



Grades 3–5 Reading Language Arts

Informational Writing I

Texas STAAR Informational Writing Rubric— Grades 3-5

| Score Point | Organization and Development of Ideas |
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| 3 | <ul style="list-style-type: none"> x Central idea is clear and fully developed The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. x Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. x Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. x Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message. |
| 2 | <ul style="list-style-type: none"> x Central idea is present and partially developed A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. x Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking. x Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. x Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message. |

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| 1 | <ul style="list-style-type: none"> x Central idea is evident but not developed A central idea is present but not developed appropriately in response to the writing task. x Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. x Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the central idea, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely |
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x capitalization

x grammar

x spelling

The response has several errors, but the reader can understand the writer's thoughts.

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Student writing demonstrates little to no command of grade-level-appropriate