

# ENGLISH I

# TEXAS EOC WRITING RUBRIC

# EXPOSITORY

|  | 4: ACCOMPLISHED   | 3: SATISFACTORY   | 2: BASIC   | 1: VERY LIMITED  |
|--|---|---|--|--|
| <b>ORGANIZATION/PROGRESSION</b>  |   |   |  |  |
| <b>Organizing Structure</b>  | --clearly appropriate to purpose<br>--responsive to specific demands of prompt  | --for the most part, appropriate to purpose<br>--responsive to specific demands of prompt         | --evident but may not always be appropriate to purpose or specific demands of prompt.                                | --inappropriate to purpose or specific demands of prompt<br>--marginally suited to explanatory task, or inappropriate or not evident at all<br>--absence of a functional organizational structure causes the essay to lack clarity and direction |
| <b>Organizational Strategies</b>   | --particularly well suited to expository task<br>--essay is skillfully crafted  | --adequately suited to expository task<br>--essay is clear  | --somewhat suited to expository task<br>--essay is not always clear  |  |
| <b>Thesis Statement</b>  | --clearly established   | --clearly established   | --weak, somewhat unclear, or ineffective   | --missing, unclear, or illogical   |
| <b>Ideas/Topic Focus</b>   | --all ideas are strongly related to thesis<br>--ideas focused on prompt topic<br>--focus sustained                              | --most ideas are related to thesis<br>--ideas focused on prompt topic                             | --most ideas are generally related to prompt topic<br>--lack of effective thesis                                     | --most ideas are generally related to prompt topic<br>--may fail to maintain focus on topic<br>--may include extraneous information<br>--may shift abruptly from idea to idea  |
| <b>Coherence</b>   | --essay is unified and coherent   | --essay is coherent, though it may not always be unified due to minor lapses in focus             | --writer's inclusion of irrelevant information interferes with focus and coherence of essay                          | --weak coherence   |
| <b>Progression of Ideas</b>  | --logical and well controlled   | --generally logical and controlled  | --not always logical and controlled<br>--sometimes repetition or wordiness causes minor disruptions in flow of essay | --weak<br>--sometimes repetition or wordiness causes minor disruptions in flow of essay  |
| <b>Transitions</b>   | --meaningful  | --for the most part, meaningful   | --too perfunctory or weak  | --ideas presented in random or illogical way, making one or more parts of the essay unclear or difficult to follow   |
| <b>Sentence-to-Sentence Connections</b>  | --strong<br>--enhances flow of essay<br>--clearly shows relationships among ideas<br>--easy to follow writer's train of thought | --sufficient to support flow of essay and show the relationships among ideas                      | --too perfunctory or weak to support flow of essay or show relationships among ideas                                 | --lack of transitions<br>--lack of sentence-to-sentence connections  |
| <b>DEVELOPMENT OF IDEAS</b>  |   |   |  |  |
| <b>Development of Ideas</b>  | --effective   | --sufficient  | --minimal<br>--superficial   | --weak<br>--ineffective  |
| <b>Details and Examples</b>  | --specific and well chosen<br>--adds substance to the essay   | --specific and appropriate<br>--add some substance to essay.                                      | --not always appropriate<br>--too briefly or partially presented   | --inappropriate<br>--vague<br>--insufficient   |
| <b>Depth of Task</b>   | --essay is thoughtful and engaging<br>--thorough understanding of expository writing task                                       | --essay reflects some thoughtfulness  | --little or no thoughtfulness  | --insubstantial  |
| <b>Understanding of Task</b>   | --may use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways        | --good understanding of expository writing task   | --limited understanding of expository writing task   | --lack of understanding of expository writing task   |
| <b>Response to Prompt</b>  |   | --original rather than formulaic  | --sometimes formulaic  | --vague or confused<br>--weakly linked to prompt   |
| <b>LANGUAGE/ CONVENTIONS</b>   |   |   |  |  |
| <b>Word Choice</b>   | --purposeful and precise<br>--strongly contributes to quality and clarity of essay.   | --for the most part, clear and specific<br>--usually contributes to quality and clarity of essay. | --general or imprecise<br>--may not contribute to quality and clarity of essay                                       | --may be vague or limited<br>--may impede quality and clarity of essay.  |
| <b>Expository Purpose</b>  | --keen awareness<br>--is maintained   | --awareness<br>--is established   | --basic awareness<br>--does little to establish  | --reflects little or no awareness<br>--does not establish  |
| <b>Tone Appropriate to Task</b>  |   |   |  |  |
| <b>Sentences</b>   | --purposeful, varied, and well controlled   | --varied and adequately controlled  | --awkward or only somewhat controlled  | --simplistic, awkward, or uncontrolled   |
| <b>Effect on Essay</b>   | --enhances  | --for the most part contributes   | --weakens  | --significantly limits   |
| <b>Command of Conventions</b><br>(sentence boundaries and spelling, capitalization, punctuation, grammar, and usage) | --consistent  | --adequate  | --partial  | --little or no   |
| <b>Occurrence of Errors</b><br><b>Errors Effect on Essay Fluency and Clarity</b>                                     | --minor errors<br>--do not detract<br>--overall strength of conventions contributes to the effectiveness of essay.              | --some errors<br><br>--few (if any) disruptions in fluency<br>--do not affect clarity             | --some distracting errors<br><br>--minor disruptions   | --serious and persistent errors<br><br>--disruptions sometimes interfere with meaning  |

