



**English Language Arts  
Grade 3  
Fall 2006**

**Writing from Knowledge and Experience  
Released Item #31  
Scoring Guide**



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## WRITING FROM KNOWLEDGE AND EXPERIENCE

### **31 WRITE ABOUT THE THEME: BEING RESPONSIBLE**

Being responsible is an important part of growing up. A person can be responsible at home or at school. Sometimes a person can take responsibility when things go wrong.

Do **ONLY ONE** of the following:

tell about the first time you were given a big responsibility

**OR**

describe when you were given important responsibilities  
at school or at home

**OR**

write about the theme in your own way.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 40 and 41. Only the writing on the two lined pages will be scored. No additional sheets may be used.

## **PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE**

### **DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 40 and 41.

### **CHECKLIST:**

- \_\_\_\_\_ Do I have a clear central idea that connects to the theme?
- \_\_\_\_\_ Do I stay focused on the theme?
- \_\_\_\_\_ Do I support my central idea with important details/examples?
- \_\_\_\_\_ Do I need to take out details/examples that DO NOT support my central idea?
- \_\_\_\_\_ Do I use a variety of words, phrases, and/or sentences?
- \_\_\_\_\_ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

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**Michigan Educational Assessment Program**  
**Writing from Knowledge and Experience**  
**Grades 3–8**  
**Holistic Score Point Descriptions**

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**Here is an explanation of what scorers think about as they score this writing:**

- 6** The writing is exceptionally 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 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.

**Condition codes for unratable papers (zeroes):**

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

### Anchor Paper 1

I remember when my mom and dad  
gave me a big responsibilities  
It was swep the floor and  
Clean my room and Clean the  
bathroom and bo the dichs.

**Anchor Paper 1**  
**Score Point 1**

The writer addresses the topic (“I remerber when my mom and dad gave me a big responsibilities”) and lists a few undeveloped details (“It was swep the floor and clean my room and clean the bathroom and bo the dichs.”). Too minimal to demonstrate focus or organization.

**Anchor Paper 2**

when the first time  
I was given a big resposubit  
is when I had to  
whach my sister go  
swimming and I was  
bored and five minites  
later I said that I  
am sewer bored

**Anchor Paper 2  
Score Point 1**

The response addresses the topic (“When the first time I was given a big resposubit is when I had to whach my sister go swimming . . .”) and repeats one undeveloped, unconnected detail (“ . . . I was bored and five minites later I said that I am sewer bored”). Too minimal to demonstrate focus or organization.

**Anchor Paper 3**

When I wash the dishes and clean my bike and taking good care to a tree. Clean my room, Arrange my books to a to z, When I sweep every room in my house and clean my dads car sometimes. I take the trash to the dumpster. When I water my mom's flower and help my mom take the plasti's bag full of food. I do my home work.

**Anchor Paper 3  
Score Point 2**

The writing addresses the topic with a list of examples. (“When I wash the dishes and clean my bike and taking good care to a tree . . . sweep every room in my house and clean my dads car . . . take the trash to the dumpster . . . water my mom’s flower . . . take the Plastic bag full of food. I do my home work.”) Ideas are underdeveloped and only occasionally focused, with little evidence of organizational structure. (“Clean my room, Arrange my books to a to z.”)

**Anchor Paper 4**

At Home i Have A RESPONSIBILITY  
called take IN AND out  
garbeg cans its NOT FUN  
ther stinky its NOT hard.  
cause i HAVE A short driveway

**Anchor Paper 4**  
**Score Point 2**

The somewhat minimal response is still able to occasionally focus on the topic (“At home i have a responsibility called take in and out garbeg cans”) with two underdeveloped, but connected ideas (“it’s not fun ther stinky it’s not hard cause I have a short driveway”). There is little evidence of an organizational structure.

## Anchor Paper 5

One time my brother and I was home together and I had to babysit my baby nepew it was fun we played monypoly, jenga, wactched t.v. and play Hide and go seek it was fun into his mom and dad came to pick him up, we were all merry. But my mom and dad came back from the store and then they stayed and then my friend's M and A came over with they mom and dad and they stayed over to play. My brothe and my friends M and A and I went to get my other friends D, O, R, S, N, B, J, P, L, C, H, T and f all played over my house and then we had a sleepover did that hapend to you?

**Anchor Paper 5**  
**Score Point 2**

The response is only occasionally clear and focused, moving from babysitting (“One time my brother and I was home together and I had to babysit my baby nepew . . .”) to a sleepover (“. . . my friend’s M and A came over . . . we had a sleepover . . .”). Ideas are underdeveloped with list-like detail. (“it was fun we played monypoly, jenga, wactched t.v. and play Hide and go seek it was fun . . . My brothe and my friends M and A and I went to get my other friends D, O, R, S, N, B, J, P, L, C, H, T and f all played over my house . . .”)

**Anchor Paper 6**

Once I was responsible to clean my room if I didn't clean my room I would of got grounded for the rest of the night. So I cleaned my room and I didn't get in trouble. And my room looks shiney clean.

**Anchor Paper 6  
Score Point 3**

The writing is somewhat clear and focused on the topic (“Once I was responsible to clean my room . . .”) and develops this idea with limited detail (“ . . . if I didn’t clean my room I would of got grounded for the rest of the night. So I cleaned my room and I didn’t get in trouble. And my room looks shiney clean.”). Some evidence of organizational structure is evident in the connection of ideas.

**Anchor Paper 7**

## My Sisters Wedding

Last year my sister got married  
and I was the flowergirl. So when  
we arrived I had to walk down  
the aisle with my brother, and that  
was a BIG responsibility. When it  
was my turn I got really NERVOUS!  
but I did it!! My secret big responsi-  
bility was I had to say thank you,  
to the people. That was kind of

esey

The  
END!

**Anchor Paper 7**  
**Score Point 3**

The writing is somewhat clear and focused on responsibility. (“*Last year my sister got married, and I was the flowergirl.*”) It is developed with limited success with general statements (“*. . . that was a BIG responsilitit. . . . I got really NUVERS! but I did it!! . . . That was kind of esey*”) and limited examples (“*. . . I had to walk down the dial with my brother . . . I had to say thankyou, to the people.*”). Some evidence of organizational structure is evident in the connection of ideas.

## Anchor Paper 8

One day when I was at home me and my cousin was watching my brother and sister their names were A and S. A was crying when my mom went to go grocery shopping. I wasn't happy either but I was ok. S was crying to like A. My cousin R wasn't mad or sad she was fine. It was really hard watching my brother and sister. But it wasn't really really hard. A and S listen to my mom but they don't listen to me. Then my brother and sister were sleep. My cousins came over making noise. I said "GET OUT"! So then S all most woke up. After that I said "Woooo". Next A and S woke up. Me

and my cousin cooked them some noddles  
then I got done, eating noddles and I looked at  
the kichten it was a mess it was  
messenger than my room by the time  
I got cleaning up the kichten my  
mom way here the day is over  
I was glad.  
The End

**Anchor Paper 8**  
**Score Point 3**

The writing is somewhat clear and focused on the topic (“... me and my cousin was waching my brother and sister . . .”) and developed (“there names, were A and S. A, was crying when my mom went to go groecy shopping. . . . S was crying to . . . It was realy hard . . . A and S listen to my mom but they don’t listen to me.”). Some details are only partially successful (“I wasn’t happy either but I was ok. . . . My cousin R wasn’t mad or sad she was fine.”) and others cause a loss of focus by the end (“When I got done, eating noddles and I looked at the kichten it was a mess it was messenger than my room by the time I got cleaning up the kichten my mom way here the day is over. I was glad.”).

**Anchor Paper 9**

My first responsibility, was when we got a snail. When we got the snail my responsibility was I had to get the food to feed the snail like lettuce. I had to buy a middle sized container for my snail even though the snail wasn't big. I had to clean out the snail's container when it was dirty. Give my snail new, fresh, clean lettuce. My mom said if I want a snail I would have to do all that work, take care of it and clean its tank. I had a water bottle to spray sides of the tank so my snail would not get stuck.

**Anchor Paper 9  
Score Point 4**

The writing is generally clear and focused on the topic (“My first responsibility, was when we got a snail.”) and developed with relevant detail (“... my responsibility was I had to get the food to feed the snail like lettuce. I had to buy a middle sized container for my snail even though the snail wasn't big. . . . Give my snail new, fresh, clean lettuce. My mom said if I want a snail I would have to do all that work, take care of it and clean its tank. I had a water bottle to spray sides of the tank . . .”). Though the organizational pattern moves from food to containers to food then back to containers, it is functional and the writing is generally clear. Word choice supports meaning (“... even though . . . new, fresh, clean lettuce . . . all that work . . . would not get stuck.”).

## Anchor Paper 10

I remember when I had a big responsible to do. It was when I had to take care of my library books.

When I was in second grade, I checked out three books. I bring them home. My dad said "you false care of those books." I said "I will". Days past untill it was the day I had to take my books back. Then, I for got where I put them! My dad got so mad! That he send me up to my bedroom, and never come down agein. The next day, he send me down to look for it. I looked every! Then, there they where! On my dad's masageing bed.

After that, I never ever lost somthing agein. I wonder →

what he will do if I lost  
my library books agein. He will  
get really mad!

The end

**Anchor Paper 10**  
**Score Point 4**

The writing is generally clear and focused (“I remember when I had a big responsible to do. It was when I had to take care of my library books.”) and is developed with relevant detail (“... in second grade, I checked out three books. . . . My dad said ‘you take care of those books.’ I said ‘I will.’ Days past untill it was the day I had to take my books back. Then, I for got where I put them! My dad got so mad! That he send me up to my bedroom. . . . next day, he send me down to look for it. I looked every! Then, there they where! . . . I never ever lost something agein.”). A functional organization is achieved by putting events in chronological order and choosing phrases that link ideas. (“When . . . Days past untill . . . Then . . . The next day . . . After that . . . he will . . .”)

## Anchor Paper 11

A time I was given a big responsibility was two weeks ago when my friend L came over. We are best friends. I was given a big responsibility because, we were just playing playonble and my mom said "I need to go to CVS, can you girls stay home alone?" We both said "ok." This was a big responsibility for me because I have never stayed home alone before. But it was not a big responsibility for L because she always stays home alone because next year she's turning eleven! We got a phone call but L said not to answer it. The person who called must of hung up because we did not hear the answering machine. We got another phone call about two minites later L said again not to answer it. But

it was just my mom trying to trick us! On the answering mashene my mom said "Good girls, I just wanted to see if you were responsible!" Right after that someone else called but they also hung up. One minite later my mom came home That was a time I was responsible.

**Anchor Paper 11**  
**Score Point 4**

The writing is generally clear and focused ("A time I was given a big responsibility was two weeks ago when my friend L came over.") and is developed with relevant detail ("... my mom said 'I need to go to CVS, can you girls stay home alone?' We both said 'o.k.' ... I have never stayed home alone before. But it was not a big responsibility for L because she always stays home alone because next year she's turning eleven! We got a phone call but L said not to answer it ... We got another phone call about two minites later L said again not to answer it. But it was just my mom trying to trick us! ... said 'Good girls, I just wanted to see if you were responsible!'"). Chronological order and phrases that link ideas give a functional organization. ("because ... This ... But ... another ... Right after that ... One minite later"). Word choice supports meaning ("trying to trick us ... On the answering mashene")

**Anchor Paper 12**

I was given my first big responsibility when my mom asked me to watch my little brother while she went over to our neighbor's house (next door) to return something. She told me to call her on her cell-phone in case she was needed. So while my mom was gone, I put on D's (my little brother) favorite DVD to entertain him. I sat with him to comfort him for a little bit. Then I went into my mom's room and watched TV. I turned the volume low so in case D called

me or cried, I could hear him. After a little bit he got thirsty and he went into my mom's room and asked me for some apple juice. So I turned off the TV and went into the kitchen and poured some apple juice into a sippy-cup and let him drink it in the great room and he continued watching his DVD and I went back into my mom's room and continued watching too. After a little bit, my mom came home and said I did a great job! That's why I thought this story would be a good one to tell!

**Anchor Paper 12**  
**Score Point 5**

The writing is clear and focused (“ . . . I was given my first big responsibility when my mom asked me to watch my little brother while she went over to our neighbor’s house . . .”) and is well developed with relevant detail and examples (“She told me to call her on her cell-phone incase she was needed. . . . I put on D’s . . . favorite DVD to entertain him. I sat with him to comfort him for a little bit. . . . went to my mom’s room and watched TV. I turned the volume low so incase D called me or cried, I could hear . . . he got thirsty . . . and asked me for some apple juice. So I turned off the TV and . . . poured some apple juice into a sippy-cup and let him drink it in the great room and he continued watching his DVD and I went back into my mom’s room and continued watching too. . . . mom . . . said I did a great job!”). The organization includes an introduction and conclusion and the reader is effectively moved through the text by a chronological presentation of events that is strengthened by connections between ideas. Word choice is precise (“favorite DVD to entertain him . . . sat with him to comfort him . . . volume . . . sippy-cup”), showing a command of language.

## Anchor Paper 13

One Day I went outside and the world looked totally new it's trees were chocolate the water was sugar water that tasted like a total new flavor. I thought I was dreaming but then a little elf came and said to me "Want to play?" "Sure" I said "But where can we play?" "At the playground of course where did you think we would play in a garbage can?" "NO" I said. So we went to the playground and when we got there I was way different. It was like a theme park at my own town "Wow" I said with excitement. "What a place" "let's go play" said the little elf so we went on a really fast ride called the heart stopper. It was fun then when we came off the ride a giant monster that looked like a gigantic lizard came out of nowhere! Get it called

one kid on the playground.  
Then out of nowhere a big army came.  
"Kill the beast," they said. I knew  
I had to save the poor beast,  
so I jumped in front of the  
army and said "Stop we can make this  
beast our friend." "How in the world do you  
expect us to do that?" said one of  
the soldiers. "Just leave it to me."  
I said, "So I went to the master  
and said "Can you please leave us alone and  
we won't hurt you OK". But the beast  
kept on rampaging so I now I knew  
I was responsible for this, so I said,  
"Get me a giant piece of pork and  
a stick with string on it that is super  
big." So the soldiers went and found  
the biggest string and stick and lost be-  
they could find an axe then to me.  
I tied it to the stick and string

**Anchor Paper 13**  
**Score Point 6**

The writing is exceptionally clear and focused (“*But the beast kept on rampaging so I now I knew I was responsible for this.*”) and thoroughly developed with relevant details beginning with the setting (“*. . . the world looked totally new it’s tree’s were chocolate the water was sugar water that tasted like a totally new flavor . . .*”) and leading to the story (“*. . . a little elf came and said to me ‘Want to play’? ‘Sure’ I said ‘But where can we play’? ‘At the playground of course where did you think we would play in a garbage can!’*”). More details are given as the setting changes (“*It was like a theme park at my own town*”), in turn leading deeper into the story (“*. . . then when we came off the ride a giant monster that looked like a gigantic lizard came out of nowhere! ‘Get it called one kid on the playground. Then out of nowhere a big army came. ‘Kill the beast’ they said. I knew I had to save the poor beast. so I jumped in front of the army . . . the beast kept on rampaging . . .*”). Organization is a well-controlled chronological ordering, connections between ideas (“*One day . . . but then . . . At . . . when . . . so . . . Then out of nowhere*”) and dialogue (“*‘let’s go play’ said the little elf so we went . . . ‘Get it called one kid . . . ‘Kill the beast’ they said . . . ‘Just leave it to me’, I said . . . ‘Can you please leave us alone and we won’t hurt you OK.’*”) move the reader smoothly and naturally through the text. Precise word choice (“*theme park . . . the heart stopper . . . came out of nowhere . . . the poor beast . . . how in the world . . . Just leave it to me . . . rampaging*”) demonstrates a command of language. Even though the response continues on and trails off into the margin at the end, it is clearly and consistently a score point 6 all the way through.

**Anchor Paper 14**

I have been given lots of responsibilities, big and small. But one of my first was when I got my own library card. I was really excited! So the next day me and my mom came back to the library, we picked out some books and came back down stairs to the marble checkout counter. "Free!" I thought my books are heavy. We checked out our books and headed outside. When we finally saw the car I panted up to it, and dropped my books into the backseat. I plopped down beside them. And soon, we were off. "Do you have your seat belt on?" My mom asked. "Yes I do" I replied. "Good" said my mom and we

were silent all the way home. That night I couldn't go to sleep because I was afraid of losing my new books. I was afraid that I would have to pay my life's savings. But the next week me and my mom came back to the library and I proudly walked up to the return aisle and slipped them in the slot. Then I returned to my mom, who was trying to see if she had any books overdue! I asked if I did. "No" said the checkout lady. "You don't have any overdue!" "Yes!" I almost screamed but stopped. "This is a library!" I reminded myself gently.

The End

**Anchor Paper 14**  
**Score Point 6**

The writing is exceptionally clear and focused on the topic (“*I have been given lots of responsibilities, big and small. But one of my first was when I got my own library card.*”) and is thoroughly developed with relevant details and examples (“*So the next day me and my mom came back to the library. We picked out some books . . . We checked out our books and headed outside . . . dropped my books into the backseat . . . we were silent all the way home. . . . I couldn’t go to sleep because I was afraid of losing my new books. I was afraid that I would have to pay my lifes saving. But the next week . . . I proudly walked up to the return isle and slipped them in the slot. . . . I asked . . . ‘You don’t have any overdue!’ . . . I almost screamed but stopped. ‘This is a library!’ I reminded myself gently.*”). The organization is a well-controlled chronological presentation with clear connection between ideas and effective use of dialogue. (“*“Fuee!” I thought my books are heavy. . . . ‘Do you have your seatbealt on?’ My mom asked. ‘Yes, I do’ I replied. ‘Good’ said my mom . . . ‘No’ said the cheakout lady. ‘You don’t have any overdue!’ ‘Yes’ I almost screamed . . . ‘This is a library!’ I reminded myself gently.*”) As a result the reader moves smoothly and naturally through the text. Precise word choice (“*...marble chaekout counter . . . ‘Fuee!’ . . . panted . . . plopped . . . silent . . . lifes savings . . . slipped them in the slot . . . reminded myself gently*”) demonstrates mature command of language.