics expressed in the text; (c) provides no evidence of organization; (d) uses limited vocabulary and provides no sentence variety; (e) reveals no identifiable voice; (f) contains serious errors in the conventions of the English language.

The 1-point paper uses few qualities found in the 2-point paper.