OCCT Grade 5
Oklahoma C³ Standards Writing Rubric

Transitional

Most notations are aligned to the Common Core State Standards and are to be read as follows: 5 (grade level), W (Writing standard,) L (Language standard), and number/letter (objective).

	Opinion	Informative	Narrative
	IDEAS AND DEVELOPMENT		
Score 4	• The content is appropriate for audience and purpose. (5.W.4) • Writer's opinion addresses the prompt using relevant text-based facts, details, and examples. (5.W.1.b) • Writer summarizes or paraphrases information. (5.W.8) • The writer expresses an insightful perspective towards the topic. (prior SDE rubric)	• The content is appropriate for audience and purpose. (5.W.4) • Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (5.W.2.b) • Writer summarizes or paraphrases information. (5.W.8) • Topic is consistently sustained throughout the composition. (prior SDE rubric)	• The content is appropriate for audience and purpose. (5.W.4) • A real or imagined story or experience with a narrator and/or characters is fully developed using descriptive details. (5.W.3) • A context and point of view are clearly defined. (prior SDE rubric) • Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (5.W.3.b)
Score 3	• The content is largely appropriate for audience and purpose. • Writer's opinion addresses the prompt using text-based facts, details, and examples. • Writer attempts to summarize or paraphrase information. • Writer sustains a perspective throughout most of the response.	• The content is largely appropriate for audience and purpose. • Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples. • Writer attempts to summarize or paraphrase information. • Topic is sustained throughout the composition.	• The content is largely appropriate for audience and purpose. • A real or imagined story or experience with a narrator and/or characters is adequately developed using some details. • A context and point of view are present. • Some narrative techniques such as dialogue, description, and reflection are evident to develop experiences, events, and/or characters.
Score 2	• The content is limited for audience and purpose. • Writer's opinion addresses the prompt using minimal text-based facts, details, and examples. • Writer does not attempt to summarize or paraphrase information. • Writer has difficulty expressing or sustaining a perspective.	• The content is limited for audience and purpose. • Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples. • Writer does not attempt to summarize or paraphrase information. • Writer does not sustain the topic throughout the composition.	• The content is limited for audience and purpose. • A real or imagined story or experience with a narrator and/or characters is minimally developed using few details. • A context and point of view may not be clearly defined. • Narrative techniques may be minimally used.
Score 1	• The content is inappropriate for audience and purpose. • Writer's response to the prompt is not developed. • Few, random, or no evidence is elicited from the text. • Writer has little or no perspective.	• The content is inappropriate for audience and purpose. • Topic is unclear and is not developed.	• The content is inappropriate for audience and purpose. • A real or imagined story or experience is not developed. • A context and point of view are missing. • Narrative techniques are missing.

	Opinion	Informative	Narrative
	ORGANIZATION, UNITY, AND COHERENCE		
Score 4	• Introduction presents a clear topic and states an opinion. (5.W.1.a) • Sustained focus on content and structure (prior SDE rubric) • Reasons and information that support the writer's purpose are logically ordered. (5.W.1.b) • Transitions between ideas are coherent and link reasons. (5.W.1.c) • Conclusion is compelling and supports the opinion. (5.W.1.d)	• Introduction is engaging and presents a clear topic. (prior SDE rubric and 5.W.2.a) • Text-based facts, details, and examples are presented in a well-executed progression. (5.W.2.b) • Transitions are appropriate and clearly link ideas. (5.W.2.c) • Conclusion clearly flows from the information presented. (5.W.2.e)	• Introduction engages and orients the reader. (prior SDE rubric and 5.W.3.a) • Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (5.W.3.a) • A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (5.W.3.c) • Conclusion naturally flows from narrated experiences and events. (5.W.3.e)
Score 3	• Introduction presents a topic and an opinion. • Focus on content and structure • Reasons and information that support the writer's purpose are partially ordered. • Transitions support and link reasons. • Conclusion is satisfying and supports the opinion.	• Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • Conclusion is apparent and relates to the information presented.	• Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings and show relationships among experiences and events. • Conclusion follows from narrated experiences and events.
Score 2	• Introduction does not present a clear topic or opinion. • Lack of focus on content and structure is evident. • Reasons and information that support the writer's purpose are ordered in random progression. • Transitions are limited and do not link reasons. • Conclusion is incomplete with little support for the opinion.	• Introduction is incomplete and topic is not clearly stated. • Some text-based facts, details, and examples are presented randomly. • Transitions are limited and fail to link ideas. • Conclusion is incomplete with little support of the information presented.	• Introduction may leave the reader with questions. • Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience. • Ineffective transitions are used. • Conclusion may be missing or irrelevant. • Lacks logical direction.
Score 1	• Lacks logical direction. • No evidence of organizational structure	• Lacks logical direction. • No evidence of organizational structure	• Lacks logical direction. • No evidence of organizational structure

	WORD CHOICE	SENTENCES AND PARAGRAPHS	GRAMMAR, USAGE, AND MECHANICS
	All Modes Grades 5 and 8		
Score 4	• Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5) • Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6)	• Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a) • Few, if any, fragments or run-ons (prior SDE rubric) • Evidence of appropriate paragraphing (prior SDE rubric)	• Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.L.1, 5.L.2 and 8.L.1 and 8.L.2) • Errors are minor and do not affect readability. (prior SDE rubric)
Score 3	• Figurative language, word relationships, and nuances in word meanings are demonstrated. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.	• Variety of sentence structure, type, and length • Few fragments or run-ons • Evidence of paragraphing	• Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be more noticeable but do not significantly affect readability.
Score 2	• Figurative language, word relationships, and nuances in word meanings are limited. • Concrete words and phrase, sensory details, and domain-specific vocabulary are limited.	• Limited variety of sentence structure, type, and length • Several fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be distracting and interfere with readability.
Score 1	• Figurative language, word relationships, and nuances in word meanings are not evident. • Concrete words and phrases, sensory details, and domain-specific words are lacking.	• No clear sentence structure • Many fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are numerous and severely impede readability.