

Free Researched Essay Samples as per Rubric

In the order of...

An Essay Rubric

A Sample Essay as per Rubric

A sample Essay Prompt along with its Directions

4 STAAR

Essay Rubric

Score Point 1

The essay represents a very limited writing performance.
Organization/Progression:

The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. 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 thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.

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.

Development of Ideas:

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. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions:

The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. 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 spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression:

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 essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.

Most ideas are generally related to the topic specified in the prompt, but the writer's thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.

The writer's progression of ideas is not always logical and controlled. 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.

Development of Ideas:

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.

The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions:

The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. 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 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.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression:

The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.

The writer establishes a clear thesis statement. Most ideas are related to the thesis 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.

Development of Ideas

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

The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. 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 sentence boundaries and 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.

Score Point 4

The essay represents an accomplished writing performance.
Organization/Progression

The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.

The writer establishes a clear thesis statement. All ideas are strongly related to the thesis 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.

Development of Ideas

The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.

The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. 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 spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

STAAR Essay Sample as per rubric:

Read the following information.

Admitting you need help can be very difficult.

However, people often need the help of others to accomplish something people could not achieve on their own.

A person's success often depends on the help of others. Think carefully about this statement.

Write an essay explaining how receiving support from others can help you achieve success.

Be sure to —

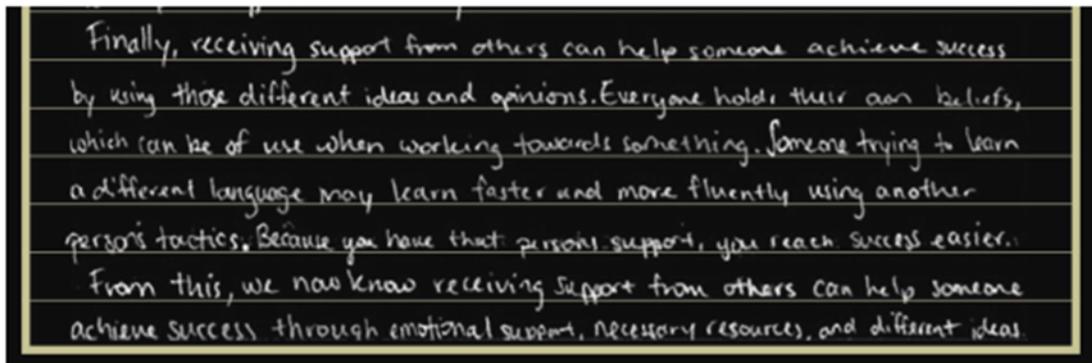
- 1. I clearly state your thesis**
- 2. I organize and develop your ideas effectively**
- 3. I choose your words carefully**
- 4. I edit your writing for grammar, mechanics, and spelling**

Sample Essay begins here...

Everyone has goals they want to achieve. They might think they need to do everything alone, but that isn't true. Receiving support from others can help someone achieve success by having those people boost confidence through emotional support, having them bring in resources necessary to complete goals, and by using their different ideas and opinions, which will make success easier to achieve.

First, receiving support from others can help someone achieve success by boosting their confidence through emotional support. To work towards a goal is challenging and may be risky. However, when others are around supporting the person taking the risk, that person feels better about trying, because they know they have people to fall back on whenever they become scared to continue. Those supporting them can help by picking them back up.

Receiving support from others can also help someone achieve success by bringing in resources necessary to reach their goal. Other people, as well as being emotionally helpful, can be of physical help. They can help a project through labor, being able to provide funds, or by having connections. This can help achieve success because the person working towards the goal can do it faster, less expensively, and efficiently.



Finally, receiving support from others can help someone achieve success by using those different ideas and opinions. Everyone holds their own beliefs, which can be of use when working towards something. Someone trying to learn a different language may learn faster and more fluently using another person's tactics. Because you have that person's support, you reach success easier. From this, we now know receiving support from others can help someone achieve success through emotional support, necessary resources, and different ideas.

The writer presents the clear thesis that people who offer support help one succeed “by having those people boost confidence through emotional support, having them bring in resources necessary to complete goals, and by using their different ideas and opinions, which will make success easier to achieve.” Strong sentence-to-sentence connections (“To work towards a goal is challenging and may be risky. However, when others are around supporting the person taking the risk, that person feels better about trying, because they know they have people to fall back on”) convey a thorough understanding of how receiving support can increase one’s self-confidence. The writer’s ideas are effectively developed with specific examples (emotional support makes one feel confident in accomplishing a goal; “physical help” assists with manual labor, can “provide funds,” and create “connections”; language acquisition is facilitated and expedited when one learns from “another person’s tactics”) that fully explain how one can benefit from the support of others. Purposeful, varied, and well-controlled sentences (“[Physical help] can help achieve success because the person working towards the goal can do it faster, less expensively, and efficiently”; “Because you have that person’s support,

you reach success easier”) enhance the effectiveness of this accomplished writing performance.

Practice prompts for STAAR:

Expository Prompt

Read the information in the box below.

A Gallup poll found that Americans are 20 percent happier on weekends than on workdays. Americans also ranked working as one of their least pleasurable activities, while socializing after work was one of their most pleasurable activities.

Although most people must structure their days around school or work, they still prefer their free time. Think carefully about this statement.

Write an essay explaining the importance of making time for both work and play.

Be sure to —

- 1. I clearly state your thesis**
- 2. I organize and develop your ideas effectively**
- 3. I choose your words carefully**
- 4. I edit your writing for grammar, mechanics, and spelling**