## Analytic Writing Rubric for Emergent to Early Writers: Stages 1-6

Conveys meaning through the picture and/or discussion. The written message requires dictation.

### EMERGENT WRITER

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• may lack a discernible topic</td>
<td>• attempts a written response that connects to the writer’s picture</td>
<td>• attempts a written response that demonstrates an understanding of</td>
<td>• names one action or idea</td>
<td>• connects a few actions or ideas to tell a story or report information</td>
<td>• connects many actions or ideas to tell a story or report information</td>
</tr>
<tr>
<td>• may respond with ideas unrelated to the writer’s picture or the topic</td>
<td>• may use incomplete thoughts or label the picture</td>
<td>• requires at least some interpretation to be fully understood</td>
<td>• may use simple descriptions (e.g., a name, number, location, or color word) to extend the action or idea</td>
<td>• may give equal weight to minor and major events/ideas connected to the broad topic</td>
<td>• may give equal weight to minor and major events/ideas connected to the broad topic</td>
</tr>
<tr>
<td>• may not attempt a response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrates limited awareness of conventional orientation of text to the page</td>
<td>• organizes ideas with some awareness of conventional orientation of text to the page</td>
<td>• uses letters that progress from left to right across the page</td>
<td>• links the one action or idea to a picture or assigned topic</td>
<td>• sequences ideas to give a skeletal overview of an event or topic</td>
<td>• sequences ideas to give a skeletal overview of an event or topic</td>
</tr>
<tr>
<td>• may select random letters to represent text</td>
<td>• uses letters that generally progress from left to right across the page</td>
<td></td>
<td>• lacks movement through time in narrative writing (no story line; e.g., “This is me swimming with mom.”)</td>
<td>• may attempt opening statement that sets up the topic by providing:</td>
<td>• may attempt opening statement that sets up the topic by providing:</td>
</tr>
<tr>
<td>• may produce readable text by arbitrarily copying environmental print on the page without regard to meaning</td>
<td></td>
<td></td>
<td>• lacks movement across ideas in informational writing (one fact or detail; e.g., “A bat has wings.”)</td>
<td>• the purpose or occasion</td>
<td>• the purpose or occasion</td>
</tr>
<tr>
<td>• applies some letter-sound knowledge</td>
<td>• attempts legible handwriting</td>
<td>• attempts legible handwriting</td>
<td>• the setting (time and/or place)</td>
<td>• may attempt an ending without providing closure (e.g., “and then I went to bed; The End”)</td>
<td>• may attempt an ending without providing closure (e.g., “and then I went to bed; The End”)</td>
</tr>
<tr>
<td>• may use scribbles or letter-like shapes to represent text</td>
<td>• forms many letters with accuracy and automatically</td>
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<td>• may give equal weight to minor and major events/ideas connected to the broad topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• may include some final sounds when this is a strong or familiar sound (e.g., dg for dog)</td>
<td>• may use surfaces and spelling</td>
<td>• familiar environmental print to convey meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attempts legible handwriting</td>
<td>• attempts conventional spacing</td>
<td></td>
<td></td>
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<tr>
<td>• forms many letters with accuracy and automatically</td>
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<td></td>
</tr>
<tr>
<td>• may use upper case letters</td>
<td>• attempts conventional spacing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• often lacks conventional spacing</td>
<td>• attempts conventional spacing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EARLY WRITER

Lists a sequence of events or ideas related to a broad topic. The overall message is readable.

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<th>Stage 5</th>
<th>Stage 6</th>
</tr>
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<tbody>
<tr>
<td>• attempts a written response that connects to the writer’s picture</td>
<td>• attempts a written response that demonstrates an understanding of</td>
<td>• names one action or idea</td>
<td>• connects a few actions or ideas to tell a story or report information</td>
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<td>• may use incomplete thoughts or label the picture</td>
<td>• requires at least some interpretation to be fully understood</td>
<td>• may use simple descriptions (e.g., a name, number, location, or color word) to extend the action or idea</td>
<td>• may give equal weight to minor and major events/ideas connected to the broad topic</td>
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<td></td>
</tr>
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<td>• does not attempt a written response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrates limited awareness of conventional orientation of text to the page</td>
<td>• organizes ideas with some awareness of conventional orientation of text to the page</td>
<td>• links the one action or idea to a picture or assigned topic</td>
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</tbody>
</table>

### Development of Ideas

- **Stage 1:** Recognizes objects in the environment, uses simple gestures or symbols to convey ideas. 
- **Stage 2:** Begins to organize ideas using a simple picture or written response. 
- **Stage 3:** Begins to organize ideas using a written response that connects to a simple picture or assigned topic. 
- **Stage 4:** Begins to organize ideas using a written response that connects to the writer’s picture or assigned topic. 
- **Stage 5:** Begins to organize ideas using a written response that connects to the writer’s picture or assigned topic. 
- **Stage 6:** Begins to organize ideas using a written response that connects to the writer’s picture or assigned topic.

### Accuracy of Conventions

- **Stage 1:** Attempts legible handwriting. 
- **Stage 2:** Attempts legible handwriting. 
- **Stage 3:** Attempts legible handwriting. 
- **Stage 4:** Attempts legible handwriting. 
- **Stage 5:** Attempts legible handwriting. 
- **Stage 6:** Attempts legible handwriting.

### Conventions

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# Analytic Writing Rubric for Developing to Competent Writers: Stages 7-12

**DEVELOPING WRITER**  
Uses basic composition skills to report main ideas and supporting details.

<table>
<thead>
<tr>
<th>Stage 7</th>
<th>Stage 8</th>
<th>Stage 9</th>
</tr>
</thead>
</table>
| ✗ attempts to develop main ideas but provides limited clarity or support for an idea or topic  
• may lack a clear focus/purpose  
• may include insignificant or repetitive information  
• may omit important information that causes some confusion  
• may only develop one main idea briefly addressing the topic or idea  | ✗ develops main ideas that provide some pertinent information to support an idea or topic  
• may only partially develop ideas, requiring the reader to infer relationships between ideas  
• may provide information that is somewhat general or superficial  | ✗ develops main ideas that provide overall clarity and moderate support for an idea or topic  
• evenly develops most ideas  
• provides information that adds clarity and contributes to purpose  |

<table>
<thead>
<tr>
<th>Stage 10</th>
<th>Stage 11</th>
<th>Stage 12</th>
</tr>
</thead>
</table>
| ✗ narrows the topic to address a specific focus  
• fully develops one or more ideas; may moderately develop others  
• develops the specific focus with relevant, interesting support  | ✗ narrows the topic and sustains a specific focus to make a point  
• omits information that does not contribute to the message  
• uses a variety of strategies to provide multiple layers of support:  
  - description/explanation  
  - cause-effect/motivation  
  - examples/anecdotes  | ✗ narrows and sustains the central message with depth and complexity that provides  
• an element of surprise  
• thoughtful insight  
• a unique perspective  |

## Development of Ideas

- attempts sequentially but gaps occur because  
- ideas lack adequate development  
- the stated focus is not addressed  
- connections between ideas may be vague or unclear  
- attempts to set up the writing purpose with a simple or formulaic beginning and ending that may not fully relate to the body of the text  
- uses some specific words to describe  
- may overuse dialogue  
- varies some sentence beginnings  
- high frequency homonyms  
- words with prefixes  
- common words with vowel digraphs  
- simple contractions  
- most high frequency words  
- common endings that do not change the spelling of the base word (e.g., comes, waited, faster)  
- writes legibly

## Accuracy of Conventions

- uses simple sentences with some control of basic conventions  
• capitalization  
• end punctuation  
• subject/verb agreement  
• most CVC and VCe words  
• most /ar/ and /aw/ words (e.g., spark, carpet, north, horn)  
• some common words with vowel digraphs (e.g., see, ai, oa, oo)  
• some familiar words with vowel digraphs (e.g., kitten, napkin)  
• most contractions  
• some endings that may change the spelling of base word  
  - doubling rule (e.g., hopping)  
  - drop final e (e.g., hoping)  
  - change y to i (e.g., tries)  
- writes legibly

## Competent Writer

Uses language and structure flexibly and deliberately to make a point and achieve a specific response.

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• omits information that does not contribute to the message  
• uses a variety of strategies to provide multiple layers of support:  
  - description/explanation  
  - cause-effect/motivation  
  - examples/anecdotes  | ✗ narrows the topic and sustains a specific focus to make a point  
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- uses simple sentences with some control of basic conventions  
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## Analytic Writing Rubric for Developing to Competent Writers: Stages 7-12


(Approximate STAAR Correlation: Score Point 2)  
(Approximate STAAR Correlation: Score Point 3)  
(Approximate STAAR Correlation: Score Point 4)