



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Mississippi Academic Assessment Program English Language Arts Grades 3–5

Draft Short Write Response Rubric—Opinion

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W,1	The writing is clear, consistently focused, and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure with a beginning and ending appropriate to the task that contributes to cohesiveness and clarity of the response. • Opinion is effectively introduced, clearly communicated, and consistently supported with specific reasons and/or examples. • Effective evidence (facts, details) from source materials is integrated, relevant, and specific to the stated opinion. • Introduction and conclusion effectively state the writer’s viewpoint. • Logically ordered reasons and evidence are effectively supported by facts and details. • Linking words and phrases are effectively used. • Vocabulary is effective and appropriate for the audience and purpose. • Relationships among ideas are clear, consistent, and effective. • Style is used consistently to effectively present the opinion with stated reasons.	The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates a progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are adequately elaborated using appropriate and accurate evidence and details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an adequate organizational structure with a beginning and ending that contributes to the cohesiveness and clarity of the response. • Opinion is clear and adequately supported with some specific reasons and/or examples. • Adequate evidence (facts, details) from source materials is integrated and relevant yet may be general. • Introduction and conclusion are adequate. • Logically ordered reasons and evidence are adequately supported by facts and details. • Linking words and phrases are adequately used. • Vocabulary is adequate and appropriate for the audience and purpose. • Relationships among ideas are adequately clear and consistent. • Style is used appropriately to adequately present the opinion and stated reasons.	The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are somewhat developed using some evidence from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a basic beginning and end that contribute to cohesiveness but result in a formulaic structure. • Opinion may be somewhat unclear with partial or incomplete support provided; some reasons may be somewhat unclear or unrelated to issues and details. • Some evidence (facts, details) from source material(s) may be weakly integrated, imprecise, repetitive, vague and/or copied. • Introduction or conclusion, if present, may be weak. • Reasons and evidence are somewhat supported by facts and details. • Linking words and phrases are occasionally used. • Vocabulary use is somewhat ineffective for the audience and purpose. • Relationships among ideas are vague, inconsistent, or unclear at times. • Style is somewhat inconsistent and may interfere with the presentation of the opinion and stated reasons.	The writing is unclear and shows a lack of understanding of the given task. The writing shows an attempt at organizing, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with little to no evidence from the source material(s), and descriptions and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a beginning and end that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity. • Opinion may be unclear with minimal support provided; response focus may drift. • Evidence (facts, details) from the source materials is minimal, irrelevant, and/or incorrectly used. • Introduction and/or conclusion is attempted but may be lacking or unclear. • Weak reasons and evidence are supported only by limited facts and details. • Linking words and phrases are attempted but confusing. • Vocabulary is unclear and limited for the audience and purpose. • Frequent extraneous ideas may be evident; ideas display an unclear progression. • Style is lacking or inconsistent and interferes with the presentation of the opinion and stated reasons.	The writing is unclear and shows no understanding of the given task. The writing lacks a progression of ideas, making it difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with no evidence from the source material(s), and descriptions and details are irrelevant, inaccurate, or missing. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among characters, events, claims, reasons, details, and/or evidence. Writing exhibits a lack of a beginning and ending, resulting in a loss of cohesiveness and clarity. • Opinion may be confusing, with no support provided; response may be too brief. • Evidence (facts, details) from the source materials is absent or predominantly copied. • Introduction and/or conclusion are missing. • Ideas may be randomly ordered. • Linking words and phrases are missing. • Vocabulary is ineffective or inappropriate for the audience and purpose. • Style is inconsistent and interferes with the presentation of the opinion and stated reasons.
Language Usage L.1, L.2, L.3			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. 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 they do not interfere with meaning. • Errors in usage and conventions are minimal; does not contain errors that interfere with meaning. • Displays adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses mostly correct verb tense. • Uses mostly correct subject and verb agreement.	Word choice is limited and repetitive. Sentences show little or no variety in length and structure, and some may be awkward, leading to monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes 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 mechanics that occasionally impedes meaning. • Errors in usage and conventions that sometimes interfere with meaning are present. • Displays limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses some correct verb tense. • Uses some correct subject and verb agreement.	Words are functional and simple and/or may be inappropriate to the task. 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. The writing demonstrates limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning. • Exhibits frequent errors in usage and conventions that often interfere with meaning. • Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses little or no correct verb tense. • Uses little or no correct subject and verb agreement.



Mississippi Academic Assessment Program English Language Arts Grades 3–5
Draft Short Write Response Rubric—Informative/Explanatory

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W.2	The writing is clear, consistently focused, and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to cohesiveness and clarity of the response. • Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience. • Comprehensive facts and details from source material(s) are integrated, relevant, and specific. • Ideas progress logically from beginning to end; connections among ideas are clear and effective. • Ideas are effectively linked within categories of information using words and phrases throughout. • Introduction and conclusion are effective. • Vocabulary is appropriate for the audience and purpose. • Informational/explanatory style is consistently and effectively used.	The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates an adequate progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are adequately elaborated using appropriate and accurate evidence and details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response. • Controlling idea of a topic is evident, and a general focus is maintained for the purpose and audience. • Facts and details from source material(s) are integrated and generally relevant to the controlling idea. • Ideas are generally related and adequately progress from beginning to end; connections among ideas may be general but are adequate. • Ideas are adequately linked within categories of information using words and phrases throughout. • Introduction and conclusion are present. • Vocabulary is mostly appropriate for the audience and purpose. • Generally appropriate informational/explanatory style is used.	The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are somewhat developed using some evidence from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a basic beginning and end that contributes to cohesiveness but results in a formulaic structure. • Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience. • Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied. • Writing displays uneven progression of ideas from beginning to end that may be formulaic, and inconsistent or unclear connections among ideas. • Ideas are somewhat linked within categories of information using words and phrases throughout. • Introduction or conclusion, if present, may be weak. • Vocabulary use is uneven or somewhat ineffective for the audience and purpose. • Informational/explanatory style is used inconsistently.	The writing is unclear and shows a lack of understanding of the given task. The writing shows an attempt at organizing, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with little to no evidence from the source material(s), and descriptions and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a beginning and end that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity. • Controlling idea of a topic may be confusing or ambiguous; response focus may drift from the purpose and/or audience. • Facts and details from source material(s) are minimal and/or irrelevant. • Frequent extraneous ideas may be evident; ideas display unclear relationships and/or progression. • Ideas are inconsistently linked within categories of information, using words and phrases throughout. • Introduction and/or conclusion is attempted but may be lacking or unclear. • Vocabulary use is limited or inappropriate for the audience and purpose. • Informational/explanatory style is inconsistent or lacking.	The writing is unclear, shows no understanding of the given task, and uses no reasoning and no evidence from the source material(s). The writing lacks a progression of ideas, making it difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with no evidence from the source material(s), and descriptions and details are irrelevant, inaccurate, or missing. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among characters, events, claims, reasons, details, and/or evidence. Writing exhibits a lack of a beginning and ending, resulting in a loss of cohesiveness and clarity. • Controlling idea of a topic may be missing; response may be too brief. • Facts and details from source materials are absent, incorrectly used, or predominantly copied. • Ideas may be randomly ordered. • Ideas are not linked within categories of information, using words and phrases. • Introduction and/or conclusion are missing. • Vocabulary use is limited or ineffective for the audience and purpose. • Informational/explanatory style is not used.
Language Usage L.1, L.2, L.3			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. 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 they do not interfere with meaning. • Errors in usage and conventions are minimal; writing does not contain errors that interfere with meaning. • Writing displays correct sentence formation; punctuation, capitalization, grammar usage, and spelling are adequate. • Uses mostly correct verb tense. • Uses mostly correct subject and verb agreement.	Word choice is limited and repetitive. Sentences show little or no variety in length and structure, and some may be awkward, leading to monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes 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 mechanics that occasionally impedes meaning. • Errors are present in usage and conventions that sometimes interfere with meaning. • Displays limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses some correct verb tense. • Uses some correct subject and verb agreement.	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. The writing demonstrates limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning. • Exhibits frequent errors in usage and conventions that often interfere with meaning. • Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses little or no correct verb tense. • Uses little or no correct subject and verb agreement.

Mississippi Academic Assessment Program English Language Arts Grades 3–5

Draft Short Write Response Rubric—Narrative

Standard			Score of		
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W.3	The writing is clear, consistently focused, and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to cohesiveness and clarity of the response. • An effective plot helps to create a sense of unity and completeness. • Setting is effectively established and maintained; characters and events are effectively developed. • Relationships among events and characters are clear and consistent. • Events are sequenced logically from beginning to end. • Introduction and conclusion are effective for audience and purpose. • Language (sensory, concrete, and/or figurative) is used effectively to advance the plot. • Transitional words and phrases are effectively used to manage the sequence of events. • Connections to source materials enhance the narrative. • Narrative style is used appropriately, effectively, and consistently.	The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates a progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are adequately elaborated using appropriate and accurate evidence and details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response. • A general plot creates a sense of unity and completeness though there may be minor flaws, and some ideas may be loosely connected. • Characters, setting, and events are adequately developed. • Relationships among events and characters may be general but are evident. • Events are generally sequenced from beginning to end. • Introduction and conclusion are adequate for audience and purpose. • Displays language (sensory, concrete, and/or figurative) that generally advances the plot. • Transitional words and phrases are adequately used to manage the sequence of events. • Connections to source material(s) contribute to the narrative. • Narrative style is used and generally consistent.	The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of ideas that allows the reader to follow the writer’s thoughts. Ideas are somewhat developed using some evidence from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a basic beginning and end that contribute to cohesiveness but results in a formulaic structure. • Plot unevenly or minimally establishes a setting and develops narrator and/or characters. • Characters, setting, and events are unevenly or inconsistently developed. • Displays a weak or uneven sequence of events. • Opening and closure, if present, are weak. • Displays partial or weak use of language (sensory, concrete, and figurative) that may not advance the plot. • Transitional words and phrases are used somewhat to manage the sequence of events. • Connections to source material(s) may be ineffective, awkward or vague and may or may not interfere with the narrative. • Narrative style is used inconsistently.	The writing is unclear and shows a lack of understanding of the given task. The writing shows an attempt at organizing, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with little to no evidence from the source material(s), and descriptions and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a beginning and end that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity. • Experiences, characters, setting, and events may be vague and lack clarity with little discernible plot. • Text may be brief or exhibit minimal attempt to establish a setting, narrator, and/or characters. • Displays little organization of an event sequence; major drift may be evident. • Opening and/or closure is attempted but may be lacking or unclear. • May include little use of sensory, concrete, or figurative language; language does not advance the plot. • Transitional words and phrases are inconsistently used to manage the sequence of events. • Connections to source materials, if evident, may detract from the narrative. • Narrative style is used inconsistently or is absent.	The writing is unclear, shows no understanding of the given task, and uses no reasoning and no evidence from the source material(s). The writing lacks a progression of ideas, making it difficult for the reader to follow the writer’s message or thoughts. Ideas are developed with no evidence from the source material(s), and descriptions and details are irrelevant, inaccurate, or missing. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among characters, events, claims, reasons, details, and/or evidence. A lack of a beginning results in a loss of cohesiveness and clarity. • Displays no discernible plot or merely presents a series of events. • Exhibits no attempt to establish a setting, narrator, and/or characters. • Displays no organization of an event sequence; includes frequent extraneous ideas. • Opening and/or closure are missing. • Includes little or no use of sensory, concrete, or figurative language; language interferes with the plot. • Transitional words and phrases are not used to manage the sequence of events. • Connections to source materials are missing. • Narrative style may be absent or incorrect.
Language Usage L.1, L.2, L.3			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. 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 they do not interfere with meaning. • Errors in usage and conventions are minimal; does not contain errors that interfere with meaning. • Displays adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses mostly correct verb tense. • Uses mostly correct subject and verb agreement.	Word choice is limited and repetitive. Sentences show little or no variety in length and structure, and some may be awkward, leading to monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes 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 mechanics that occasionally impedes meaning. • Errors in usage and conventions that sometimes interfere with meaning are present. • Displays limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses some correct verb tense. • Uses some correct subject and verb agreement.	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. The writing demonstrates limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning. • Errors in usage and conventions that often interfere with meaning are frequent. • Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. • Uses little or no correct verb tense. • Uses little or no correct subject and verb agreement.