

STRENGTHENING WRITING THROUGH COMMON LANGUAGE AND PRACTICE

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



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



<https://tinyurl.com/4rbpz4m>

Writing Training Questions



- Discuss **writing updates**
- Examine **new rubrics and checklists**
- Preview **new writing prompts**



The Future of MAAP Writing

Rubrics



tinyurl.com/yetxetnu

Grade band by mode, will not be given to students during testing

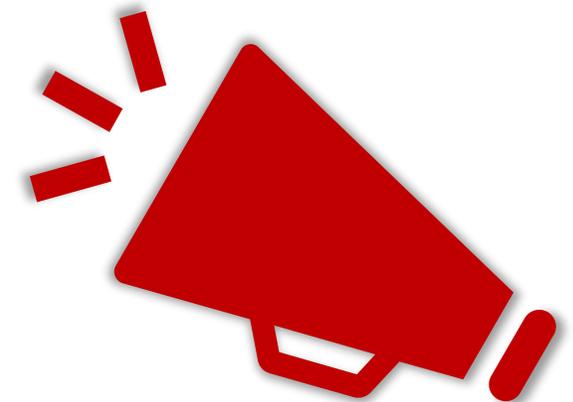
Grades 3-5

- Opinion
- Informative/Expository
- Narrative

Grades 6-English II

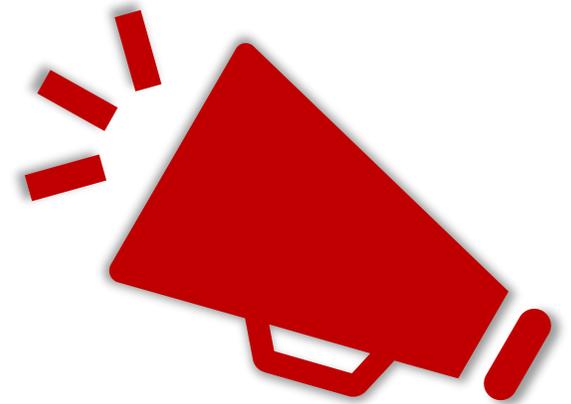
- Argumentative
- Informative/Expository
- Narrative

Use to score writing BOY, MOY and EOY



Components and Points

- Purpose, Organization, and Evidence
 - Covers writing standard (W1, W2, **or** W3)
 - Worth 4 points
- Language Usage
 - Covers language standards (L1, L2, **and** L3)
 - Worth 2 points



Grades 3-5



tinyurl.com/rkuakj fj

Grades 6-EOC



tinyurl.com/2tmth34k

Writing Rubric Standards (Domains)

Purpose, Organization, and Evidence



Content of the writing.

What the student writes.



- 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

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?
 - Introduction, body, conclusion
 - Thesis may be stated in conclusion





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 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 the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> Opinion is effectively introduced, clearly communicated, and consistently supported with specific reasons and/or examples. Relationships among ideas are clear, consistent, and effective. Effective evidence (facts, details) from source material(s) 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. Style is consistent to effectively present the opinion with stated reasons. 	<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 characters, events, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> Opinion is clear and adequately supported with some specific reasons and/or examples. Relationships among ideas are adequately clear and consistent. Adequate evidence (facts, details) from source material(s) 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 mostly appropriate for the audience and purpose. Style is used appropriately to adequately present the opinion and stated reasons. 	<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 characters, events, 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"> Opinion may be somewhat unclear with partial or incomplete support provided; some reasons may be somewhat unclear or unrelated to issues and details. Relationships among ideas are vague, inconsistent, or unclear at times. 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 is uneven or somewhat ineffective for the audience and purpose. Style is somewhat inconsistent and may interfere with the presentation of the opinion and stated reasons. 	<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 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 ending that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p> <ul style="list-style-type: none"> Opinion may be unclear with minimal support provided; focus may drift. Frequent extraneous ideas may be evident; ideas display an unclear progression. Evidence (facts, details) from the source material(s) 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. Style is lacking or inconsistent and interferes with the presentation of the opinion and stated reasons. 	<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 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. The writing lacks a beginning and ending, resulting in a loss of cohesiveness and clarity.</p> <ul style="list-style-type: none"> Opinion may be confusing, with no support provided; response may be too brief. Evidence (facts, details) from the source material(s) is absent or predominantly copied. Introduction and/or conclusion is 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.

The writing rubric is *holistic* in nature.

When assigning a 3 in Purpose, Organization, and Evidence, the response does not need to do everything in the “3 box.”

Remember, the rubric IS NOT a checklist. The response 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 value the student’s response best fits ***overall***.

Standard	Score of		
	4 points	3 points	2 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 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 the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> Opinion is effectively introduced, clearly communicated, and consistently supported with specific reasons and/or examples. Relationships among ideas are clear, consistent, and effective. Effective evidence (facts, details) from source material(s) 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. Style is consistent to effectively present the opinion with stated reasons. 	<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 characters, events, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response.</p> <ul style="list-style-type: none"> Opinion is clear and adequately supported with some specific reasons and/or examples. Relationships among ideas are adequately clear and consistent. Adequate evidence (facts, details) from source material(s) 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 mostly appropriate for the audience and purpose. Style is used appropriately to adequately present the opinion and stated reasons. 	<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 characters, events, 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"> Opinion may be somewhat unclear with partial or incomplete support provided; some reasons may be somewhat unclear or unrelated to issues and details. Relationships among ideas are vague, inconsistent, or unclear at times. 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 is uneven or somewhat ineffective for the audience and purpose. Style is somewhat inconsistent and may interfere with the presentation of the opinion and stated reasons.

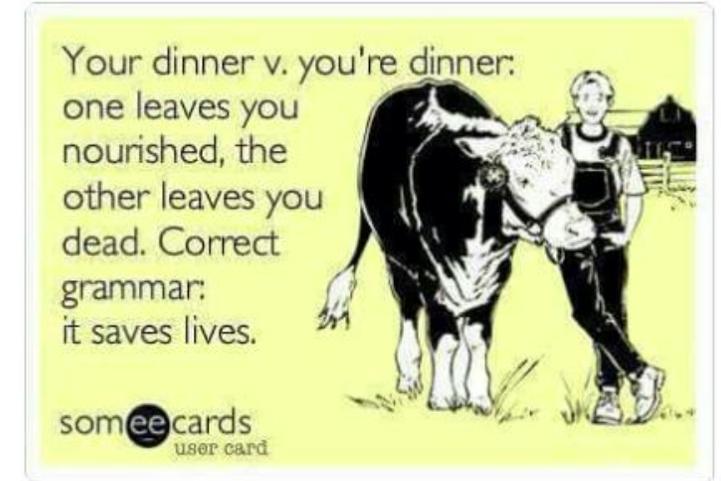
Writing Rubric Standards (Domains)

Language Usage



Grammar

- Tone, word choice, sentence structure, grammar
- Appropriate to audience and purpose (voice)
- 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



Mechanics (from grade level standards)

- Punctuation
- Capitalization
- Spelling

Additional Notes

- Do not use the symbol “&” instead of “and”
- Do not use text speech: “U” instead of “you”

LET'S EAT GRANDMA
LET'S EAT, GRANDMA

PUNCTUATION
SAVES LIVES.



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
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"> • Contains few, if any, errors in usage and conventions; 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 	<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"> • Contains errors 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 	<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"> • Contains 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

Grades 3-5

- Narrative style
- Opinion style
- Informative/explanatory style

Grades 6-End of Course (EOC)

- Narrative style
- Argumentative style
- Expository style
- Emotional appeal
- Elaborative techniques

- Linear (chronological order)
- Nonlinear (flashbacks, flashforwards)
- Viewpoint (Who is telling the story?)
- Descriptive details (setting, characters)
- Character development (dialogue, internal thoughts, interactions with other characters)
- Plot and conflict (problem, solution, resolution, lesson/moral)

- Expresses a personal viewpoint (opinion statement)
- Supports with reasons and evidence (text based)
- Linking words/phrases (connect the opinion with reasons)
- Objective and respectful tone (audience and task)

- Clear claim or thesis (position taken)
- Text-based evidence (to support equally)
- Opposing/counter claims (8th-EOC)
- Cohesion among claims (relationship among claims through organization)
- Concluding statement (that follows the argument presented)

- Informs or explains
- Answers questions such as what, how, and why
- Develops the topic (relevant, concrete details)
- Uses facts (text based)
- Organized logically (connect information)
- Topic appropriate language (domain specific)

- Inform with insight and facts (text based)
- Explain or describe (using concrete details, relevant facts, and/or definitions)
- Answers questions such as what, how, and why
- Logical organization (clarify relationships among ideas)
- Objective tone (neutral)
- Topic appropriate language (domain specific)

- Targets feelings (happiness, fear, pride, urgency)
- Connects personally (involved or affected by the issue)
- Uses vivid language (descriptive words that create strong mental images)
- Appears in persuasive contexts (paired with logical reasoning)

- Adding descriptive details (adjectives, sensory language)
- Explaining evidence (say, mean, matter)
- Providing reasons and rationale (why is it important and how it connects?)
- Using comparisons and analogies (relate new ideas to familiar concepts)
- Including examples and connecting ideas (give illustrations and show relationships between points)

The Future of MAAP Writing

Checklists



Grade by mode

Grades 3, 4, and 5

- Opinion
- Informative/Explanatory
- Narrative

Grades 6, 7, 8, and English II

- Argumentative
- Informative/Expository
- Narrative

- Specific to the prompt
- Embedded in the writing assessment (will not be printed)
- Interactive
- Student friendly terms
- Create an anchor chart
- Use frequently with students

G5_Informative_Explanatory



Writer's Checklist

In my response, I made sure to:

- introduce and explain a topic or an idea.
- use vocabulary and organization that makes sense for my audience and purpose.
- develop my topic with relevant and specific details and facts from the provided source(s) to develop my topic.
- use linking words and phrases (in contrast, especially) to connect related ideas.
- provide an effective concluding statement or section related to my topic.
- use precise language to inform my audience and clearly explain the topic.
- use an appropriate style that fits my audience and purpose.
- use complete sentences and a variety of sentence types.
- use correct verb tense and subject-verb agreement.
- check my work and correct any errors in spelling, capitalization, and punctuation.

G5_Narrative



Writer's Checklist

In my response, I made sure to:

- introduce a narrator and/or characters.
- develop a clear plot, characters, and setting.
- include specific and relevant details from the source(s).
- use dialogue, descriptions, thoughts, and/or feelings to show how characters respond to situations.
- use concrete words, phrases, and sensory details to describe events precisely.
- use a variety of transitional words and phrases (first, next, then, after that, finally) to show a logical sequence of events.
- provide an effective conclusion or ending.
- use complete sentences and a variety of sentence types.
- use an appropriate style for my audience and purpose.
- use correct verb tense and subject-verb agreement.
- check my work and correct any errors in spelling, capitalization, and punctuation.

<p>Grade 3: tinyurl.com/3kh2d3ac</p> 	<p>Grade 4: tinyurl.com/3stzbzy7</p> 	<p>Grade 5: tinyurl.com/bhpahwuz</p> 
<p>Grade 6: tinyurl.com/mt2nreer</p> 	<p>Grade 7: tinyurl.com/mfrhyz32</p> 	<p>Grade 8: tinyurl.com/3dyj3rf3</p> 
	<p>End of Course: tinyurl.com/48r9rkv9</p> 	

The Future of MAAP Writing

Prompts



- Specific and condensed
- More similar to quick writes or written responses in HQIM
- 45 minutes per passage

Read the following prompt and write your complete response in the space provided. Grade 5 example

Write at least one paragraph telling a story about what Jordana does next by following the advice of the “Be Kind!” rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer's Checklist to review your response.



- 5,000-character count max
 - including spaces is roughly **750 to 1,000 words**
- Can only hit enter 150 times

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph telling a story about what Jordana does next by following the advice of the “Be Kind!” rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer's Checklist to review your response.





Are you sure you want to move on to the next question?

When you move to the next question, you will not be able to return to this portion of the test, so please be sure you have answered all of the questions and checked your work.

To go back to questions in this portion of the test click the **No, Return to Items** button.

To continue to the next question click the **Yes, Continue** button.

No, Return to Items

Yes, Continue

You will be directed by your test administrator when to go on to the next section. You will have 45 minutes to complete it.

When you are ready, select  **Begin The Section.**

 Begin Section

Question: 1 ▾

← →     

(Practice Hint: Use the Magnifier tool to make the passage and question larger. Choose the Magnifier tool to return to regular view.)

Read the following passage. Write a response to the prompt that follows the passage.

Be Kind

1 After a huge wave crashed onto the shore and receded, Jordana saw it, a small rock glinting in the sunshine. She bent down to pick it up. Admiring its silvery sheen and smooth texture, she turned it over in her hands and saw that it carried a message written in hot-pink paint. “Be Kind!”

2 “I am kind!” she said aloud. “Aren’t I?”

3 Jordana immediately looked around to see whether anyone had overheard her conversation with the rock. Thankfully, the roar of the ocean must have drowned it out. But it didn’t drown out the question in her own mind. Was she as kind as she could be?

4 She decided to put herself to the test. Today she would be kind at every opportunity.

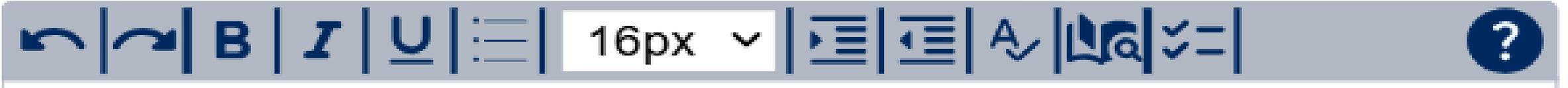
5 Craving the turkey sandwich Mom had packed for her, Jordana stayed back toward the beach blanket

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph telling a story about what Jordana does next by following the advice of the “Be Kind!” rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer’s Checklist to review your response.

 16px



- Select **Undo** to undo previous actions.
- Select **Redo** to redo actions that have been undone.
- Select **Bold** to make your chosen text bold or turn the Bold tool on or off.
- Select **Italics** to make the chosen text italicized or turn the Italic tool on or off.
- Select **Underline** to underline the chosen text or turn the Underline tool on or off.
- Select **Unordered List** to make the text an unordered list or to turn the Unordered List tool on or off.
- Select the **Font Size** drop down to adjust the font size of your response.
- Select **Indent** to indent your chosen text.
- Select **Outdent** to remove the chosen indented text.
- Select **Spell Check** to check for misspelled words.
- Select **Dictionary / Thesaurus** to look up words.
- Select the **Writer's Checklist** to access the **Writer's Checklist**. You can move the window around the screen by dragging the blue bar at the top of the response area window to keep open while you write.

- **Select Spell Check** to check for misspelled words
 - function like normal spell check with a squiggly line
 - students will click the spell check button to get a list of words from which to choose
 - students must have an idea of how the word is spelled to get the correct word in the list (like Microsoft Word spell check)
 - real-world skill that anyone with digital access has the choice to use
- **Select Dictionary / Thesaurus** to look up words
 - type word and click dictionary button to look up the definition
 - open dictionary and search for a definition or synonym
 - thesaurus is a drop down within the dictionary function

Grade Band	Total Word Counts Per Writing Passage/Paired	Total Word Counts per Short Reading Passage	Total Word Counts per Long Reading Passage/Paired
2 – 3	200-450	200 – 650	600 – 800
4 – 5	200-450	300 – 650	600 – 800
6 – 8	300-550	400 – 800	750 – 1000
9 – 10	600-750	750 – 1000	1000 – 1500
11 – CCR	600-750	750 – 1000	1000 – 1500

Grade 3

WBTE Preview
Albert Einstein Item ID: 1300073 / -- / --

DRC INSIGHT™

Question: 1 ▾

Navigation icons: back, forward, mouse, pencil, search, list, print, refresh, print, share.

The Polar Bear

The polar bear makes its home in the Arctic. In the winter, temperatures can drop to 50 degrees below zero. Strong winds whip the snow across the frozen seas. The sun disappears for months. Still, polar bears thrive. They have everything they need to survive in the Arctic.

Staying Warm

Polar bears are built for cold weather. For example, they have black skin. The dark color of their skin absorbs sunlight. Polar bears also have two thick layers of white fur. The inner layer of fur is soft and woolly like a cozy sweater. The outer layer of fur is long guard hairs. These hairs are hollow and fill with warm air to block out the cold. Plus, polar bear fur is waterproof.

Arctic Traveler

Polar bears are well suited for traveling in their icy home. Their large paws measure 12 inches. As the bear hikes across the thin ice, its large paws hold it up like snowshoes.

Its paws have other helpful traits. On their bottoms, there are little round bumps that stick to the ice to stop the paws from slipping. Fur grows around these bumps and provides additional grip. Finally, each paw has thick, sharp claws that grab the ice.

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write **at least one paragraph** telling a story about a polar bear living in the Arctic. Be sure to include what the polar bear does when it wakes up in the morning and key details from the passage in your writing.

Use the Writer's Checklist to review your response.

Writing toolbar: undo, redo, bold, italic, underline, list, font size (19px), bulleted list, numbered list, text color, background color, link, unlink, help.

Grade 4

WBTE Preview
Albert Einstein Item ID: 1300072 / -- / --

DRC INSIGHT™

Question: 1 ▾

← → [Editing Tools]

The Future of the Car Is Now

You're waiting at the bus stop, watching the cars go by. Suddenly, a car zooms past without a driver! You wonder if you're dreaming or if you really saw a car driving itself. You might be surprised to know that self-driving cars are no longer just a feature of science fiction movies.

There are now ten cars that are "almost" self-driving. In a few years, self-driving cars and trucks will be an everyday sight on America's highways. The same might be true for flying cars. Seven companies are now designing and testing flying cars. Imagine seeing a flying car soar overhead—or better yet, imagine being a person inside of one! Are these good ideas, or will self-driving and flying cars cause serious problems?

Self-Driving Cars

Self-driving cars have many advantages. Self-driving cars can be used as public transportation. People can sleep or work in their cars on the way to and from work without worrying about driving. Self-driving trucks can transport supplies long distances without stopping to rest like a human driver must do. Many experts also believe that there will be fewer car accidents without human drivers because computers can respond and make adjustments faster than a human can.

However, there are also possible problems. Self-driving

Read the following prompt and write your complete response in the space provided.

Write **at least one paragraph** about why you think self-driving or flying cars will be a good thing or not. Be sure to state your opinion and use key details and examples from the passage to support your opinion.

Use the Writer's Checklist to review your response.

[Rich Text Editor]

Grade 5

WBTE Preview
Albert Einstein Item ID: 1300074 / -- / --

DRC INSIGHT™

Question: 1

← → [Editing Tools]

It's Not So Easy

Manny gathered his notes and bag of props. Then he walked briskly to the front of the class. He turned and looked at his fellow students, who watched him expectantly as his social studies teacher, Ms. Hargrove, smiled at him reassuringly.

Social studies was Manny's favorite subject, and this "Could This Be Your Career?" project had been one of the most interesting experiences during the school year. Each student had chosen a career and was asked to create a presentation in which the student would demonstrate a task required of that job. Now it was Manny's turn. He'd chosen teaching for his career. His teacher suggested that he take her place for one class instead of giving a presentation. Manny thought it was a great idea, but now, staring at his classmates, he began to wonder if he'd made a mistake.

Quickly, Manny glanced at his notes. He had always thought teaching was a pretty easy job. Teachers simply did some research and then talked for an hour. In an effort to copy this routine, Manny had invested some time preparing his lesson and was ready to begin.

"I'm excited to be your teacher today," Manny said with a grin. "I'm going to teach you how the United States began traveling into outer space and ended up reaching the moon itself!"

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write **at least one paragraph** explaining what Manny could have done differently to keep the class's attention during his lesson. Be sure to provide key details and examples from the passage to support your writing.

Use the Writer's Checklist to review your response.

[Rich Text Editor]

Grade 6

The screenshot displays a digital assessment interface. At the top, it says "WBTE Preview" and "Albert Einstein Item ID: 1300075 / -- / --". The "DRC INSIGHT" logo is in the top right. Below the header, it says "Question: 1". A navigation bar contains icons for back, forward, search, and other functions. The main content area is split into two columns. The left column contains a passage titled "Finding Her Game" with several paragraphs of text. The right column contains a writing prompt: "Read the following prompt and write your complete response in the space provided." followed by instructions to write at least one paragraph and use a writer's checklist. Below the prompt is a rich text editor with a toolbar showing options like bold, italic, underline, and font size (19px).

WBTE Preview
Albert Einstein Item ID: 1300075 / -- / --

DRC INSIGHT™

Question: 1

Finding Her Game

On Saturday morning, Yolanda joined her friend Marcus at the park next to her home. Eagerly, they dribbled the soccer ball across the grassy field, attempting different passes and kicks. Yolanda loved playing soccer, and she was constantly recruiting her friends to practice with her. Finally, Marcus collapsed on a bench to rest and grabbed his water bottle. Breathless, Yolanda sat down next to him.

"You're awesome at long passes," Marcus complimented Yolanda. "I wish you were on my soccer team."

"I wish I could be on any team," Yolanda replied as she wiped her sweaty face with the bottom of her T-shirt.

"What's stopping you?" Marcus asked.

"Our school only has a boys' team, remember?" Yolanda said. She had discovered that several schools in nearby towns had girls' soccer teams, but continually traveling to them for daily practices would be too difficult.

"Someone should change that," Marcus replied as they stood to play more soccer.

For the rest of the weekend, Marcus's words echoed through Yolanda's mind. He was right—someone needed to start a girls' soccer team at her school. However, that would not happen unless one person was willing to step forward.

Read the following prompt and write your complete response in the space provided.

Write **at least one paragraph** explaining why Yolanda was successful in convincing the principal to create a girls' soccer team. Be sure to provide key details and examples from the passage to support your explanation.

Use the **Writer's Checklist** to review your response.

19px

Grade 7

The screenshot shows a digital interface for a reading and writing task. At the top, it says "WBTE Preview" and "Albert Einstein Item ID: 1300076 / -- / --". The "DRC INSIGHT" logo is in the top right. Below the header, it says "Question: 1". A navigation bar contains arrows and icons for search, list, and print. The main content area is split into two columns. The left column is titled "Talking in Code" and contains three paragraphs of text. The right column contains a prompt and a checklist. Below the text is a rich text editor with a toolbar showing bold, italic, underline, and font size (19px) options.

Talking in Code

In wartime, military leaders often need to send secret messages. They need to tell troops where to go, what to do, and where the enemy is located. To do that, they need a secret code, but secret codes can be easily broken.

During World War I (1914–1918), U.S. military leaders came up with a new idea. Why not use Native American languages to send secret messages? It was unlikely that German forces would know these languages, and it turned out they didn't. Teams of Native American men became code talkers. They came from different tribes, including the Choctaw, Ho-Chunk, Cherokee, Comanche, Cheyenne, Yankton Sioux, and Osage. Each team used its own language, and the teams' messages helped U.S. forces defeat the enemy.

Code talkers were also used in World War II (1939–1945). The most famous code talkers during World War II were men from the Navajo tribe. Philip Johnston, who was not Navajo but had lived among them and spoke their language, suggested the idea to the U.S. Navy. The Navajo language is very difficult. It is not a written language and does not have an alphabet or symbols. It is only spoken among Navajo people in the American Southwest. It seemed highly unlikely that Japanese forces in the Pacific area would understand a Navajo code.

Eventually, two hundred Navajo men became code talkers.

Read the following prompt and write your complete response in the space provided.

Write **at least one paragraph** explaining why it was a smart idea to use Native American languages to send secret messages during World War I and World War II. Be sure to use key details and examples from the passage to support your explanation.

Use the Writer's Checklist to review your response.

Grade 8

WBTE Preview
Albert Einstein Item ID: 1300077 / -- / --

DRC INSIGHT

Question: 1

← → [Mouse, Pencil, Magnifying Glass, List, Document]

⌂ 📄 📷

Taking on Water

Emma and her father watched their neighbors slowly drive their pickup truck into the lake across the street. The front of the truck resembled the bow of a boat, and a propeller on its rear churned through the water. "What is that crazy-looking thing?" asked Emma.

"It's a homemade amphibious vehicle," said Dad. "It can drive on land and in water, just like an amphibian lives both on land and in water."

"Do you think we could make my go-kart into an amphibious vehicle?" asked Emma.

"If you research how to make an amphibious vehicle and write up a plan, I bet we could do it," said Dad.

Emma watched several online videos that showed people transforming go-karts into amphibious vehicles and took notes as they explained each step. Then she wrote out a plan to change her go-kart into a floating, driving vehicle.

"A boat is made to be buoyant," Emma explained to Dad the following night. "If we attach a small boat to the go-kart's frame, it should float. I have already talked to Mr. Jackson. He said we could have his old boat. I think it will fit."

Dad said, "We can cut out wheel wells in the bottom of the

More

Read the following prompt and write your complete response in the space provided.

Write a **short response** arguing which step in the process of building the amphibious go-kart is most important and why. Be sure to state your claim, respond to counterclaims, and use key details and examples from the article to support your argument.

Use the Writer's Checklist to review your response.

[Undo, Redo, Bold, Italic, Underline, Text Color, Font Size (19px), Paragraph, Bulleted List, Numbered List, Indent, Decrease Indent, Increase Indent, Decrease Indent, Increase Indent, ?]

EOC

← → [mouse cursor] [pencil] [magnifying glass] [list icon] [document icon]

🔖 📄 📷

Read the following passage. Write a response to the prompt that follows the passage.

Emojis: More Important Than You Think

1 For many people, emojis have become as common in text communication as text itself. In fact, 92% of all online communicators use emojis on a daily basis. These colorful little icons mimic facial expressions and hand gestures that people use as an important part of face-to-face communication. Emojis can also include symbols that enhance the emotional impact of a message.

2 Critics warn that Emojis might harm a writer's ability to communicate with words. They are also easy for readers to misinterpret. However, research shows that emojis provide richer emotional context and content for written communication. In fact, in most cases, emojis help make the intended message clearer.

The Rise of Emojis

3 To understand why emojis have become so prominent in culture, we need to look at their origin. Long before the development of picture icons, people used emoticons, or symbols made of text figures, in text communication. For example, the emoticon ;) symbolizes a winking smiley face and is made with a

Read the following prompt and write your complete response in the space provided.

Write a **short argument** about whether people should or should not use emojis in their writing. Be sure to state your claim, respond to counterclaims, and use key details and examples from the article to support your writing.

Use the Writer's Checklist to review your response.

↶ ↷ | **B** | *I* | U | [color] | [background color] | [bulleted list] | [numbered list] | [indent] | [de-indent] | [undo] | [redo] | [help ?]

0/5000

- Mimicked from Wisconsin Department of Public Instruction
 - Text dependent only
- <https://portal.te.drctdirect.com/WI/wiott>



- Two prompts – 6 points each for a total of 12 points
- On-demand writing: quick, first draft
- Holistic: look for what students do well
- Compare one response to the rubric not to another response

- A 5-day range finding meeting, which is the process of calibrating scoring rubrics for assessments by analyzing student work and establishing the scoring boundaries for a prompt, (June 8th-12th) will be conducted in person with Mississippi educators.

OSA will recruit educators via survey around April 2026.

- The field test responses will be scored after range finding (in July). DRC will begin building the training models for AI scoring, which will be available starting with the Spring 2027 administration.

- Will be updated with new writing sample (1) in February 2026
- Should be used to familiarize students with the online testing platform

The OTTs are designed to be used for functionality purposes by students and, as such, it may have overlapping items/shared texts in other grades. The OTTs represent the item types and functionality that a student could interact with on the summative assessments. The OTTs are not meant to be used for alignment/content assessments.

- Use to instruct students how to use spell check and the dictionary feature <https://portal.te.drcedirect.com/MS>
- Practice the checklist

- Will be updated with new writing samples (2) in February 2026
- Should be used to familiarize students with item types and content expectations
- Will score writing through AI in Fall 2026

Spring 2026 Administration: The writing prompts will be field tested, and responses will be human-scored with a percent receiving a second read (a representative sample of 2,500 responses for each prompt would be human-scored with a 100% second read). The remaining responses will be human-scored with a 10% second read. Spring writing scores will not be counted in accountability, but quality responses from the students are extremely important since these responses will train the AI scoring engine for all future administrations.

Summer 2026: The field test responses will be scored after range finding (in July). DRC will begin building the training models for AI scoring, which will be available starting with the Spring 2027 administration.

Fall 2026 Administration: Writing prompts will be human-scored (with a 10% second read), and therefore, the Fall 2026 English II results will include the raw scores for the writing prompts.

Spring 2027 Administration: Writing prompts will be AI scored with a 10% second human read behind. All non-scoreable responses (ones that will get a non-score code) will have a 100% human read behind.

Since students have always had the rubric available during testing, we are assuming that will continue. The question is will they be given all three rubrics or only the rubric needed for the particular prompt (e.g., only narrative rubric if prompt is narrative)?

The MDE encourages teachers to use the rubrics for instruction and grading. Students will not receive the rubric during the test, only the checklist.

Will students be given all three checklists or only the checklist needed for the particular prompt (e.g., only narrative checklist if prompt is narrative)?

These checklists will be assigned to the passage/prompt, so students will receive the checklist that corresponds to the mode of the prompt during testing. Students will only receive the interactive checklist digitally and will only receive the needed mode.

Will checklists be printed?

Beginning in Spring 2026, the checklists will be digitally embedded in the test. They will not be printed.

Will the writing be graded out of 6 points in the future and not the original 12 points since they are grouped into categories?

There will be two writing prompts (different modes) that will count for 6 points a piece for a total of 12 points.

Is the character count the same?

No, the character count will be 5,000 characters. That is equivalent to roughly 750-1,000 words depending on word length and punctuation.

Will students be prompted to begin their second writing, or will they need to manage their own time? There will be two separate sections. The testing administrator will instruct when it is time to end prompt 1 and begin prompt 2.

Will the passages be related by topic? No

How will the EOC test be graded differently than 6-8 on the rubric? Will the details on the checklist (i.e. develop a counterclaim- EOC vs include a counterclaim- 7th) be used when scoring EOC? How the responses are scored will be determined in range finding, but the expectation is for the checklists to guide the response. Therefore, the range finding committee will use the checklists to help make those decisions along with the standards.



<https://tinyurl.com/4rbpz4m>

Writing Training Questions



- Fall scoring trainings
 - Student examples
 - Scoring notes



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