

**OCCT Grade 8**  
**Oklahoma C<sup>3</sup> Standards Writing Rubric**

<b>Transitional</b>
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Most notations are aligned to the Common Core State Standards and are to be read as follows: 8 (grade level), W (Writing standard,) L (Language standard), and number/letter (objective).
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	<b>Argument</b>	<b>Informative</b>	<b>Narrative</b>
<b>Score</b>	<b>IDEAS AND DEVELOPMENT</b>		
<b>4</b>	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (8.W.4)</li> <li>• The writer addresses the prompt with a fully developed argument using relevant, compelling claim(s) and counterclaim(s), accurate text-based evidence, and logical reasoning. (8.W.1.b)</li> <li>• The writer quotes or paraphrases evidence avoiding plagiarism. (8.W.8)</li> <li>• Writer expresses an insightful perspective towards the topic.(from prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (8.W.4)</li> <li>• Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (8.W.2.b)</li> <li>• The writer quotes or paraphrases evidence avoiding plagiarism. (8.W.8)</li> <li>• Topic is consistently sustained throughout the composition. (from prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>• The content is appropriate for audience and purpose. (8.W.4)</li> <li>• A real or imagined story or experience with a narrator and/or characters is fully developed using descriptive details. (8.W.3)</li> <li>• A context and point of view are clearly defined. (8.W.3.a)</li> <li>• Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (8.W.3.b)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The content is largely appropriate for audience and purpose.</li> <li>• The writer addresses the prompt with a partially developed argument using claim(s) and counterclaim(s), text-based evidence, and reasoning.</li> <li>• The writer attempts to quote or paraphrase evidence.</li> <li>• Writer sustains a perspective though most of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is largely appropriate for audience and purpose.</li> <li>• Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>• The writer attempts to quote or paraphrase evidence.</li> <li>• Topic is sustained throughout the composition.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is largely appropriate for audience and purpose.</li> <li>• A real or imagined story or experience with a narrator and/or characters is adequately developed using some details.</li> <li>• A context and point of view are present.</li> <li>• Some narrative techniques such as dialogue and description are evident.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The content is limited for audience and purpose.</li> <li>• The writer addresses the prompt with an insufficient argument with claim(s) and counterclaims (s), and limited use of text-based evidence, and reasoning.</li> <li>• The writer does not attempt to quote or paraphrase evidence.</li> <li>• Writer has difficulty expressing or sustaining a perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is limited for audience and purpose.</li> <li>• Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>• The writer does not attempt to quote or paraphrase evidence.</li> <li>• Writer does not sustain the topic throughout the composition.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is limited for audience and purpose.</li> <li>• A real or imagined story or experience with a narrator and/or characters is minimally developed with few details.</li> <li>• A context and point of view may not be clearly defined.</li> <li>• Narrative techniques may be minimally used.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The content is inappropriate for audience and purpose.</li> <li>• Writer’s response to the prompt is not developed.</li> <li>• Little evidence is elicited from the text.</li> <li>• Writer has little or no perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is inappropriate for audience and purpose.</li> <li>• Topic is unclear and is not developed.</li> <li>• Little evidence is elicited from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• The content is inappropriate for audience and purpose.</li> <li>• A real or imagined story or situation is not developed.</li> <li>• A context and point of view are missing.</li> <li>• Narrative techniques are missing.</li> </ul>

	Argument	Informative	Narrative
	<b>ORGANIZATION, UNITY, AND COHERENCE</b>		
<b>Score 4</b>	<ul style="list-style-type: none"> <li>• Introduction presents a clear topic and establishes the argument. (8.W.1.a)</li> <li>• Sustained focus on content and structure (prior SDE rubric)</li> <li>• Reasons and information that support the writer’s purpose are logically ordered. (8.W.1.a)</li> <li>• Transitions between ideas are coherent and link reasons. (8.W.1.c)</li> <li>• A formal style is established and maintained. (8.W.1.d)</li> <li>• Conclusion is compelling and supports the argument. (8.W.1.e)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction is engaging and presents a clear topic. (prior SDE rubric and 8.W.2.a)</li> <li>• Text-based facts, details, and examples are presented in a well-executed progression. (8.W.2.b)</li> <li>• Transitions are appropriate and clearly link ideas. (8.W.2.c)</li> <li>• A formal style is established and maintained. (8.W.2.e)</li> <li>• Conclusion clearly flows from the information presented. (8.W.2.f)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction engages and orients the reader. (prior SDE rubric and 8.W.3.a)</li> <li>• Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (8.W.3.a)</li> <li>• A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (8.W.3.c)</li> <li>• Conclusion naturally flows from narrated experiences and events. (8.W.3.e)</li> </ul>
<b>Score 3</b>	<ul style="list-style-type: none"> <li>• Introduction presents a topic and an argument.</li> <li>• Focus on content and structure</li> <li>• Reasons and information that support the writer’s purpose are partially ordered.</li> <li>• Transitions support and link reasons.</li> <li>• A formal style is established but may be inconsistent.</li> <li>• Conclusion is satisfying and supports the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and topic are evident.</li> <li>• Text-based facts, details, and examples are presented in a logical progression.</li> <li>• Transitions link ideas.</li> <li>• A formal style is established but may be inconsistent.</li> <li>• Conclusion is apparent and relates to the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction interests and orients the reader.</li> <li>• Event sequence is logical and moves the reader through the story or experience.</li> <li>• Transitions signal shifts in time and settings and show relationships among experiences and events.</li> <li>• Conclusion follows from narrated experiences and events.</li> </ul>
<b>Score 2</b>	<ul style="list-style-type: none"> <li>• Introduction does not present a clear topic or argument.</li> <li>• Lack of focus on content and structure is evident.</li> <li>• Reasons and information that support the writer’s purpose are ordered in random progression.</li> <li>• Transitions are limited and do not link reasons.</li> <li>• A formal style may be attempted.</li> <li>• Conclusion is incomplete with little support for the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction is incomplete and topic is not clearly stated.</li> <li>• Some text-based facts, details, and examples are presented randomly.</li> <li>• Transitions are limited and fail to link ideas.</li> <li>• A formal style may be attempted.</li> <li>• Conclusion is incomplete with little support of the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction may leave the reader with questions.</li> <li>• Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience.</li> <li>• Ineffective transitions are used.</li> <li>• Conclusion may be missing or irrelevant.</li> <li>• Lacks logical direction.</li> </ul>
<b>Score 1</b>	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks logical direction.</li> <li>• No evidence of organizational structure</li> </ul>

<b>All Modes Grades 5 and 8</b>			
	<b>WORD CHOICE</b>	<b>SENTENCES AND PARAGRAPHS</b>	<b>GRAMMAR, USAGE, AND MECHANICS</b>
<b>Score 4</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5)</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6)</li> </ul>	<ul style="list-style-type: none"> <li>Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a)</li> <li>Few, if any, fragments or run-ons (prior SDE rubric)</li> <li>Evidence of appropriate paragraphing (prior SDE rubric)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Errors are minor and do not affect readability. (prior SDE rubric)</li> </ul>
<b>Score 3</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are demonstrated.</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of sentence structure, type, and length</li> <li>Few fragments or run-ons</li> <li>Evidence of paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors may be more noticeable but do not significantly affect readability.</li> </ul>
<b>Score 2</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are limited.</li> <li>Concrete words and phrase, sensory details, and domain-specific vocabulary are limited.</li> </ul>	<ul style="list-style-type: none"> <li>Limited variety of sentence structure, type, and length</li> <li>Several fragments or run-ons</li> <li>Little or no attempt at paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors may be distracting and interfere with readability.</li> </ul>
<b>Score 1</b>	<ul style="list-style-type: none"> <li>Figurative language, word relationships, and nuances in word meanings are not evident.</li> <li>Concrete words and phrases, sensory details, and domain-specific words are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>No clear sentence structure</li> <li>Many fragments or run-ons</li> <li>Little or no attempt at paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling.</li> <li>Errors are numerous and severely impede readability.</li> </ul>