

Mississippi Writing – Grade 10 – Scoring Rubric

Score	Description
4 A Masterful Response	<ul style="list-style-type: none"> • Illustrates a thorough understanding of the task with a clear and consistent focus on the central topic or position including a clearly stated, non-formulaic thesis and full control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.], all of which support and/or enhance the central topic or position with no digression or "wasted sentences." • Presents effective, coherent, and purposeful organization that enhances the central topic or position through multiple paragraphs that are clearly delineated; begins with a compelling introduction; uses precise and purposeful transition of words or phrases within and between paragraphs to create a cohesive, uninterrupted flow of idea; ends with an effective conclusion that adds a sense of completeness to the response while avoiding redundancy and restatement of ideas. • Establishes an obvious and consistent perspective or stance with distinctive tone and sophistication of style appropriate for purpose and audience. • Exhibits meaningful and effective variety in sentence structure and length to ensure the coherent and smooth flow of ideas throughout the response. • Demonstrates consistent use of appropriate, powerful, precise language that enhances the development of ideas and provides clarity of expression. • Contains only few errors, illustrating effective control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] that are correct to the extent that errors do not detract from overall delivery and require only minimal editing.
3 A Skilled Response	<ul style="list-style-type: none"> • Illustrates a competent understanding of the task with a clear focus on the central topic or position including a non-formulaic thesis and strong control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that support and/or enhance the central topic or position with minimal or no digression and few or no "wasted sentences." • Presents an effective organization that supports the central topic or position through multiple paragraphs that are clearly delineated; begins with a purposeful but perhaps predictable introduction; uses transitions of words or phrases within and between paragraphs, though some connections may seem forced or predictable, to create a cohesive flow of ideas; ends with a conclusion that completes the response but may seem predictable and may include minimal redundancy and restatement of ideas. • Establishes a clear perspective or stance; usually demonstrates tone and style appropriate for purpose and audience. • Exhibits variety in sentence structure and length to ensure smooth flow of ideas throughout most of the response. • Demonstrates skillful use of appropriate and precise language throughout most of the response to support the development of ideas. • Contains occasional errors, illustrating reasonable control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] that are correct to the extent that errors detract only minimally from overall delivery and require only minor editing.

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2 A Satisfactory Response	<ul style="list-style-type: none"> • Illustrates a satisfactory understanding of the task with a discernable focus on the central topic or position with an implied or formulaic thesis and adequate control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that somewhat support the central topic or position but may be underdeveloped and/or sometimes list-like. • Presents an organization that loosely supports the central topic or position, with or without multiple paragraphs; may include an introduction, which may be mechanical or only loosely related to the central topic or position; uses only few or formulaic transitions to connect ideas within and between paragraphs that are often predictable or not clearly connected to the central topic or position; may end with a conclusion, which often is predictable and/or redundant and/or merely a restatement of another part of the response. • Attempts only inconsistently to establish a perspective or stance; demonstrates tone and style that are uneven and only minimally adequate for purpose and audience. • Exhibits minimal variety in sentence structure and length and may include sentences that are mechanical and/or rambling but understandable. • Demonstrates use of words and expressions that are frequently simple or general but minimally appropriate to the task. • Contains errors, illustrating limited control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] to the extent that errors may detract from overall delivery and require moderate editing but do not impede understanding.
1 An Insufficient Response	<ul style="list-style-type: none"> • Illustrates minimal or no understanding of the task with only a weakly implied focus or no focus on the central topic or position with limited or no control over and weak development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that relate to the central topic or position and are often confusing, illogical, or undeveloped. • Presents only loose organization that usually does not support the central topic or position, with or without multiple paragraphs; may include an introduction that provides little or no direction; typically lacks transitions; may include ideas that do not pertain to the topic; may or may not end with a conclusion, which, if present, is often inappropriate and/or unconnected. • Typically does not attempt to establish a perspective or stance; shows little or no discernable tone or style that may, if present, be inappropriate for purpose and audience. • Typically exhibits sentences with structural and word placement problems that often result in confusion; typically includes a pattern of simple and monotonous sentences that may be unclear or illogical. • Typically demonstrates use of vague or incorrect language that may be confusing, redundant, or incorrect. • Typically contains numerous errors, illustrating a struggle with control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] to the extent that errors detract from overall delivery, require extensive editing, and may impede understanding.