

STATE ASSESSMENT RUBRICS

STAAR English I/II Extended Constructed Response (ECR) — Argumentative/Opinion Writing Rubric

English I-II 5 points total 2 criteria TX State assessment rubrics

The TX STAAR English I/II Extended Constructed Response (ECR) — Argumentative/Opinion Writing Rubric scored out of 5 points across 2 criteria, for argumentative, opinion writing at English I-II (grades 9-10, EOC).

SOURCE AND ATTRIBUTION

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<https://tea.texas.gov/sites/default/files/tx-staar-arg-opinion-rubric-g6-e2.pdf>

How it is scored

CRITERION	POINTS	LEVELS
Organization and Development of Ideas	3	4
Conventions	2	3
Total	5	

The full rubric

Organization and Development of Ideas · 3 points

SCORE	WHAT EARNS IT
3 pts	Controlling idea/Thesis is clear and fully developed: clearly identifiable; focus is consistent throughout, creating a response that is unified and easy to follow. Organization is effective: purposeful structure with an effective introduction and conclusion; appropriate and effectively supports development of the controlling idea/thesis; sentences, paragraphs, or ideas logically connected in purposeful and highly effective ways. Evidence is specific, well chosen, and relevant: text-based, clearly explained, consistently supports and develops the controlling idea/thesis (for paired texts, evidence drawn from both texts); reflects a thorough understanding of the writing purpose. Expression of ideas is clear and effective: word choice is specific, purposeful, and enhances the response; almost all sentences and phrases are effectively crafted to convey the writer's ideas.
2 pts	Controlling idea/Thesis is present and partially developed: presented but may not be clearly identifiable because it is not fully developed; focus may not always be consistent or easy to follow. Organization is limited: purposeful structure with introduction and conclusion present, but may not consistently support logical development; sentence-to-sentence connections and clarity may be lacking. Evidence is limited and may include some irrelevant information: text-based evidence may be insufficiently explained and/or irrelevant (for paired texts, drawn from at least one text); reflects partial understanding of the writing purpose. Expression of ideas is basic: word choice may be general and imprecise; sentences and phrases at times ineffective and may weaken the message.

SCORE	WHAT EARNS IT
1 pt	Controlling idea/Thesis is evident but not developed: present but not developed appropriately for the task. Organization is minimal and/or weak: introduction or conclusion may be present; structure supporting logical development is not always evident or appropriate. Evidence is insufficient and/or mostly irrelevant: little text-based evidence, or mostly extraneous/repetitious; explanation is insufficient and vaguely related to the task (for paired texts, drawn from only one text); reflects a limited understanding of the writing purpose. Expression of ideas is ineffective: word choice is vague or limited; sentences and phrases often interfere with the writer's intended meaning.
0 pts	A controlling idea/thesis may be evident. The response lacks an introduction and conclusion; an organizational structure is not evident. Evidence is not provided or is irrelevant; the response reflects a lack of understanding of the writing purpose. The expression of ideas is unclear and/or incoherent. (A score of 0 here automatically yields 0 on Conventions.)

Conventions • 2 points

SCORE	WHAT EARNS IT
2 pts	Student writing demonstrates consistent command of grade-level-appropriate conventions (sentence construction, punctuation, capitalization, grammar, spelling). The response has few errors that do not impact the clarity of the writing.
1 pt	Student writing demonstrates inconsistent command of grade-level-appropriate conventions, with limited use of correct sentence construction, punctuation, capitalization, grammar, and spelling. The response has several errors, but the reader can understand the writer's thoughts.
0 pts	Student writing demonstrates little to no command of grade-level-appropriate conventions. The response has many errors that impact the clarity of the writing and the reader's understanding.

Scoring record

Student	Assignment	Date
CRITERION	SCORE	COMMENTS
Organization and Development of Ideas	/ 3	
Conventions	/ 2	
Total	/ 5	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/staar-english-i-ii-ecr-argumentative-opinion