

**K-12** | Mississippi Academic  
Assessment Program (MAAP)  
Writing Rubric  
**SCORING GUIDANCE  
DOCUMENT**



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**MISSISSIPPI DEPARTMENT OF EDUCATION**

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# Mississippi Academic Assessment Program (MAAP) Writing Rubric Scoring Guidance Document

## *(Sample Annotations)*

This document was developed to assist teachers with delivering effective writing instruction by providing tips and sample annotations for each MAAP ELA Writing Rubric domain. An annotation is a note of explanation or comment added to a text, and scorers provide annotations to justify assigned scores and to ensure interrater reliability. *(Note: Some annotations were modified to exclude identification of specific writing prompts.)*

### **Purpose of the Rubric:**

The MAAP English Language Arts (ELA) Writing Rubric is used to score multiple genres of writing across multiple grade levels on statewide assessments. The rubric is used to score opinion and argumentative writing, informative writing, and narrative writing of students in grades 3-8 and End-of-Course.

## Development of Ideas

*The **WHAT** that is written*

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.1-3	Development of Ideas	The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

## Development of Ideas: The **WHAT** that is written

Tips for Writing Instruction	Score: 4 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"><li>• Does the response answer the prompt?</li><li>• How well does the response answer the prompt?</li><li>• Does the student understand the task?</li><li>• Does the response supply relevant information (evidence/reasoning) from the passage?</li></ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"><li>▪ Consistently focused</li><li>▪ Complete understanding</li><li>▪ Fully developed</li><li>▪ Logical and convincing</li><li>▪ Well-chosen, specific and relevant evidence</li></ul>	<ul style="list-style-type: none"><li>• The student demonstrates a complete understanding of the task and maintains a consistent focus, uses details to show importance or reasoning. The ideas are fully developed using logical and convincing reasoning and details that are specific, relevant, and accurate. Well chosen, relevant evidence from the text.</li><li>• This response is consistently focused on both parts of the prompt with well-chosen and relevant evidence from the text. The ideas are fully developed using logical and convincing reasoning.</li><li>• There is a complete understanding of the given tasks in this essay. The student’s writing remains consistently focused on the idea. Specific and relevant examples are given throughout essay. Ideas are fully developed by using logical and convincing reasoning.</li></ul>

### Development of Ideas: The WHAT that is written

Tips for Writing Instruction	<p style="text-align: center;"><b>Score: 3</b></p> <p style="text-align: center;"><b>Sample Scoring Annotations</b></p>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does the response develop both or one (1) part of a two-part prompt?</li> <li>• Does the response slightly get “off track”, but regain focus?</li> </ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Generally clear focused</li> <li>▪ General understanding</li> <li>▪ Adequately developed</li> <li>▪ Sufficient and appropriate evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Student shows a complete understanding of the task by evaluating the author’s effectiveness in a clear and focused way using logical and independent reasoning. However, the essay is missing direct evidence from the text, and the writer refers to the text (“the author states that...”) instead of fully integrating specific quotes and details. The understanding of the task was consistent with a score of “4”, while the use of evidence was more consistent with a score of “2”. A “3” therefore, is the most appropriate score in development.</li> <li>• The evidence that the student selected is sufficient and appropriate, and the ideas are adequately developed. The student was missing some analysis of what the prompt asked regarding the author.</li> <li>• The response is generally clear and focused on the task and touches on both pieces of what is being asked in the prompt. While there is an inaccuracy, the essay was seen as better than a “2” in Development due to adequate amounts of reasoning and the use of appropriate evidence.</li> </ul>

### Development of Ideas: The WHAT that is written

Tips for Writing Instruction	<p style="text-align: center;"><b>Score: 2</b></p> <p style="text-align: center;"><b>Sample Scoring Annotations</b></p>
<p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>• Does the response summarize or restate the evidence without providing reasoning?</li> <li>• Does the response consist of quotes taken directly from the passage?</li> <li>• Does the response address one (1) part of the two-part prompt and contain some reasoning and evidence?</li> </ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Vague</li> <li>▪ Partial understanding of the prompt</li> <li>▪ Somewhat developed</li> <li>▪ Some reasoning and some evidence</li> <li>▪ Some details are irrelevant to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the passage but does not answer prompt to entirety. Ideas are somewhat developed, using some reasoning and some evidence. The response therefore demonstrates a partial understanding of the task.</li> <li>• Student failed to adequately develop the ideas. Evidence is mostly listed, with little reasoning behind it. Some statements contribute little to explaining the effectiveness of the author’s argument.</li> </ul>

### Development of Ideas: The WHAT that is written

Tips for Writing Instruction	Score: 1 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does the response minimally address the prompt?</li> <li>• Does the response provide a “hint” of understanding that separates it from a 0?</li> <li>• Is there “copying with intent?”</li> </ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Unclear</li> <li>▪ Lack of understanding, limited, little to no evidence</li> <li>▪ Irrelevant and/or inaccurate evidence</li> </ul>	<ul style="list-style-type: none"> <li>• A hint of responding to the prompt is present. The writer demonstrates an understanding of the task and provides relevant evidence from the text to support the claim; however, only 2 sentences are original. There is no reasoning present to support the claim or evidence.</li> <li>• <b>Relevant</b> piece of evidence from the text was provided. The writing is unclear and shows a lack of understanding of the prompt, and the details are inaccurate or irrelevant.</li> <li>• It appears that the student is referencing a character in the story that does not support the prompt or claim. Some evidence provided is irrelevant, and there is limited reasoning.</li> <li>• There is some understanding of the task in the introduction and conclusion, but the writer does not provide any reasoning to develop the ideas. The middle two paragraphs included in the response are a summary with details that are mostly irrelevant.</li> </ul>

### Development of Ideas: The WHAT that is written

Tips for Writing Instruction	Score: 0 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does the response retell the passage without answering the prompt?</li> <li>• Does the response demonstrate NO understanding of the task?</li> </ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ No understanding</li> <li>▪ No reasoning</li> <li>▪ Little to no evidence</li> </ul>	<ul style="list-style-type: none"> <li>• The response lacks any connection to what is being asked in the prompt. It refers to the passage but is irrelevant and is insufficient to show any understanding of the task.</li> </ul>

# Organization

## *HOW the student writes*

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.1-3	Writing Organization	<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Organization: HOW the student writes	
Tips for Writing Instruction	Score: 4 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does the response flow easily?</li> <li>• Does the response include evidence of purposeful planning and a clear progression of ideas?</li> <li>• Does the response include an effective introduction and conclusion?</li> <li>• Does the writer effectively and appropriately include transitional words and phrases?</li> </ul> <p><b>Key Words/Phrases</b></p> <ul style="list-style-type: none"> <li>▪ Purposeful logical progression</li> <li>▪ Easy to follow</li> <li>▪ Transitions used frequently and effectively</li> <li>▪ Effective introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• This response shows evidence of purposeful planning. The writer is able to effectively transition within paragraphs, as well as between paragraphs, which allows the response to flow smoothly. The strong introduction and conclusion contribute to the essay’s cohesiveness and sense of wholeness.</li> <li>• An effective introduction and conclusion, a variety of effective transitions between paragraphs, and a purposeful, logical progression of ideas, all contribute to the score of “4” in organization. There is evidence of planning and the reader can easily follow the writer’s ideas.</li> <li>• Purposeful and logical progression of ideas are present. Effective transitions, which are not formulaic, are used to connect paragraphs and ideas within those paragraphs for the reader. The introduction and conclusion are effective and contribute to the overall cohesiveness of the response.</li> </ul>

Organization: HOW the student writes	
Tips for Writing Instruction	Score: 3 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Does a paragraph or part of the response get “off track,” but get “back on track,” later in the response?</li> <li>• Are transitions effective, but may be generic or repetitious?</li> </ul> <p><b>Key Words/Phrases</b></p> <ul style="list-style-type: none"> <li>▪ Progression of ideas, transitions are used effectively</li> <li>▪ An introduction and conclusion that contributes to the cohesiveness of the response</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of planning and a logical progression of ideas are present, although the introduction and conclusion are fairly basic and don’t contribute much to the overall cohesiveness. Ideas within the body are somewhat connected with the use of repetitive transitions, yet the response is fairly easy for reader to follow the ideas being presented.</li> <li>• There is evidence of planning with a progression of ideas that makes the essay easy to follow. Transitions (connective and less formulaic) are effective in connecting ideas, while the introduction and conclusion contribute to the overall cohesiveness of the response.</li> <li>• There is evidence of planning and a progression of ideas. Transitions are used frequently and effectively and help contribute to the overall flow of the essay. The introduction and conclusion add to the cohesiveness of the response.</li> </ul>

**Organization: HOW the student writes**

<b>Tips for Writing Instruction</b>	<b>Score: 2 Sample Scoring Annotations</b>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"><li>• Does the response include a basic introduction and conclusion; not original: “I’m going to tell you 3 things, here are those 3 things, I just told you 3 things?”</li></ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"><li>▪ Some logical progression of ideas</li><li>▪ Transitions are used somewhat consistently</li><li>▪ Basic introduction and conclusion</li></ul>	<ul style="list-style-type: none"><li>• A simple introduction sentence and concluding sentence are used to contribute to the cohesiveness of the response. Transitions are also employed to help the reader follow the progression of ideas.</li><li>• The organization of this essay is a bit formulaic (“Here’s a quote, now here’s some commentary.”) with transitions being used somewhat consistently between paragraphs. There is a basic introduction and conclusion as well as progression of ideas.</li><li>• The progression of ideas is not always logical, and transitions are only somewhat effective. The response contains a weak introduction and lack of conclusion, but there is some evidence of planning. *Do not just look for transitions, look for clarity of transitions.</li><li>• The essay contains a basic introduction and conclusion with some logical progression of ideas. The transitions are a bit formulaic but are used somewhat consistently to clarify a relationship between ideas.</li></ul>

### Organization: HOW the student writes

Tips for Writing Instruction	Score: 1 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Is the response a retell of the story?</li> <li>• Are the introduction and conclusion disconnected from the task or body of the response?</li> <li>• Does the response include an introduction with no plan or direction?</li> <li>• Are the sentences somewhat connected, but lack transitions?</li> </ul> <p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Attempt at planning</li> <li>▪ Progression of ideas lack logic</li> <li>▪ Transitions are used sparingly and sometimes ineffectively</li> <li>▪ An introduction and conclusion that are inappropriate and/or disconnected</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction paragraph is somewhat scattered and irrelevant to the second paragraph, which actually deals with the questions posed in the prompt. Transitions are not employed to help the reader connect ideas and follow the writer’s thought.</li> <li>• An attempt at planning is present, but this essay goes off track. The introduction and conclusion are not connected, resulting in a lack of cohesiveness and clarity. In addition, the essay is missing effective transitions.</li> <li>• This response lacks both an introduction and conclusion and contains few transitions. Although it is not easy to follow, there is some progression of ideas. There is, however, an attempt at planning.</li> <li>• A simple introduction statement and conclusion are present which minimally contribute to the cohesiveness. Transitions are used sparingly, but the reader can follow the writer’s ideas.</li> </ul>

### Organization: HOW the student writes

Tips for Writing Instruction	Score: 0 Sample Scoring Annotations
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• Is the response completely off track?</li> <li>• Does the response consist of random thoughts with no cohesion?</li> </ul> <p><b>Key Words:</b></p> <ul style="list-style-type: none"> <li>▪ Lacks evidence of planning (random order) or a progression of ideas</li> <li>▪ Transitions are lacking or used ineffectively</li> <li>▪ Lack of introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks evidence of planning and a progression of ideas. Most of the sentences appear to be in random order, making the response difficult to follow. A weak introduction sentence, lack of conclusion, and stream of consciousness writing.</li> <li>• No transitions, no specific introduction or conclusion. There is no cohesiveness. Lacks evidence in planning; difficult to read.</li> </ul>

## Language Conventions of Grammar and Usage Language Conventions of Mechanics

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
L.1 and .3	Language Conventions of Grammar and Usage			The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i>	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i>	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i>
L.2	Language Conventions of Mechanics			The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <i>mechanics</i> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <i>mechanics</i> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <i>mechanics</i> that impede meaning.

### Language Conventions of Grammar and Usage

Tips for Writing Instruction	Score: 2 Sample Scoring Annotations
<p><b>Key Words:</b></p> <ul style="list-style-type: none"> <li>▪ Appropriate</li> <li>▪ Precise</li> <li>▪ Effective</li> <li>▪ Purposeful</li> <li>▪ Fluent and varied</li> <li>▪ Few minor errors in grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• The writing contains a few minor errors in grammar and usage. There is not a pattern of errors, and the errors that are present do not impede meaning. Sentences are varied in length and structure, and the tone is appropriate.</li> <li>• Sentences are well constructed and maintain an appropriate tone. A few errors in grammar do not interfere with meaning.</li> <li>• Sentences are fluent and varied. Word choice is effective.</li> </ul>

### Language Conventions of Grammar and Usage

Tips for Writing Instruction	Score: 0 Sample Scoring Annotations
<p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Fails to maintain tone</li> <li>▪ Makes the essay difficult to read</li> <li>▪ Egregious errors in grammar and usage</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of sentence structure in this response. It contains egregious errors in grammar and usage that impede meaning, making it practically unreadable.</li> <li>• Errors in sentence construction include subject-verb agreement, verb tense, and incorrect words. There is no evidence of or accurate sentence construction. There are multiple incorrect errors in vocabulary choices usage.</li> <li>• Errors impede meaning, making it difficult to read.</li> </ul>

### Language Conventions of Grammar and Usage

Tips for Writing Instruction	Score: 1 Sample Scoring Annotations
<p><b>Key Words:</b></p> <ul style="list-style-type: none"> <li>▪ Inappropriate</li> <li>▪ Limited</li> <li>▪ Cliched</li> <li>▪ Repetitive</li> <li>▪ Little or no variety</li> <li>▪ Awkward</li> <li>▪ Pattern of errors in grammar and usage (pattern vs. sprinkling)</li> </ul>	<ul style="list-style-type: none"> <li>• Although the student does some things right, a pattern of grammar and usage errors (there/they're or "an" instead of "in") is present.</li> <li>• There are several tense errors, agreement errors, and misuse of words. Errors in sentence construction include fragments.</li> <li>• The response includes incorrect word choice and errors in sentence construction. Meaning is only occasionally impeded.</li> </ul>

Language Conventions of Mechanics	
Tips for Writing Instruction	Score: 2 Sample Scoring Annotations
<p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Consistent command</li> <li>▪ Few minor errors; does not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• A few spelling errors and occasional punctuation errors do not interfere with the writer’s meaning.</li> <li>• Minor errors for a lengthy response, do not impede meaning.</li> <li>• Consistent command of conventions.</li> </ul>

Language Conventions of Mechanics	
Tips for Writing Instruction	Score: 1 Sample Scoring Annotations
<p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Inconsistent command of punctuation, capitalization, spelling</li> <li>▪ Pattern of errors; occasionally impedes meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Errors in spelling are present. Writer did not capitalize “i” or proper nouns. The pattern of errors, however, does not impede meaning.</li> <li>• The response includes many examples of spelling errors. The writer demonstrates end punctuation and capitalization. The pattern of errors shown does not interfere with the meaning.</li> <li>• The writer controls end punctuation, along with most capitalization and also attempts the use of quotation marks.</li> </ul>

Language Conventions of Mechanics	
Tips for Writing Instruction	Score: 0 Sample Scoring Annotations
<p><b>Key Words/Phrases:</b></p> <ul style="list-style-type: none"> <li>▪ Limited command of punctuation, capitalization, and spelling</li> <li>▪ Egregious errors; impeded meaning</li> </ul>	<ul style="list-style-type: none"> <li>• There is a complete lack of capitalization and punctuation. Many spelling errors are so egregious that they cannot be fixed with certainty (thereby impeding meaning).</li> <li>• No evidence of punctuation or capitalization is shown in this response.</li> <li>• There is a limited command of conventions. Commas are misused.</li> </ul>

### Additional Information:

- The rubric is **NOT** a checklist; well written responses may compensate for lack of a conclusion.
- The two domains (Development of Ideas and Organization) influence each other to a degree but are scored separately. It is possible that the student is a good writer, able to organize ideas, but shows only a partial understanding of the task and uses irrelevant details (a student's Organization score may be higher than the Development score).
- In the upper grades, transitional phrases should be used. Third grade responses may use temporal words.
- The MAAP Writing Assessment measures a student's response on one of three (3) modes of writing: **Narrative, Informative, or Argumentative/Opinion**. The prompt **may not** directly indicate one of the specific writing types.
  - If the prompt asks you for a ***point of view: imagine that you are, what would you do, or alternate version***, you will typically use *narrative* writing.
  - If the prompt asks you to ***explain, define, classify, analyze, compare/contrast, cause/effect, clarify, inform, instruct***, you will typically use *informative* writing.
  - If the prompt asks you to ***convince, give your opinion, state your position on an issue, argue for or against, justify, evaluate/critique***, you will typically use *argumentative/opinion* writing.

**Mississippi Academic Assessment Program**  
**English Language Arts Writing Rubric**

Performance Range		Advanced	Proficient	Basic	Minimal	
		12	11-9	8-5	4-1	0

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.1-3	Development of Ideas	The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

**Mississippi Academic Assessment Program  
English Language Arts Writing Rubric Interpretive Guide**

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.1-3	Writing Organization	<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

**Mississippi Academic Assessment Program  
English Language Arts Writing Rubric Interpretive Guide**

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
L.1 and .3	Language Conventions of Grammar and Usage			The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i>	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i>	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i>
L.2	Language Conventions of Mechanics			The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <i>mechanics</i> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <i>mechanics</i> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <i>mechanics</i> that impede meaning.