

STAAR Writing Score Point 4 = PEG Writing Score Point 5

Organization/Progression

STAAR Writing Score Point 4

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt.
- All ideas are strongly related to the central 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.

PEG Writing Score Point 5

- The organization is specific to task, purpose, and audience.
- The response has a strong vertical and horizontal structure. The response moves smoothly from purposeful introduction to effective conclusion.
- Effective transitions contribute to unity.
- There is a strong progression of ideas from sentence to sentence and introduction to conclusion.

Development of Ideas

STAAR Writing Score Point 4

- The writer uses details and examples that are specific and well chosen, adding substance to the essay.
- The essay is thoughtful and engaging.

PEG Writing Score Point 5

- The response has a wealth of appropriate information and details. All main ideas in the response are uniformly developed.
- The writer may take creative approaches that enhance the response.

Use of Language/Conventions

STAAR Writing Score Point 4

- The writer's word choice is purposeful and precise.
- 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. The overall strength of the conventions contributes to the effectiveness of the essay.

PEG Writing Score Point 5

- Words are used in a precise and sophisticated way to enhance the development of the topic.
- Word selection strongly enhances specificity of support and elaboration.
- The purposeful variety of sentence lengths and structures shows originality, enhances flow, and promotes strong expression. Sentence construction emphasizes and enhances meaning.
- The writer demonstrates a strong command of grammar, usage, and mechanics.

STAAR Writing Score Point 3 = PEG Writing Score Point 4

Organization/Progression

STAAR Writing Score Point 3

- The writer uses organizational strategies that are adequately suited to the task.
- Most ideas are related to the central 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.

PEG Writing Score Point 4

- The response has a reasonably strong vertical and horizontal structure.
- The response is generally appropriate to task, purpose, and audience.
- The response moves somewhat smoothly from beginning to conclusion.
- Some effective transitions are evident that contribute to unity. Transitions may be obvious, but they do not interfere with the flow of ideas.

Development of Ideas

STAAR Writing Score Point 3

- The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.

PEG Writing Score Point 4

- The response is focused and reasonably complete, with appropriate information and details. The writer provides sufficient specific support to develop the composition, using strategies and elaborative techniques appropriate to the task, purpose, and audience.

Use of Language/Conventions

STAAR Writing Score Point 3

- The writer's word choice is, for the most part, clear and specific. 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 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.

PEG Writing Score Point 4

- Words are well chosen and are used somewhat efficiently.
- The variety of sentence lengths and structures enhances flow and promotes expression.
- Grammar and usage are for the most part correct. There are few, if any, errors in spelling and punctuation.

STAAR Writing Score Point 2 = PEG Writing Score Point 3

Organization/Progression

STAAR Writing Score Point 2

- 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 lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- 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.

PEG Writing Score Point 3

- The response is somewhat appropriate to task, purpose, and audience.
- The response moves from introduction to conclusion but may have some interruptions.
- Some transitions are evident, but they may be artificial and interfere somewhat with the flow of ideas.
- There is a basic progression of ideas from introduction to conclusion, but sentence-to-sentence cohesion may be lacking.

Development of Ideas

STAAR Writing Score Point 2

- 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.

PEG Writing Score Point 3

- Development is uneven, with a mix of general and specific details.
- Reasons and details may lack logic. Some reasons may lack support.

Use of Language/Conventions

STAAR Writing Score Point 2

- The writer's word choice may be general or imprecise. 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.

PEG Writing Score Point 3

- Word selection is a mix of general and specific and may not enhance support and elaboration.
- Awkward sentences may create some minor interruptions.
- There are errors in sentence construction, but they do not seriously disrupt the presentation. Errors in grammar and usage while evident are not widespread in proportion to the amount of writing. Simple words are spelled correctly. Incorrect spelling does not disrupt the reading of the response. There may be errors in mechanics, particularly in comma use.

STAAR Writing Score Point 1 = PEG Writing Score Points 1 & 2

Organization/Progression

STAAR Writing Score Point 1

- 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 central idea is missing, unclear, or illogical.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of 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.

PEG Writing Score Point 1 & 2

- The response is flawed structurally and disorganized.
- The response lacks specificity as to task, purpose, and/or audience.
- The progression of ideas from introduction to conclusion is seriously disrupted by repetition, gaps, or random ideas.
- Transitions may be missing, inappropriate, or confusing.

Development of Ideas

STAAR Writing Score Point 1

- 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.

PEG Writing Score Point 1 & 2

- The response is weakly focused and lacks development. Details may be general, vague, or inappropriate.
- The response may be confusing and may display minimal writing. Ideas may be presented randomly.

Use of Language/Conventions

STAAR Writing Score Point 1

- The writer's word choice may be vague or limited. 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.

PEG Writing Score Point 1 & 2

- Word selection is general and vague. Vocabulary is basic and may be confusing to the audience.
- Sentence lengths and structures are simple and repetitive. Awkward sentences create interruptions.
- There are errors in sentence construction, including run-ons and fragments that seriously disrupt the presentation.
- Errors in grammar and usage are numerous in proportion to the amount of writing, creating disruptions in reading or confusion for the audience. Spelling errors may be prevalent and require deciphering on the part of the audience. Errors in the basics of mechanics may be evident.