

Writing Rubric

The Purpose



Writing Rubric Purpose

- The writing rubric is *holistic* in nature.

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

Writing Rubric Standards (Domains)

Development



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



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

Writing Rubric Standards (Domains)

Organization



Writing Rubric Standards (Domains): Organization

Organization: *How* the student writes.

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



Writing Rubric Standards (Domains)

Language - Grammar



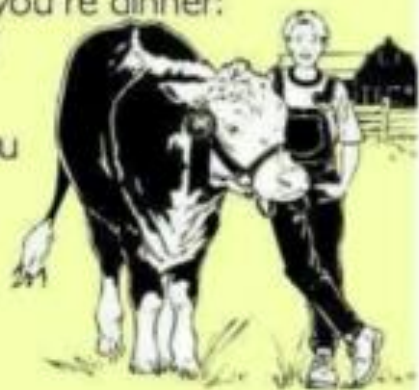
Writing Rubric Standards (Domains): Grammar

Grammar

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

fixin'

Your dinner v. you're dinner:
one leaves you
nourished, the
other leaves you
dead. Correct
grammar:
it saves lives.



Writing Rubric Standards (Domains)

Language - Mechanics



Writing Rubric Standards (Domains): Mechanics

Usage of Mechanics

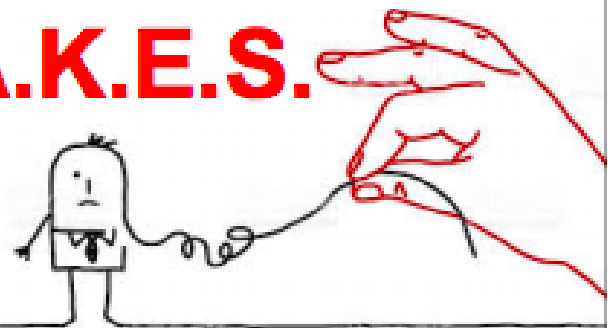
1. **Punctuation** (Beginning and ending, quotation marks)
2. **Capitalization** (Capitalization of proper nouns, words that should not be capitalized, "I")
3. **Spelling**

Additional notes:

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

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

Deconstruct the Prompt



Deconstruct the Prompt

Breaking Down the Writing Prompt: Whatever it TAKES!



What type
of
writing?

- ☞ opinion
- ☞ narrative
- ☞ informational



What's
being
asked?

- ** Look for verbs:
- ☞ Explain
- ☞ Analyze
- ☞ Write



What are
the
keywords?

- ☞ Find these in the prompt
- ☞ Underline or highlight them
- ☞ Make sure to address them!



What
evidence
can you
find?

- ** Look for evidence in the text that helps answer the prompt



What do
you say?

- ☞ Determine your answer
- ☞ Restate the prompt with your answer.

5 Steps to Deconstruct the Prompt

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

Deconstruct the Prompt: **Activity**

You have just read the passage “Prairie Dogs.”

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

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

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

OSA (Office of Student Assessment) Resources

- **3rd Writing Samples/Guide:**

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

- **4th Grade Writing Samples/Guide:**

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

Question/Answer Session

