

**Mississippi Academic Assessment Program: English Language Arts Grades 6–English II**  
**Draft Short-Response Writing Task Rubric—Argumentative**

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W.1	<p>The writing is clear and consistently focused and shows a complete understanding of the given task. The writing demonstrates a logical progression of ideas that allows the reader to easily understand the writer's purpose. Ideas are effectively elaborated using relevant, appropriate, sufficient, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>• The claim is effectively introduced and clearly communicated, and the focus is strongly maintained for the purpose and audience.</li> <li>• Ideas progress logically from beginning to end with strong connections among ideas.</li> <li>• Alternate and/or opposing arguments are effectively acknowledged or addressed.</li> <li>• Effective evidence (facts and details) from source material(s) is integrated, relevant, and specific.</li> <li>• Introduction and conclusion are thorough and effective.</li> <li>• Elaborative techniques are effectively integrated.</li> <li>• Vocabulary is clearly appropriate for the audience and purpose.</li> <li>• Argumentative style is used consistently and effectively.</li> </ul>	<p>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 understand the writer's purpose. 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 claims, reasons, details, and/or evidence. The writing maintains an organizational structure that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>• The stated claim is clearly communicated, and the focus is generally maintained for the purpose and audience.</li> <li>• Ideas progress logically from beginning to end with general connections among ideas.</li> <li>• Alternate and/or opposing arguments are clearly acknowledged or addressed.</li> <li>• Adequate evidence (facts and details) from source material(s) is integrated and generally relevant.</li> <li>• An introduction and conclusion are present and adequate.</li> <li>• Elaborative techniques are adequately integrated.</li> <li>• Vocabulary is mostly appropriate for the audience and purpose.</li> <li>• Argumentative style is used consistently and adequately.</li> </ul>	<p>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 claims, reasons, details, and/or evidence. The writing contains a basic beginning and ending that contribute to the cohesiveness but may result in a formulaic structure.</p> <ul style="list-style-type: none"> <li>• A claim is stated but may be unclear with limited or incomplete support, or the focus may be insufficiently sustained for the purpose and audience.</li> <li>• Relationships among Ideas are vague, inconsistent, or unclear at times.</li> <li>• Alternate and/or opposing arguments may be minimally addressed or confusing.</li> <li>• Some evidence (facts and details) from source material(s) may be weakly integrated, imprecise, repetitive, or vague.</li> <li>• An introduction and/or conclusion is evident.</li> <li>• Elaborative techniques are weakly integrated or confusing.</li> <li>• Vocabulary is uneven or somewhat ineffective for the audience and purpose.</li> <li>• Argumentative style is used inconsistently and may interfere with the focus.</li> </ul>	<p>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 thoughts. Ideas are developed with little to no evidence from the source material(s), and facts and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a beginning and ending that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>• A claim may be stated ambiguously and have limited or no support; focus may drift.</li> <li>• Frequent extraneous ideas may be evident; ideas may have an unclear progression.</li> <li>• Alternate and/or opposing arguments may not be acknowledged.</li> <li>• Evidence (facts and details) from source material(s) is minimal, irrelevant, absent, incorrectly used, or predominantly copied.</li> <li>• An introduction and/or conclusion may be missing.</li> <li>• Elaborative techniques may be used minimally, if at all; emotional appeal may dominate.</li> <li>• Vocabulary is limited for the audience and purpose.</li> <li>• Little or no evidence exists of appropriate use of argumentative style.</li> </ul>	<p>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 thoughts. Facts and details are missing, irrelevant, and/or inaccurate. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among claims, reasons, details, and/or evidence. The writing lacks a beginning and ending, resulting in a loss of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>• Response may be too brief to present an argument, or support is inadequate and confusing. Focus drifts.</li> <li>• Alternate and/or opposing arguments are not acknowledged.</li> <li>• Evidence (facts and details) from source material(s) is absent.</li> <li>• The writing makes no use of elaborative techniques; emotional appeal may dominate.</li> <li>• Vocabulary is ineffective for the audience and purpose.</li> <li>• Little or no evidence exists of appropriate argumentative style.</li> </ul>
Language and Usage L.1, L.2, L.3			<p>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.</p> <ul style="list-style-type: none"> <li>• Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning</li> <li>• Demonstrates adequate use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses mostly correct verb tense</li> <li>• Uses mostly correct subject and verb agreement</li> </ul>	<p>Word choice is limited, clichéd, 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.</p> <ul style="list-style-type: none"> <li>• Contains errors in usage and conventions that sometimes interfere with meaning</li> <li>• Demonstrates limited use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses some correct verb tense</li> <li>• Uses some correct subject and verb agreement</li> </ul>	<p>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 significantly impede meaning. The writing demonstrates limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain frequent errors in mechanics that significantly impede meaning.</p> <ul style="list-style-type: none"> <li>• Contains frequent errors in usage and conventions that often interfere with meaning</li> <li>• Demonstrates infrequent use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses little or no correct verb tense</li> <li>• Uses little or no correct subject and verb agreement</li> </ul>

**Mississippi Academic Assessment Program: English Language Arts Grades 6–English II**  
**Draft Short-Response Writing Task Rubric—Expository**

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W.2	<p>The writing is clear and 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 reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>Central idea or topic is clearly communicated, and the focus is strongly maintained for the purpose and audience.</li> <li>Comprehensive facts and details from source material(s) are effectively integrated, relevant, and specific.</li> <li>Ideas progress logically from beginning to end; connections among ideas are clear and effective.</li> <li>Introduction and conclusion are effective.</li> <li>Vocabulary is clearly appropriate for the audience and purpose.</li> <li>Expository style is used consistently and effectively.</li> </ul>	<p>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 reasons, details, and/or evidence. The writing maintains an organizational structure that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>Central idea or topic is evident, and a general focus is maintained for the purpose and audience.</li> <li>Facts and details from source material(s) are integrated and generally relevant to the controlling idea.</li> <li>Ideas are generally related and adequately progress from beginning to end; connections among ideas may be general but are adequate.</li> <li>Introduction and conclusion are present.</li> <li>Vocabulary is mostly appropriate for the audience and purpose.</li> <li>The writing demonstrates generally appropriate and consistent expository style.</li> </ul>	<p>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 reasons, details, and/or evidence. The writing contains a basic beginning and ending that contribute to a cohesiveness that may be formulaic in structure.</p> <ul style="list-style-type: none"> <li>Central idea or topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience.</li> <li>Some facts and details from source material(s) may be weakly integrated, imprecise, repetitive, vague and/or copied.</li> <li>Writing displays uneven progression of ideas from beginning to end and/or is formulaic; inconsistent or unclear connections exist among ideas.</li> <li>Introduction or conclusion, if present, may be weak.</li> <li>Vocabulary is uneven or somewhat ineffective for the audience and purpose.</li> <li>Writing shows inconsistent or weak attempt to create appropriate expository style.</li> </ul>	<p>The writing is unclear and shows a lack of understanding of the given task. The writing demonstrates 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 thoughts. Ideas are developed with little to no evidence from the source material(s), and facts and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among reasons, details, and/or evidence. The writing contains a beginning and ending that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>Central idea or topic may be confusing or ambiguous; focus may drift from the purpose and/or audience.</li> <li>Facts and details from source material(s) are minimal, and/or irrelevant.</li> <li>Frequent extraneous ideas may be evident; ideas display an unclear relationship and/or progression.</li> <li>Introduction and/or conclusion may be missing.</li> <li>Vocabulary is limited for the audience and purpose.</li> <li>Writing displays little evidence of appropriate expository style.</li> </ul>	<p>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 thoughts. Facts and details are missing, irrelevant, and/or inaccurate. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among reasons, details, and/or evidence. The writing lacks a beginning and ending, resulting in a loss of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>Central idea or topic may be missing; response may be too brief.</li> <li>Facts and details from source material(s) are absent, incorrectly used, or predominantly copied.</li> <li>Ideas may be randomly ordered.</li> <li>Introduction and/or conclusion are missing.</li> <li>Vocabulary is ineffective for the audience and purpose.</li> <li>No evidence exists of appropriate expository style.</li> </ul>
Language and Usage L.1, L.2, L.3			<p>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.</p> <ul style="list-style-type: none"> <li>Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning</li> <li>Displays adequate use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>Uses mostly correct verb tense</li> <li>Uses mostly correct subject and verb agreement</li> </ul>	<p>Word choice is limited, clichéd, 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.</p> <ul style="list-style-type: none"> <li>Contains errors in usage and conventions that sometimes interfere with meaning</li> <li>Displays limited use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>Uses some correct verb tense</li> <li>Uses some correct subject and verb agreement</li> </ul>	<p>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 frequent errors in mechanics that impede meaning.</p> <ul style="list-style-type: none"> <li>Contains frequent errors in usage and conventions that often interfere with meaning</li> <li>Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>Uses little or no correct verb tense</li> <li>Uses little or no correct subject and verb agreement</li> </ul>



**Mississippi Academic Assessment Program: English Language Arts Grades 6–English II**  
**Draft Short-Response Writing Task Rubric—Narrative**

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Purpose, Organization, and Evidence W.3	<p>The writing is clear and consistently focused and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of events that allows the reader to easily follow the writer’s thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters and events. The writing maintains an effective organizational structure appropriate to the task that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>• An effective plot helps to create a sense of unity and completeness, with an appropriate beginning and ending.</li> <li>• Setting is effectively established and maintained; characters and events are effectively developed.</li> <li>• Relationships among events and characters are clear and consistent.</li> <li>• Events are sequenced logically from beginning to end.</li> <li>• Language (sensory, concrete, and/or figurative) is used effectively to advance the plot.</li> <li>• Connections to source material(s) enhance the narrative.</li> <li>• Narrative style is used appropriately, effectively, and consistently.</li> </ul>	<p>The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates a progression of events that allows the reader to follow the writer’s thoughts. Ideas are adequately elaborated using appropriate and accurate details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters and events. The writing maintains an organizational structure that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> <li>• A general plot creates a sense of unity and completeness with a beginning and end, although minor flaws may exist, and some ideas may be loosely connected.</li> <li>• Characters, setting, and events are adequately developed.</li> <li>• Relationships among events and characters may be general but are evident.</li> <li>• Events are generally sequenced from beginning to end.</li> <li>• Language (sensory, concrete, and/or figurative) generally advances the purpose.</li> <li>• Connections to source material(s) contribute to the narrative.</li> <li>• Narrative style is used and generally consistent.</li> </ul>	<p>The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of events that allows the reader to follow the writer’s thoughts. Ideas are somewhat developed using some details from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters and events. The writing contains a basic beginning and ending that contribute to a cohesiveness that may be formulaic in structure.</p> <ul style="list-style-type: none"> <li>• Plot unevenly or minimally establishes a setting and develops the narrator and/or characters. The beginning and/or ending may be weak or missing.</li> <li>• Characters, setting, and events are illogically or inconsistently developed.</li> <li>• A weak or illogical sequence of events is displayed.</li> <li>• Partial or weak use of language (sensory, concrete, and figurative) may not advance the plot.</li> <li>• Connections to source material(s) may be ineffective, awkward, or vague and may or may not interfere with the narrative.</li> <li>• Narrative style is weak and inconsistent.</li> </ul>	<p>The writing is unclear and shows a lack of understanding of the given task. The writing shows an attempt at organization, but the progression of events is not always logical, making it more difficult for the reader to follow the writer’s thoughts. Ideas are developed with little to no details 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 and events. The writing contains a beginning and ending that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>• Experiences, characters, setting, and events may be vague and lack clarity with little discernible plot.</li> <li>• Content may be brief or displays little attempt to establish a setting, narrator, and/or characters.</li> <li>• Minimal organization of an event sequence is displayed; major drift may be evident.</li> <li>• Introduction and/or conclusion may be missing.</li> <li>• Little sensory, concrete, or figurative language is used; language does not advance the plot.</li> <li>• Connections to source material(s), if evident, may detract from the narrative.</li> <li>• Little evidence of narrative style is displayed.</li> </ul>	<p>The writing is unclear, shows no understanding of the given task, and does not connect to the source material(s). The writing lacks a progression of events, making it difficult for the reader to follow the writer’s thoughts. Descriptions and details are missing, irrelevant, and/or inaccurate. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among characters and events. The writing lacks a beginning or ending, resulting in a loss of cohesiveness and clarity.</p> <ul style="list-style-type: none"> <li>• The plot is not discernible, or a series of events is merely presented.</li> <li>• No attempt to establish a setting, narrator, and/or characters is exhibited.</li> <li>• No organization of an event sequence is displayed; frequent extraneous ideas are included.</li> <li>• Introduction and/or conclusion are missing.</li> <li>• Few or no connections to source material(s) are evident and detract from the narrative.</li> <li>• Little or no sensory, concrete, or figurative language is used; language interferes with the plot.</li> <li>• Narrative style may be absent or incorrect.</li> </ul>
Language and Usage L.1, L.2, L.3			<p>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.</p> <ul style="list-style-type: none"> <li>• Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning</li> <li>• Displays adequate use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses mostly correct verb tense</li> <li>• Uses mostly correct subject and verb agreement</li> </ul>	<p>Word choice is limited, clichéd, 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.</p> <ul style="list-style-type: none"> <li>• Contains errors in usage and conventions that sometimes interfere with meaning</li> <li>• Displays limited use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses some correct verb tense</li> <li>• Uses some correct subject and verb agreement</li> </ul>	<p>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 frequent errors in mechanics that impede meaning.</p> <ul style="list-style-type: none"> <li>• Contains frequent errors in usage and conventions that often interfere with meaning</li> <li>• Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling</li> <li>• Uses little or no correct verb tense</li> </ul>