

TAKS Writing Rubric for Grades 3 - 5



Directions: Read the student's writing sample. Highlight, check, or circle the descriptors for each trait that best describe the qualities of the paper. Generally, the overall holistic score can be determined by noting where the majority of the paper's attributes are located on the rubric. However, a paper that does not have control of conventions cannot score higher than a 2. Use the heading at the top of the rubric to evaluate the paper's overall effectiveness.

	1 - Rating INEFFECTIVE	2 - Rating SOMEWHAT EFFECTIVE	3 - Rating GENERALLY EFFECTIVE	4 - Rating HIGHLY EFFECTIVE
Focus & Coherence	<ul style="list-style-type: none"> ▪ Does not focus paragraphs and/or composition ▪ Shifts quickly from idea to idea, so it is hard to see how ideas are related ▪ Lacks sense of completeness ▪ May have unrelated or superficial introduction/conclusion ▪ May include a lot of extraneous information ▪ May have weak prompt connection 	<ul style="list-style-type: none"> ▪ Shows some focus in paragraphs and/or composition ▪ May shift quickly from idea to idea, but shows relationship between ideas ▪ Has some sense of completeness ▪ May have superficial introduction/conclusion ▪ Includes some extraneous information 	<ul style="list-style-type: none"> ▪ Shows most paragraphs and composition are focused ▪ Has few sudden shifts from idea to idea that helps reader see how ideas are related ▪ Has sense of completeness ▪ Adds depth to ideas with introduction and conclusion ▪ Shows most writing contributes to development or quality of composition 	<ul style="list-style-type: none"> ▪ Shows paragraphs and composition are focused ▪ Has sustained focus that helps reader see how ideas are related ▪ Has sense of completeness ▪ Adds depth to ideas with meaningful introduction and conclusion ▪ Shows most, if not all, writing contributes to development or quality of composition
Organization	<ul style="list-style-type: none"> ▪ Lacks logical or clear progression of ideas from sentence to sentence and/or paragraph to paragraph ▪ Has illogical or no transitions ▪ Has weak or missing organizational strategy, so ideas are hard to follow ▪ Presents ideas randomly or haphazardly ▪ Has wordiness/repetition which stalls progression of ideas 	<ul style="list-style-type: none"> ▪ Lacks logical or smooth progression of ideas from sentence to sentence and/or paragraph to paragraph ▪ Needs more meaningful transitions and/or clearer link between ideas ▪ Has organizational strategy which makes it hard to understand some ideas ▪ Has some wordiness/repetition, but it does not stall progression of ideas 	<ul style="list-style-type: none"> ▪ Shows a generally smooth, controlled progression of thought from sentence to sentence and paragraph to paragraph ▪ Has mostly meaningful transitions and logical links between ideas ▪ Has generally effective organizational strategy ▪ May have wordiness/repetition, but it does not stall progression of ideas 	<ul style="list-style-type: none"> ▪ Shows a smooth, controlled progression of thought from sentence to sentence and paragraph to paragraph ▪ Has meaningful transitions and logical movement from idea to idea which strengthens progression ▪ Has organizational strategy that clearly and effectively enhances presentation of ideas
Development of Ideas	<ul style="list-style-type: none"> ▪ Attempts to develop 1 or more ideas with little or no development, but it is so general/vague that reader can not clearly understand ideas ▪ Presents only a plot summary of published piece of writing, movie, or TV show ▪ Omits information which creates major gaps between ideas and makes it hard to understand 	<ul style="list-style-type: none"> ▪ Attempts to develop 1 or more ideas in composition by listing or briefly explaining ideas, but superficial development limits understanding/appreciation of writer's ideas ▪ Shows little evidence of depth of thought due to inconsistent, general, or contrived development ▪ Omits some information which creates minor gaps between ideas, but it does not make it hard to understand writer's ideas 	<ul style="list-style-type: none"> ▪ Attempts to develop all ideas in composition, but some ideas may be more thoroughly and specifically developed than others ▪ Reflects some depth of thought in overall development, which enhances understanding and appreciation of writer's ideas ▪ Presents some thoughtful ideas, but shows little evidence that writer is willing to take compositional risks when developing topic 	<ul style="list-style-type: none"> ▪ Presents thorough and specific development of each idea ▪ Reflects depth of thought in overall development, which enhances understanding and appreciation of writer's ideas. ▪ Presents thoughtful or insightful ideas and shows willingness to take compositional risks to enhance quality of composition ▪ May approach topic from unusual perspective, use his/her unique experiences or view of world, or make interesting connections between ideas
Voice	<ul style="list-style-type: none"> ▪ Fails to engage or establish connection to reader ▪ Shows little or no sense of writer's original voice ▪ Lacks writer's individuality or unique perspective 	<ul style="list-style-type: none"> ▪ Fails to engage or establish/maintain connection to reader throughout composition ▪ Shows some authentic sound in parts of composition ▪ Has difficulty expressing individuality or unique perspective 	<ul style="list-style-type: none"> ▪ Engages reader and sustains connection throughout most of composition ▪ Shows authentic and original sound throughout most of composition ▪ Expresses individuality or unique perspective for the most part 	<ul style="list-style-type: none"> ▪ Engages reader and sustains connection throughout composition ▪ Shows authentic and original sound ▪ Expresses individuality or unique perspective
Conventions	<ul style="list-style-type: none"> ▪ Shows little or no evidence to correctly apply English language conventions ▪ Has severe/frequent errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure, which makes writing hard to read/understand ▪ May misuse or omit words/phrases and frequently write awkward sentences ▪ Has weak control of conventions which interferes with effective communication 	<ul style="list-style-type: none"> ▪ Shows limited control of conventions ▪ Has errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure throughout composition, but it does not make it hard to read/understand ▪ May include some simple or inaccurate words/phrases and awkward sentences ▪ Has some control of conventions which limits overall effective communication 	<ul style="list-style-type: none"> ▪ Shows a good command of spelling, capitalization, punctuation, grammar, usage, and sentence structure ▪ May make minor errors in convention use, but it does not disrupt fluency of composition ▪ Uses words, phrases, and sentence structures that are generally appropriate and contribute to effective communication 	<ul style="list-style-type: none"> ▪ Shows strong command of spelling, capitalization, punctuation, grammar, usage, and sentence structure ▪ May make minor errors when taking compositional risks and using sophisticated forms of expression, but it does not detract from overall fluency of composition ▪ Uses words, phrases, and sentence structures that enhance effective communication