

MEAP

**MICHIGAN
EDUCATIONAL
ASSESSMENT
PROGRAM**

**Grade 4
Writing**

**Part 1: Writing from Knowledge
and Experience**

Score Point Guides 1 – 3 (of 6)

*Released Scoring Guides
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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

We all have to solve problems as a part of our everyday lives. For example, you may have to find new ways to solve a homework problem or to get it done on time. You may work on problems alone or need the help of others. There are other kinds of problems to solve, too, like learning a new skill or achieving a personal goal.

WRITE ABOUT THE THEME: SOLVING PROBLEMS

Do **ONLY ONE** of the following:

describe a problem you or someone else faced and explain how it was solved

OR

tell about a problem that has **NOT** been solved and explain why

OR

explain some lessons that can be learned from trying to solve a problem

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Nothing written in this booklet will be scored. Your final copy must be written in Part 1 of your **Answer Folder** starting on page 1.

When you are ready, you may begin your draft.

Michigan Educational Assessment Program
Grade 4 English Language Arts
Holistic Scorepoint Descriptions
Part 1: Writing from Knowledge and Experience

Here is an explanation of what readers think about as they score your writing.

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language, including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I have a story to tell you.
My name is I I. The
last time I went out I got
caught in a snow storm. So
now I don't go out when it
is snowing. I almost got scratched
by an eagle took one of its
egglits. So it is safe now. I
named it frightful. Now I don't
go back. I ran away from home.
I haven't seen my family ever
again. I meet a lot of people.

Score Point: 1

This response identifies three problems (snowstorm, eagle, running away), with no connection between them. While it is understandable, the content for each idea is not developed and it is generally unclear how the writer is attempting to put all of these different ideas together.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Problem solving is very hard some times. Some problems you dont know how to solve. Some you know how to take care of. Their is lots of problems that you have to take care of. Some times you can help with problems. Think of lots of ideas to help you. Some problem solving is very confuzing. Some people dont like solving all the problems because some are hard for them. Some problems are easy for lots of people. Their is lots of different kinds of problem solving.

Score Point: 1

This response attempts to focus on the theme of problem solving, however, it is completely general. The writer offers no specific details or examples for support, leaving this response generally unclear.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One day I got in a fight with my friends.
my friend's name is J. I solved the problem
by saying I'm sorry for getting in a fight
with you and I said "do you want to be my
friend?" and he said "yes." So that is how
I solved the problem.

Score Point: 2

This response is focused on solving the problem of a fight by way of an apology. However, it offers no details or examples, making it simplistic and underdeveloped.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

When my brother kept turning off the TV when I was watching it.

When I was watching TV my brother turned it off when I was watching it. But I was watching TV first I said, I'm watching it now, he said and I told him to get out of the room cause I was here first.

Then I told him to go down stairs, because it's another TV down there and he said, OK and he went down there, but before he did he said, sorry for what he did.

Score Point: 2

This response is focused on a time when the writer's brother repeatedly turned off the TV and provides a brief solution. While there is an attempt to provide some details and examples (I told him to get out ... go down stairs because it's another TV down there), the ideas presented are underdeveloped. The vocabulary and writing conventions are limited, making this response seem repetitive.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One day me and my friend J got in a fight with two sixth graders on my side but i also had a seventh grader on the same side as the sixth graders me and J only got in a fight because he threw woodchips in my eyes it was sort of a fist fight after i knocked him down he got up and started a fight with a 6th grader named T after he got his bike and his face turned red like he was crying. befor he threw woodchips at my eyes we played basketball & tog. He was in a bad mood when we got back and he got his brother in trouble. The next day he called. He called at about 7:09 he said sorry. so did I but and then we were friends again we walked to school a talker about it so when we got in school we would start the fight again in th-

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

-e middle of school we have been friends ever since that happened. Me and him hoped we wouldn't get in a fight but after about 7 weeks he brought it up again. that made us get in another fight but it was a fist fight that stands for fist fight it was last in for about 5 or 3 weeks maby 1 weeks. We get in alot of fights but we solve everyone by saying sorry a talking about it every time alot of times.

Score Point: 2

This response occasionally focuses on a fistfight among friends with some specific details of who was involved, how it started and the solution. However, these ideas are underdeveloped. There are lapses between events (first the fight, then what was happening before the fight) and it becomes unclear as to what happens during the walk to school the day after. There is limited control over writing conventions, making the response difficult to understand.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One time I was playing a game on the playstation 2. When my friend came over, so I put the playstation 2 away. I went to my friend's house. When my mom was getting dressed, my sister who is 2 came running to the living room, she must of got the game out of the playstation 2 and was playing with it. When I got home my mom said I left the game out on the floor and my sister got it. She grounded me for a week. I told her my sister must of opened the playstation 2 and got it. My mom didn't believe me.

The End

Score Point: 3

The writer of this response succinctly identifies the events that occurred, as well as those thought to have occurred (she must of got the game out), and there is limited development of these ideas. However, it is much too general, leaving out more potentially helpful and specific details.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One day, R and I were playing at the park. I was very curious, R wasn't as curious as me. I wanted to see what was in a old shack, but R wanted to go to the petting zoo. Then we began to fight. After we argued a while we went home. A few days later we bumped into each other again. We both had something to say.

"I was wrong," I said, "I should have gone with your idea".

"No I was wrong" said R, "my idea was stupid yours was better". After that we went to the petting zoo, then we went to the old shack and we have been friends ever since. The End

Go on to the next page.

Score Point: 3

While this response remains focused on the disagreement between the writer and her friend, opportunities to include details are left out. For example, what was it about the old shack that made the writer so curious, or what are some details about her friend's attraction to the petting zoo? The dialogue between the writer and her friend a few days later, while artificial, offers some development as to how the disagreement was solved.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

K is a nine year old girl from Los Angeles, California. She has a ten year old brother B. One day K walks by B's room and sees B's awesome airplane collection. So just to take a little tiny peek she stepped over some wires and touched his favorite blue plane. Then all of a sudden. Crash the plane went into pieces. She ran out of the room tripping on one of the wires setting a bell off. Finally she got to her room and pretended to watch TV. She could hear all the screaming B was doing. So after dinner K told B she broke the plane. Even

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

though B was furious he
forgave her. The next day
was Sunday so K went
to the store bought and
built the plane and
all was fine.

The End

Score Point: 3

This response offers a concise account of what happened when a girl stepped into her brother's room to touch his favorite model airplane. While chances to include more details are missed, the reader can clearly understand the essentials, from the moment the sister's curiosity is peaked to her confession and restoration of the airplane.