

STAAR - Grade 7 Personal Narrative Writing Rubric

	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Organization/Progression	• The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience. • Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative. • The writer's narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.	• The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience but may not be able to communicate its importance or meaning. • Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative. • The writer's narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative or establish a link between the experience and its meaning.	• The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience and adequately communicate its importance or meaning. • Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus. • The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative and establish a link between the experience and its meaning.	• The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience and communicate its importance or meaning. • All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative. • The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative and reinforce the link between the experience and its meaning.
Development of Ideas	• The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience. • The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation, present motivations for behavior or actions, or show any awareness of changes or insights that developed as a result of the experience.	• The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience and provide the reader with little or no understanding of why this experience was meaningful. • The narrative reflects little or no thoughtfulness. In some cases, the writer's response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. In addition, the writer may not address changes or insights that developed as a result of the experience.	• Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience and provide the reader with some understanding of why this experience was meaningful. • The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation, providing reasonable motivations for behavior or actions, and addressing (at least to some degree) changes or insights that developed as a result of the experience.	• Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience and provide the reader with a clear understanding of why this experience was meaningful. • The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation, providing plausible motivations for behavior or actions, and revealing changes or insights that developed as a result of the experience.
Use of Language/Conventions	• The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly or to convey a sense of its importance or meaning. • Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative. • The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.	• The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly or to convey a sense of its importance or meaning. • Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative. • The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.	• The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly and to convey some sense of its importance or meaning. • Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative. • The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.	• The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance or meaning. • Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative. • The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.

STAAR - Grade 7 Expository Writing Rubric

	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Organization/Progression	●The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. ●Most ideas are generally related to the topic specified in the prompt, but the controlling idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay. ●The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.	●The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task. ●Most ideas are generally related to the topic specified in the prompt, but the writer's controlling idea is weak or somewhat unclear. The lack of an effective controlling idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay. ●The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.	●The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task. ●The writer establishes a clear controlling idea. Most ideas are related to the controlling idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus. ●The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.	●The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task. ●The writer establishes a clear controlling idea. All ideas are strongly related to the controlling idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent. ●The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.
Development of Ideas	●The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. ●The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.	●The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented. ●The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.	●The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. ●The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.	●The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. ●The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways.
Use of Language/Conventions	●The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay. ●Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay. ●The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.	●The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay. ●Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay. ●The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.	●The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay. ●Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay. ●The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.	●The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay. ●Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay. ●The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.