

Using the Student-Friendly Rubric

On the STAAR assessment (both literary and expository), there are three dimensions of quality that are used in evaluation:

- Organization & Progression of the Essay
- Development of Ideas
- Use of Language and Writing Conventions

The official writing rubrics can be downloaded from the TEA website (<http://www.tea.state.tx.us/student.assessment/staar/writing/>), and teachers should examine them critically to help with planning instruction.

The Rubric for Narrative Writing (Personal Narrative) is similar to the rubric for Expository Writing, but with a few important differences (style, voice, and presentation of ideas).

Students should become familiar with the expectations for high-quality writing in each genre, and the Student-Friendly Rubric is a good way to introduce the criteria for each kind of writing to them.

Students should score their own paper using the rubric, and then the teacher should give the paper a second score (using the spaces provided on the Student Friendly Rubric). Over time, and with conversation and feedback, students will begin looking for the same characteristics that the teacher is looking for.

When students fully understand this rubric, they can begin evaluating their peers' papers.

High School Rubric for Narrative Writing

Name _____

	My Score	Teacher Score	points	grade	Total Score:
Organization & Progression (On Topic, Flows Smoothly)			12	100	
The introduction and conclusion are engaging and appropriate, and every part of the paper is on topic. Sentences and paragraphs flow smoothly, with every detail adding to the quality of the narrative.	4	4	11	94	
			10	88	
			9	82	
The introduction and conclusion add to the paper, and most of the paper is on topic. Most sentences and paragraphs include effective transitions, and most of the details support the focus of the paper.	3	3	8	76	Grade:
			7	70	
			6	64	
			5	58	
The introduction and conclusion are weak, and sometimes the paper is not on topic. Few transitions are included, and some points are not relevant and don't really contribute to the focus of the paper.	2	2	4	52	
The introduction or conclusion is missing, and the paper is often off topic. Sentences are choppy, and paragraphs are disjointed. There is repetition and unnecessary wordiness.	1	1			Notes:
Development of Ideas (Details & Elaboration)					
Imaginative and creative use of details and elaboration that effectively supports the important ideas in the paper.	4	4			
Some details and elaboration help to support important ideas in the paper.	3	3			
Details are present, but they don't really support the important ideas. Details are often unnatural and disconnected.	2	2			
Very few details are present, and no information is given to support the important ideas.	1	1			
Use of Language / Conventions & Grammar					
Writer's voice and personality is evident, and writer's word choice and language is vivid and expressive. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.	4	4			
Writer's style is mostly effective and appropriate, and parts of the paper are expressive and engaging. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.	3	3			
Writing is formulaic and simple with no varied sentence structure or expressive language. Writer makes many mistakes that 9th grade students should not be making.	2	2			
Writing is very confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.	1	1			

High School Rubric for Expository Writing

Name _____

	My Score	Teacher Score	points	grade	Total Score:	
Organization & Progression (On Topic, Flows Smoothly)			12	100	Total Score:	
The introduction and conclusion establish the controlling idea, and every part of the paper supports that controlling idea. Ideas in the paper are logically organized and presented in a way that clearly supports the controlling idea.	4	4	11	94		
The controlling idea of the paper is fairly clear, but is presented in a formulaic manner. Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak.	3	3	10	88		
The paper contains a controlling idea, but it is not clear and focused. The ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing.	2	2	9	82		
The controlling idea of the paper is not clear at all, and the paper is often off topic. There is no organizational structure in the way the ideas are presented in the paper.	1	1	8	76	Grade:	
Development of Ideas (Details & Elaboration)			7	70		
Very clear and well-presented facts and details clearly and consistently support the controlling idea of the paper.	4	4	6	64		
Facts and details are provided to support the controlling idea, but important information is either unclear or left out.	3	3	5	58		
Facts and details are present, but they don't really support the controlling idea. Facts and details are often formulaic.	2	2	4	52	Notes:	
Very few facts or details present in the paper. No evidence to support the controlling idea is provided.	1	1				
Use of Language / Conventions & Grammar						
Writer's word choice and language is clear, concise, and appropriate to the expository writing task. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.	4	4				
Writer's word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.	3	3				
Writing is formulaic and simple, and the tone is not appropriate to the expository writing task. Writer makes many mistakes that 9th grade students should not be making.	2	2				
Writing is vague and confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.	1	1				

High School Rubric for Persuasive Writing

Name _____

	My Score	Teacher Score	points	grade	Total Score:		
Organization & Progression (On Topic, Flows Smoothly)			12	100			
The introduction and conclusion establish the argument's position and every part of the paper supports the argument. Ideas in the paper are logically organized and presented in a way that clearly supports the argument's position.	4	4	11	94			
			10	88			
			9	82			
			8	76			
The position of the argument is fairly clear, but is presented in a formulaic manner. Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak.			7	70	Grade:		
The paper contains a position on the argument, but it is not clear or focused. The supporting ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing.			6	64			
The position of the paper is not clear at all, and the support ideas are often weak or off topic. There is no organizational structure in the way the ideas are presented in the paper.			5	58			
			4	52			
Development of Ideas (Details & Elaboration)			Notes:				
Very clear and well-presented facts and details clearly and consistently support the argument's position.						4	4
Facts and details are provided to support the argument's position, but important information is either unclear or left						3	3
Facts and details are present, but they don't really support the argument's position. Facts and details are often formulaic.						2	2
Very few facts or details present in the paper. No evidence to support the argument's position is provided.						1	1
Use of Language / Conventions & Grammar							
Writer's word choice and language is clear, concise, and appropriate to the expository writing task. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.						4	4
Writer's word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.						3	3
Writing is formulaic and simple, and the tone is not appropriate to the persuasive writing task. Writer makes many mistakes that 10th grade students should not be making.						2	2
Writing is vague and confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.						1	1