

# STAAR English I Expository Writing Rubric

Category	1	2	3	4
<b>Organization &amp; Progression:</b>	<ul style="list-style-type: none"> <li>• The form or structure of the essay is inappropriate to the purpose of the prompt</li> <li>• Organizational strategies only marginally suited to the explanatory task or not evident at all</li> <li>• Absence of functional organizational structure causes lack of clarity and direction</li> <li>• Some ideas are related to specified topic but thesis statement is missing, unclear, or illogical</li> <li>• Writing fails to maintain focus on the topic</li> <li>• Writing may include extraneous information or may shift abruptly from idea to idea, weakening the coherence of the essay</li> <li>• Progression of ideas is weak</li> <li>• Repetition or wordiness sometimes causes serious disruptions in the flow of the essay</li> <li>• Lack of transitions and sentence-to-sentence connections presents ideas in a random or illogical way, making one or more parts unclear or difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>• The form or structure of the essay is evident but may not always be appropriate to the purpose of the prompt</li> <li>• Organizational strategies only somewhat suited to the explanatory task</li> <li>• Essay is not always clear</li> <li>• Most ideas are related to specified topic but thesis statement is weak or somewhat unclear</li> <li>• Weak thesis statement or inclusion of irrelevant information weakens the focus and coherence of the essay</li> <li>• Progression of ideas is not always logical and controlled</li> <li>• Repetition or wordiness causes minor disruptions in the flow of the essay</li> <li>• Transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or to show the relationships among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• The organizing structure of the essay is appropriate to the purpose and specific demands of the prompt</li> <li>• Organizational strategies adequately suited to the expository task</li> <li>• Essay is clear</li> <li>• Writer establishes a clear thesis statement</li> <li>• Most ideas are related to the thesis</li> <li>• Most ideas are focused on the topic specified in the prompt</li> <li>• Essay is coherent but may not always be unified due to minor lapses in focus</li> <li>• Progression of ideas is logical and controlled</li> <li>• Transitions are meaningful</li> <li>• Sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• The organizing structure of the essay is clearly appropriate to the purpose and specific demands of the prompt</li> <li>• Essay is skillfully crafted</li> <li>• Organizational strategies are particularly well suited to the expository task</li> <li>• Writer establishes a clear thesis statement</li> <li>• All ideas are strongly related to the thesis</li> <li>• All ideas are focused on the topic specified in the prompt</li> <li>• By maintaining focus, essay is unified and coherent</li> <li>• Progression of ideas is logical and well controlled</li> <li>• Transitions are meaningful</li> <li>• Strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas</li> <li>• Writer's train of thought is easy to follow</li> </ul>
<b>Development of Ideas</b>	<ul style="list-style-type: none"> <li>• Development of ideas is weak</li> <li>• Details and examples are inappropriate, vague, or insufficient, making the essay ineffective</li> <li>• Essay is insubstantial because the writer's response to the prompt is</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ideas is minimal</li> <li>• Essay is superficial because details and examples are not always appropriate or are too briefly or partially presented</li> <li>• Essay reflects little or no thoughtfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ideas is sufficient</li> <li>• Details and examples are specific and appropriate, adding substance to the essay</li> <li>• Essay reflects some thoughtfulness</li> <li>• Response to the prompt is</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ideas is effective</li> <li>• Details and examples are specific and well chosen, adding substance to the essay</li> <li>• Essay is thoughtful and engaging</li> <li>• Writer may use his/her unique experiences or view of the</li> </ul>

		<p>vague or confused</p> <ul style="list-style-type: none"> <li>• Essay may be only weakly linked to the prompt.</li> <li>• Essay does not demonstrate an understanding of the expository writing task</li> </ul>		<ul style="list-style-type: none"> <li>• Response to the prompt is sometimes formulaic</li> <li>• Essay demonstrates only a limited understanding of the expository writing task</li> </ul>		<p>original rather than formulaic</p> <ul style="list-style-type: none"> <li>• Essay demonstrates a good understanding of the expository writing task</li> </ul>		<p>world as a basis for writing</p> <ul style="list-style-type: none"> <li>• Writer may connect ideas in interesting ways</li> <li>• Essay demonstrates a thorough understanding of the expository writing task</li> </ul>
<b>Use of Language/Conventions</b>		<ul style="list-style-type: none"> <li>• Word choice is vague or limited</li> <li>• Essay reflects little or no awareness of the expository purpose</li> <li>• Essay does not establish a tone appropriate to the task</li> <li>• Word choice may impede the quality and clarity of the essay</li> <li>• Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay</li> <li>• Writer has little or no command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>• Serious and persistent errors create disruptions in the fluency of the essay and sometimes interfere with meaning</li> </ul>		<ul style="list-style-type: none"> <li>• Word choice is general or imprecise</li> <li>• Essay reflects a basic awareness of the expository purpose</li> <li>• Essay does little to establish a tone appropriate to the task</li> <li>• Word choice may not contribute to the quality and clarity of the essay</li> <li>• Sentences are awkward, or only somewhat controlled, weakening the effectiveness of the essay</li> <li>• Writer demonstrates partial command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>• Some distracting errors create minor disruptions in the fluency and meaning of the writing</li> </ul>		<ul style="list-style-type: none"> <li>• Word choice is clear and specific</li> <li>• Essay reflects an awareness of the expository purpose</li> <li>• Essay establishes a tone appropriate to the task</li> <li>• Word choice contribute to the quality and clarity of the essay</li> <li>• Sentences are varied and adequately controlled, contributing to the effectiveness of the essay</li> <li>• Writer demonstrates an adequate command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>• Some errors may be evident, but create few disruptions in the fluency of the writing</li> <li>• Errors do not affect the clarity of the essay</li> </ul>		<ul style="list-style-type: none"> <li>• Word choice is purposeful and precise</li> <li>• Writing reflects an keen awareness of the expository purpose</li> <li>• Essay maintains a tone appropriate to the task</li> <li>• Word choice strongly contributes to the quality and clarity of the essay</li> <li>• Sentences are purposeful, varied and well controlled, enhancing the effectiveness of the essay</li> <li>• Writer demonstrates a consistent command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>• Some minor errors may be evident, but do not detract from the fluency and clarity of the writing</li> <li>• Overall strength of conventions contributes to the effectiveness of the essay</li> </ul>
<b>0</b>	<b>1</b>	<b>2</b> <b>Very Limited</b>	<b>3</b>	<b>4</b> <b>Basic</b>	<b>5</b>	<b>6</b> <b>Satisfactory</b>	<b>7</b>	<b>8</b> <b>Accomplished</b>