MAAP Writing Rubric

Scoring Guide

January 2019

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Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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Session Goals

- **Explain the Purpose of the Writing Rubric**
- **Discuss the Standards (Domains) of the Writing Rubric**
  - Development of Ideas (4 points)
  - Writing Organization (4 points)
  - Language Conventions of Grammar and Usage (2 points)
  - Language Conventions of Mechanics (2 points)
- **Apply the Rubric to Annotate Student Responses**
- **Deconstruct the Prompt**

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Writing Rubric

The Purpose

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Writing Rubric Purpose

- The writing rubric is ***holistic*** in nature.

  To use the rubric effectively, understand that each score point under each component has multiple parts. A student may, for example, "demonstrate evidence of planning and a purposeful, logical progression of ideas," which falls under score point 4 in Writing Organization, but only constructs a "basic introduction and conclusion," which falls under score point 3 in Writing Organization.

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Writing Rubric Purpose

- The writing rubric is *holistic* in nature.

  When assigning a 3 in development, the response does not need to do everything in the "3 box." **Remember, the rubric IS NOT a checklist.** The passage may fit some items in the "4 box" and some in the "2 box," but it may "fit best" in the "3 box."

  The scorer must determine in which score point the student response best fits ***overall***.

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Writing Rubric Purpose

- The MAAP Rubric is used to score multiple genres of writing across multiple grade levels.
- The rubric will be used to score opinion and argumentative writing, informative writing, and narrative writing of students in grades 3-8 and English II (End of Course).

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Writing Rubric Standards (Domains)

Development

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Writing Rubric Standards (Domains): Development

Development of Ideas: *Content of the writing.*
The what *that is written.*

- Does this essay/response answer the question/prompt? How well?
- Does the student understand the task?
- Does the student pull relevant information (evidence/***reasoning***) from the passage?
  -*Reasoning*: Own original ideas or explanation of the cited evidence

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Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

4: 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.

- Very specific response to the prompt – give examples and explain the connection to the text
- Develops each part of the prompt (some will have 2 parts)

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- The writing of the essay is clear, consistently focused, and shows a complete understanding of the given task. In each paragraph body, the writer provides specific examples to address the prompt. The student fully develops the ideas using well-chosen evidence, in addition to logical and convincing reasoning.
- The writing is clear and consistently focused. The student uses well-chosen evidence from the text and details that are specific, relevant, and accurate. 4s do not need to be perfect, but detailed, convincing, and logical.
- The student demonstrates a complete understanding of the task and maintains a consistent focus, uses detail to show the 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.

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- There is a complete understanding of the given tasks in this essay. The student's writing remains consistently focused on the idea. The student gives specific and relevant examples throughout essay. Ideas are fully developed by using logical and convincing reasoning.
- 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.
- This response is well-developed by giving a personal opinion of the task and then providing several examples from the text with supporting evidence. A summary is provided in the conclusion supporting the writer's opinion.

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Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

3: 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.

- May develop both or 1 part of a 2-part prompt; May get off track, but regain focus

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- 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. The understanding of the task is more consistent with a "4", while the use of evidence was more consistent with a "2". A "3" therefore, is the most appropriate score in development.
- 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.
- The response began as a summary but ended with adequate development and reasoning. Details were relevant and accurate.

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- 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.
- The response logically uses several details to support cited text and provide appropriate evidence from the text.
- Consistent understanding of the task. Several examples from the text are stated. Logical reasoning provides support for the evidence that is cited.

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Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

2: 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. Summary or restating evidence without providing reasoning.

- "Quote stacking"
- May address 1 of the 2 parts; Contains some reasons, some evidence
- Restates evidence with no analysis

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- 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.
- 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.
- Response demonstrates partial understanding of the task (using detail to show the importance) and provides some evidence and logical reasoning. The development is not adequate and there is no mention of how the author… (answers the prompt).
- There are details from the text and the response is somewhat developed. However, the writing does not support the reasoning for the details.
- Some details that are inaccurate and irrelevant. Focus on the prompt is limited.
- Personal details with some reasoning that is not found in text.

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Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

1: 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.

- Address prompt minimally
- Limited, not sure of understanding (if there is a hint of understanding, that separates it from a 0)
- "Copying with intent": copying/selecting a part of the passage that specifically addresses the content of the prompt

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- 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.
- **Relevant** piece of evidence from the text was provided. The writing is unclear and shows a lack of understanding of the prompt. The details are inaccurate or irrelevant.
- 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.

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- There is some understanding of the task in the introduction and conclusion, but does not provide any reasoning to develop the ideas. The middle two paragraphs in the response are a summary with details that are mostly irrelevant.
- The response is unclear in developing and understanding of the task, and provides personal comments that limit supporting details, some of which are irrelevant.
- General comments about the passage and does not address the focus of the task. This makes the response unclear and shows minimal understanding.
- Reasoning does not support the prompt, which asks "why?"

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Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

0: 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.

- Retelling of the passage without responding to the prompt
- No understanding of the task
- Read the passage, but not the prompt
- Copies from passage (with a few words changed)

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Writing Rubric Standards (Domains): Development

Sample Annotations:

- The response lacks any connection to the prompt. There is no evidence from the text. The writer read the passage, but I cannot tell if they read the prompt.
- The writer almost completely copies the prompt with a few different phrases.
- The response is lacking 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.
- The writer does not answer the prompt. One detail is noted, but not supported or explained.

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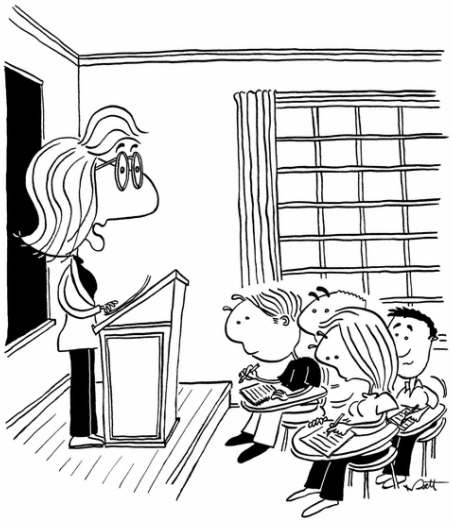
Scoring Guide

Annotating Session Activity



"When writing your essays, I encourage you to think for yourselves while you express what I'd most agree with."

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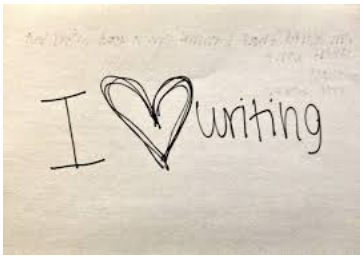
Turn and Talk

Not all (4s, 3s, 2s, 1s, 0s) responses will look alike.

What does the following statement mean?

"There are many rooms in a house. Each room looks different. For example, a "4" has a basement and a master bedroom."



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Writing Rubric Standards (Domains)

Organization

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Writing Rubric Standards (Domains): Organization

Organization: *How the student writes.*

- Evidence of planning and progression of ideas
- Transitions: How do students connect their sentences and paragraphs (frequent and effective OR lacking)?
- Introduction and Conclusion
- Different ways to organize a response. Is the organization effective?
  - -Intro, body, conclusion
  - -Thesis may be stated in conclusion

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Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

4: 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.

- Wholeness, easily flows, seamless, smooth, purposeful
- Formulaic (predictable: first, next, then, last) writing should transition to phrases in the upper grades (4th). 3rd grade responses may use temporal words.

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- Evidence of planning is clear in this student response. The response includes an introduction and conclusion that contribute to the cohesiveness of the writing. Transitions are used to not only connect ideas, but also to connect paragraphs. Additionally, the quotations used are carefully linked to the ideas being presented.
- 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.

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- There is a purposeful and logical progression of ideas being presented. 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.
- There is evidence of planning with a purposeful progression of ideas. Word choice allows for clarity of ideas. The introduction and conclusion provide effective cohesiveness of the ideas presented.
- The response is a good example of logical progression of ideas. An introduction, several transitions, and the conclusion add to the clarity of the writer's response.

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Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

3: 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.

- Easily followed
- Has a paragraph or part that gets off track, but gets back on track
- Transitions are effective, but may be generic or repetitious

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- Evidence of planning and a logical progression of ideas are present, although the introduction and conclusion are fairly basic and do not 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 the reader to follow the ideas being presented.
- 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.

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- The introduction and conclusion, though somewhat basic, contribute to the cohesiveness of the response. There is evidence of planning and a progression of ideas, and transitions are used effectively.
- Evidence of planning is shown with use of an introduction and conclusion that summarizes. The use of transitions adds to the flow of ideas.

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Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

2: 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.

- Basic: Canned introduction and conclusion; not original: "I'm going to tell you 3 things, Here are those 3 things, I just told you 3 things."

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- 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.
- 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.

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- There is some logical progression of ideas. The writer uses some transitions to organize the flow of ideas and incudes a brief introduction and conclusions.
- There is evidence of planning with some logical progression. The use of transitions and the conclusion are limited.
- Some logical progression of ideas is present, but the writer is mostly listing events. The introduction and conclusion are basic and provide some cohesion.

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Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

1: The writing prompt 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.

- Retelling/summary in the same order it was told
- Introduction and conclusion do not pertain to the task or body of the essay
- Introduction with no plan or direction
- Sentences that are somewhat connected, but lacking transitions
- Stream of consciousness writing with no plan or direction

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- 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.
- 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.

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- A simple introduction statement and conclusion are present which minimally contribute to the cohesiveness. Transitions are used sparingly, but the reader is able to follow the writer's ideas.
- The text lists details of an event but does not provide logical progression to clearly follow the writer's message.
- An attempt is made to organize ideas, but the writer only lists and summarizes the activities with no specific details to support the task.
- Some attempt is made to organize, but lack of details leaves little to organize.
- There is no introduction, conclusion, or use of transitions.

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Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

0: 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 of 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.

- Cannot keep track of what they are writing no matter how many times you reread it
- Random thoughts on the topic with no cohesion
- 1 sentence essay

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Writing Rubric Standards (Domains): Organization

Sample Annotations:

- 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.
- There are no transitions, no specific introduction, or conclusion. There is no cohesiveness. The response lacks evidence in planning; difficult to read.
- Writing is random and disjointed making it difficult to follow. Transitions are used ineffectively and in a redundant manner.
- Ideas are presented in a fragmented manner, resulting in difficulty in understanding the writer's intent.
- Several ideas from the text are repetitious and unclear. Transitions are not present resulting in an ineffective progression of ideas.

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Writing Rubric Standards (Domains): Organization

- The two domains (Development 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 (students organization score may be higher than the development score).
- Scores are often the same OR similar (1 point difference).

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Writing Rubric Standards (Domains): Organization

Keep time restrictions in mind; A well written response may compensate for lack of a conclusion.
Essays are like a road between points A and B (beginning to the end).

0: Takes you off of the road and into the ditch; may likely end up in a field and never make it to point B
1: Bumpy road; gravel road; a road you would not want to be on for long
2: 2-lane road with twists and stops, but gets you to where you are going
3: 4-lane highway, some yield signs and merging, but comfortable drive overall
4: Freeway; you are the only one on the road, smooth ride from start to finish

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Scoring Guide

Annotating Session Activity

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Turn and Talk

- Explain how a writer could receive a 1 in Development and a 3 in Organization.
- Provide evidence from the writing rubric.

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Writing Rubric Standards (Domains)

Language - Grammar

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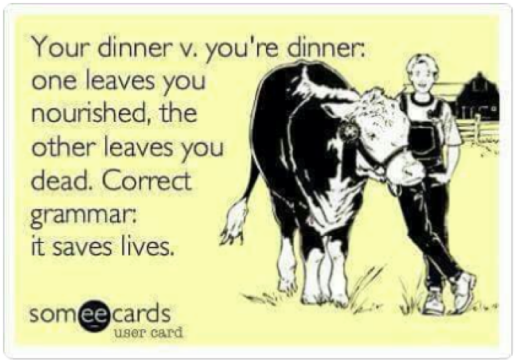
Writing Rubric Standards (Domains): Grammar

Grammar

- Tone, word choice, sentence structure, grammar
- Wrong word, missing word, extra word
- Tense and agreement errors
- Homonyms – to/too/two or there/their/they're
- Run-on sentences, awkward sentences, fragments
- Regional Dialects – gonna, coulda, fixin'



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Writing Rubric Standards (Domains): Grammar

Highlight the following key words in your rubric:

2 – 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. ***The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.***

- Sprinkling of errors

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Writing Rubric Standards (Domains): Grammar

Sample Annotations:

- 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 (i.e. grade appropriate standard L.1) and structure, and the tone is appropriate.
- Sentences are well constructed and maintain an appropriate tone. A few errors in grammar do not interfere with meaning.
- Sentences are fluent and varied. Word choice is effective.
- Good use of complex sentence structure and use of quotes is evident in this response. Word choice is precise which supports the clarity of writing.
- Sentence structure varies in length and fluency. A few word omissions are evident but do not impede meaning.
- Word choice is adequate, and the sentence structures show variety. Minor errors in sentence length do not impede meaning.

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Writing Rubric Standards (Domains): Grammar

Highlight the following key words in your rubric:

1 – 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 some structure, and some may be awkward leading to a monotonous reading. ***The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.***

- Word choice – effective or limited (Sentences accurate, but below grade level)
- Pattern of errors

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Writing Rubric Standards (Domains): Grammar

Sample Annotations:

- Although the student does some things right, a pattern of grammar and usage errors (there/they're/their or "an" instead of "in") is present.
- There are a number of tense errors, agreement errors, and misuse of words. Errors in sentence construction include fragments.
- The response includes incorrect word choice and errors in sentence construction. The meaning is only occasionally impeded.
- There are run-on sentences and subject-verb agreement issues, along with poor sentence structure.
- One long run-on sentence, in addition to another failed attempt at complex sentence structure, makes the essay awkward to read.
- Sentence structure and word choice are simple (lack variety), with some words missing.

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Writing Rubric Standards (Domains): Grammar

Highlight the following key words in your rubric:

0 – 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. ***The writing may contain egregious errors in grammar and usage that impede meaning.***

- Lengthy responses have few noticeable errors (errors in a brief response stand out)

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Writing Rubric Standards (Domains): Grammar

Sample Annotations:

- 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.
- Errors in sentence construction include subject-verb agreement, verb tense, and incorrect words. There is no evidence of accurate sentence construction. There are multiple incorrect choices of vocabulary usage.
- Errors impede meaning, making it difficult to read.
- Word choice inhibits understanding of the meaning of essay. Numerous run-ons and failed attempts at complex sentences make the essay difficult to understand.
- Limited word choices and run-ons makes original sentences difficult to read. The majority of text is paraphrased also adding to the confusion and lack of clarity.
- Sentence structure and word omission errors are numerous and impeded the meaning of the response.

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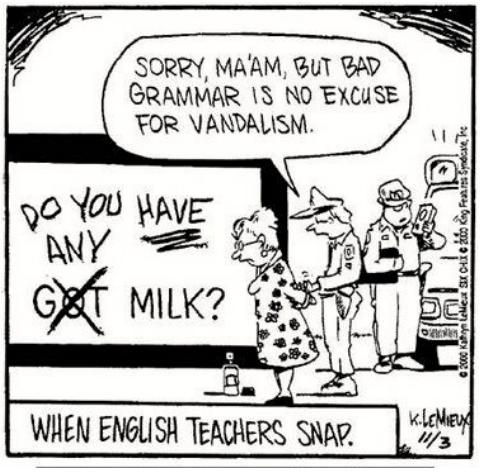
Annotating Session Activity



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Writing Rubric Standards (Domains)

Language - Mechanics

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Writing Rubric Standards (Domains): Mechanics

Usage of Mechanics

1. **Punctuation** (Beginning and ending, quotation marks)
2. **Capitalization** (Capitalization of proper nouns, words that should not be capitalized, "I")
3. **Spelling**

Additional notes:

- Do not use the symbol "&" instead of "and"
- Do not use text speech: "U" instead of "you"
- Do not separate a compound word: "News paper" or "Her self"
- Do not use extra spaces or missing spaces between words (minor error)

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Writing Rubric Standards (Domains): Mechanics

Highlight the following key words in your rubric:

2 – The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in ***mechanics*** but the do not interfere with meaning.

- Grade appropriate "high frequency" words should be spelled correctly (higher level misspelled words are minor)
- A few missing commas in a full page essay would be "minor."

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Writing Rubric Standards (Domains): Mechanics

Sample Annotations:

- A few spelling errors and occasional punctuation errors do not interfere with the writer's meaning.
- Minor errors for a lengthy response do not impede meaning.
- There is consistent command of conventions.
- Minor errors in punctuation do not impede the meaning.
- Good command of conventions, especially for punctuation.
- Some misspellings and minor capitalization errors are present, but they do not impede meaning.
- Minor errors in spelling and capitalization do not impede the meaning of text.

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Writing Rubric Standards (Domains): Mechanics

Highlight the following key words in your rubric:

1 – The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern or errors in ***mechanics*** that occasionally impedes meaning.

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Writing Rubric Standards (Domains): Mechanics

Sample Annotations:

- Errors in spelling are present. Writer did not capitalize "i" or proper nouns. The pattern of errors, however, does not impede meaning.
- The response includes many spelling errors. The writer demonstrates end punctuation and capitalization. The pattern of errors shown does not interfere with the meaning.
- The writer controls end punctuation, along with most capitalization, and also attempts the use of quotation marks.

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Writing Rubric Standards (Domains): Mechanics

Highlight the following key words in your rubric:

0 - The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in ***mechanics*** that impede meaning

- Nearly unreadable
- Only capitalizes the first word in response
- Does not capitalize "I", no punctuation

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Writing Rubric Standards (Domains): Mechanics

Sample Annotations:

- 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).
- No evidence of punctuation or capitalization shown in this response.
- There is a limited command of conventions. Commas are misused.
- Misspelled words in this brief entry impede the meaning.
- Many misspelled grade level words and punctuation errors (lack of) impeded the overall meaning of text.

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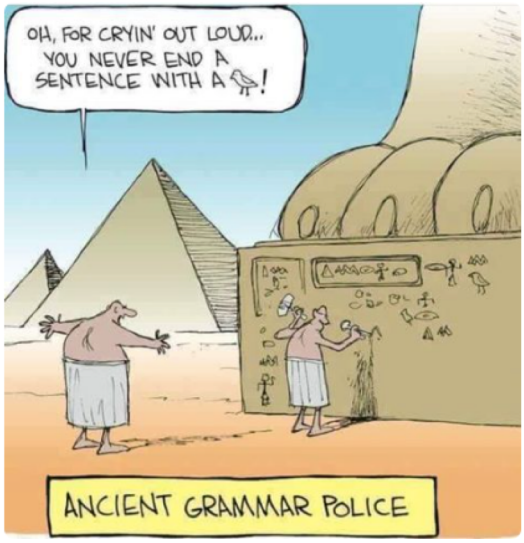
Scoring Guide

Annotating Session Activity



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Turn and Talk

- Explain the difference in Grammar and Mechanics.
- What are the 3 focus words for Mechanics?
- What is considered a “pattern” of grammar errors?
- In what category could the writer receive a low score for “quote stacking”? How is “quote stacking” different from “copying with intent”?
- Explain the difference between evidence and reasoning.

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Writing Rubric

Scoring Guide

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Scoring Guide

Scoring Tips:

- Density of errors vs. number of errors (5 misspelled words in a 5-sentence essay is scored lower than 5 misspelled words in a page essay)
- Original language vs. copied language (students do not get credit for copied language, but if they copy and have an error, that IS counted as a spelling error)
- Holistic scoring – where does the essay best fit? (0-4)
- Good "rough drafts"
- Scorers look for what the student has done right (be fair instead of generous)
- Behind every response is a student

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Scoring Guide

- 10% of responses are a required "2nd read"
- If 2 scorers disagree, the team leader's score is the final score
- All 0s have a "2nd read"
- "1st read" is the final score of record if there is a 1-point difference between 2 scorers.

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Questar Range Finding

The Process

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Questar Range Finding

What does “range finding” entail and **WHY IS IT IMPORTANT?**

- 5-7 Mississippi teachers per grade level determine what a 4-3-2-1-0 should look like in each area for the prompt
- Survey is sent out via DTC listserv, ELA listserv, and Curriculum Coordinator listserv
- Even distribution of (4) congregational districts, males and females, race
- Attempt to only choose 1 person per district

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Questar Range Finding

- Committees use student responses to determine where the “lines will be drawn” between scores:

  -What makes this paper a 4 in development?

  -What has the writer done to earn a 2 in mechanics?

  -What kept this paper from being a 3 in organization?

- The scored responses are then used to create the training materials and scoring guide for the scorers.

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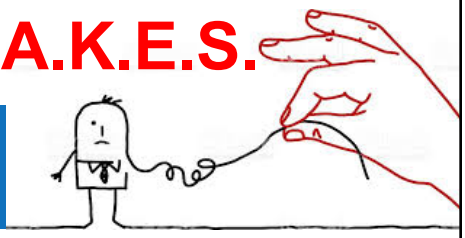
Writing: Whatever it T.A.K.E.S.

Deconstruct the Prompt



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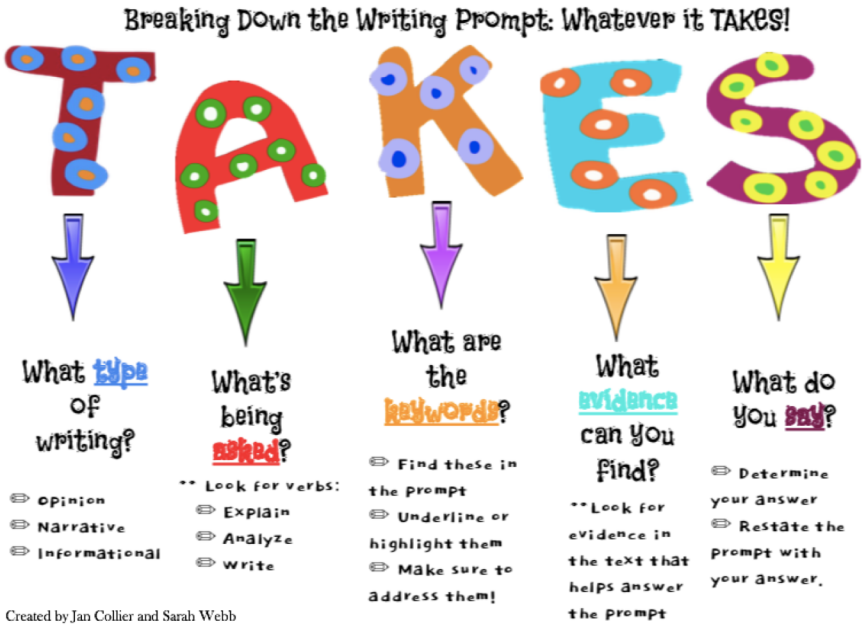
Deconstruct the Prompt



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5 Steps to Deconstruct the Prompt

- Read the prompt.
- Circle the action verbs: ***identify, analyze, explain, describe, argue***, etc.
- Underline the details that follow the verbs to clarify the task.
- Look for the evidence in the text that helps answer the prompt.
- Restate the prompt with your response.

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Deconstruct the Prompt: Activity

You have just read the passage "Prairie Dogs."

Prompt A: Explain how a prairie dog is similar to and different from the kind of dog people keep as pets. Use examples from the text to support your explanation.

Prompt B: Imagine that you are a prairie dog. Write a story about a day in your life from a prairie dog's point of view. Use details from the text to help you write your story.

Use the **T.A.K.E.S** strategy to deconstruct the prompt.

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Prompts taken from: ***Writing to Texts by Newmark Learning***

OSA (Office of Student Assessment) Resources

- 3rd Writing Samples/Guide: https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/MAAP-Mississippi%20Academic%20Assessment%20Program/ELA%20Rubric%20Guide/Writing%20Guidance/Grade_3_Annotated_Writing_Sample.pdf
- 4th Grade Writing Samples/Guide: https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/MAAP-Mississippi%20Academic%20Assessment%20Program/ELA%20Rubric%20Guide/Writing%20Guidance/Grade_4_Annotated_Scoring_Sample.pdf

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