

**OCCT Grade 5  
Priority Academic Student Skills Standards (PASS)**

2014-2015

**Writing Rubric**

	<b>Opinion/Persuasive</b>	<b>Expository</b>	<b>Narrative</b>
	<b>IDEAS AND DEVELOPMENT</b>		
<b>Score 4</b>	<ul style="list-style-type: none"> <li>The content is appropriate for audience and purpose. (W2.8.a, 2.8.d)</li> <li>Writer’s opinion addresses the prompt using relevant text-based facts, details, and examples. (W2.6.c, 2.8.b)</li> <li>Writer summarizes or paraphrases information. (RI5.2.d, W2.6.c)</li> <li>The writer expresses an insightful perspective towards the topic (W2.8.a, 2.8.d)</li> </ul>	<ul style="list-style-type: none"> <li>The content is appropriate for audience and purpose. (W1.4)</li> <li>Writer address the prompt with a clear and fully developed topic using relevant text-based facts, definitions, concrete details, quotations, or other examples. (W2.5.c)</li> <li>Writer summarizes or paraphrases information. (W2.5.c, 2.5.f)</li> <li>Topic is consistently sustained throughout the composition. (W1.4)</li> </ul>	<ul style="list-style-type: none"> <li>The content is appropriate for audience and purpose. (W1.4)</li> <li>A real or imagined story or experience with a narrator or characters is fully developed using descriptive details. (W2.2)</li> <li>A context and point of view are clearly defined. (W2.2)</li> <li>Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (W2.2, 2.3)</li> </ul>
<b>Score 3</b>	<ul style="list-style-type: none"> <li>The content is largely appropriate for audience and purpose.</li> <li>Writer’s opinion addresses the prompt using text-based facts, details, and examples.</li> <li>Writer attempts to summarize or paraphrase information.</li> <li>Writer sustains a perspective throughout most of the response.</li> </ul>	<ul style="list-style-type: none"> <li>The content is largely appropriate for audience and purpose.</li> <li>Writer addresses the prompt. Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>Writer attempts to summarize or paraphrase information.</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 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, description, and reflection are evident to develop experiences, events, and/or characters.</li> </ul>
<b>Score 2</b>	<ul style="list-style-type: none"> <li>The content is limited for audience and purpose.</li> <li>Writer’s opinion addresses the prompt using minimal text-based facts, details, and examples.</li> <li>Writer does not attempt to summarize or paraphrase information.</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>Writer addresses the prompt. Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples.</li> <li>Writer does not attempt to summarize or paraphrase information.</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 or characters is minimally developed using 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>Score 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>Few, random, or no 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> </ul>	<ul style="list-style-type: none"> <li>The content is inappropriate for audience and purpose.</li> <li>A real or imagined story or experience is not developed.</li> <li>A context and point of view are missing.</li> <li>Narrative techniques are missing.</li> </ul>

	Opinion/Persuasive	Expository	Narrative
	<b>ORGANIZATION, UNITY, AND COHERENCE</b>		
<b>Score 4</b>	<ul style="list-style-type: none"> <li>• Introduction presents a clear topic and states an opinion. (W2.8.a)</li> <li>• Writer sustains focus on content and structure. (W1.3, 1.4)</li> <li>• Reasons and information that support the writer's purpose are logically ordered. (W1.3, 2.8.c)</li> <li>• Transitions between ideas are coherent and link reasons. (W1.4.b)</li> <li>• Conclusion is compelling and supports the opinion. (W1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction is engaging and presents a clear topic. (W1.4, 2.5.a)</li> <li>• Text-based facts, details, and examples are presented in a well-executed progression. (W2.5.c, 2.5.d)</li> <li>• Transitions are appropriate and clearly link ideas. (W2.5.e)</li> <li>• Conclusion clearly flows from the information presented. (W2.5.f)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction engages and orients the reader. (W1.4, W2.2)</li> <li>• Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (W1.2, 1.3, 1.4.b)</li> <li>• A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (W1.2, 1.4.b)</li> <li>• Conclusion naturally flows from narrated experiences and events. (W1.2, 1.4.a)</li> </ul>
<b>Score 3</b>	<ul style="list-style-type: none"> <li>• Introduction presents a topic and an opinion.</li> <li>• Focus on content and structure is somewhat present.</li> <li>• Reasons and information that support the writer's purpose are partially ordered.</li> <li>• Transitions support and link reasons.</li> <li>• Conclusion is satisfying and supports the opinion.</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>• 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 opinion.</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>• Conclusion is incomplete with little support for the opinion.</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>• 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> </ul>
<b>Score 1</b>	<ul style="list-style-type: none"> <li>• The content lacks logical direction.</li> <li>• No evidence of organizational structure is present.</li> </ul>	<ul style="list-style-type: none"> <li>• The content lacks logical direction.</li> <li>• No evidence of organizational structure is present.</li> </ul>	<ul style="list-style-type: none"> <li>• The content lacks logical direction.</li> <li>• No evidence of organizational structure is present.</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.W2.3 and 8.W1.4)</li> <li>Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.W2.3 and 8.W.2.1.h)</li> </ul>	<ul style="list-style-type: none"> <li>Rich variety of sentence structure, type, and length are demonstrated. (5.W3.4.a and 8.W1.4)</li> <li>Few, if any, fragments or run-ons are evident. (5.3.4.c and 8.W3.3.a)</li> <li>Writer shows evidence of appropriate paragraphing. (5.W1.4.a and 8.W2.8.e)</li> </ul>	<ul style="list-style-type: none"> <li>Writer effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.W3.2 and 8.W3.1)</li> <li>Errors are minor and do not affect readability. (5.W3.1, 3.2; and 8.W.3.1, 3.2)</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 are demonstrated.</li> <li>Few fragments or run-ons are present.</li> <li>Writer shows some 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>Student uses limited variety of sentence structure, type, and length.</li> <li>Several fragments or run-ons are present.</li> <li>Writer shows 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>Student does not demonstrate clear sentence structure.</li> <li>Many fragments or run-ons are present.</li> <li>Writer shows 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>

### Composite Score

IDEAS AND DEVELOPMENT= 30%

ORGANIZATION, UNITY, AND COHERENCE= 25%

WORD CHOICE= 15%

SENTENCES AND PARAGRAPHS = 15%

GRAMMAR, USAGE, AND MECHANICS= 15%

A student's composite score on the Writing assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale, and the score is then rounded to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score).

Using the five analytic trait scores, a composite score is generated. The composite score is devised, in part, by weighting the analytic trait scores. The composite score is used to categorize a student's performance as Advanced, Proficient, Limited Knowledge, or Unsatisfactory.