



**English Language Arts
Grade 5
Fall 2006**

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



WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: HERO

A hero is someone who is looked up to and admired. Heroes can come in many shapes and sizes. A hero could be a family member, a friend, someone famous, or someone from history.

Do **ONLY ONE** of the following:

tell about a hero and explain why that person is a hero to you

OR

describe how you or someone you know acted like a hero

OR

write about a time you dreamed of being a hero

OR

write about the theme in your own way.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra 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 starting on page 9 of your **Answer Document**.

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?

NOTES/PLANNING

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

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

39

My mom is my hero every sigle day. So is my dad. Eery body is my hero. My two favorite heros are my mom and my dad.

**Anchor Paper 1
Score Point 1**

This response is generally unclear and unfocused. The student jumps from one hero to another (“My mom is my hero. . . . So is my dad. Eery body is my hero.”) and does not develop any of the ideas or provide explanations for why these people are his/her hero. No organizational structure is noticeable, as the statements could be reordered without changing the meaning of the text.

Anchor Paper 2

39 My dad is my hero because he is always there for me and he thought me to play my favoret sport. It's so cool to wach my hero play baseball.

Anchor Paper 2
Score Point 1

This response is generally unclear. While the student has focused on his/her father as a hero, there is little development of ideas to explain why the father is a hero. Ideas are also not connected, as the student writes about being taught to play an unnamed favorite sport and then moves on to watching the father play baseball (“ . . . he thought me to play my favoret sport. It's so cool to wach my hero play baseball.”) but it is unclear if baseball is the sport the father taught the student. The response also lacks a noticeable organizational structure, as the student provides three general statements in a total of two sentences.

Anchor Paper 3

39 My brother H is a hero to me. Because he buy's me candy and pop. Or he helps me up or help me out. He all ways play's with me.

Anchor Paper 3 Score Point 1

This brief response is generally unclear and unfocused. While the student has chosen a hero ("My brother H"), the rest of the response is an undeveloped list of things the brother does for the student ("buy's me candy and pop . . . helps me up or help me out . . . play's with me"). The student does not develop any of these ideas or provide any connections between them. Other than the opening sentence, the sentences could be reordered without any changing in meaning, demonstrating a lack of organizational structure.

Anchor Paper 4

39 My mom is my Hero because she is always is there when I need Her. She is always there when I am Hurt. She makes shure I'me okay. She takes care of me. My mom helpes me when I fall of my bike. My mom is brave. My mom can also Help my brother and I with our homework.

**Anchor Paper 4
Score Point 2**

This response is only occasionally clear and focused on how the writer's mother is his/her hero. An attempt at developing an idea is shown with the list of activities ("*always there when I am Hurt . . . makes shure I'me okay . . . takes care of me . . . helpes me when I fall of my bike*") to explain how mom is "there when I need Her." There is little evidence of an organizational structure, as even in the list the student includes unrelated ideas. ("*My mom is brave. My mom can also Help my brother and I with our homework.*")

Anchor Paper 5

My hero is S .She is my cousin's friend.
 S and I do almost everything together,
 We both like to play on the monkey bars. We have
 alot in common! S 's mom knows my
 aunt R .Once I frist asked her if she knew
 R we became friends. I like to
 tell S everything about me! I don't know
 what I will do without her!

**Anchor Paper 5
Score Point 2**

The writing is only occasionally clear and focused, and the content is underdeveloped. The writer makes a statement (“do almost everything together . . . have alot in common . . . I like to tell S everything about me”), perhaps adds an additional comment (“We both like to play on the monkey bars.”), and then jumps to the next statement. At times it is not clear if one statement is building upon another or if it is a new idea. (“We have alot in common! S’s mom knows my aunt R.”) The lack of development and connection between ideas provides little evidence of an organizational structure.

Anchor Paper 6

39 Hi, have you ever had a hero? I have. My mom is my biggest hero. She is smart, kind, welcoming, and lots more, but what I like most about her is I can tell her anything. I count on her to keep a secret too. She also has a great personality. Oh, I can't tell you anymore because she is so much more. You'll just have to meet her in person, and maybe you'll meet me too!

**Anchor Paper 6
Score Point 2**

This response is occasionally clear and focused on why the writer's mom is his/her biggest hero. While the student makes an attempt to explain why mom is a hero, the ideas are underdeveloped, consisting primarily of a listing of the characteristics which make mom a hero. (*"She is smart, kind, welcoming, and lots more, but what I like most about her is I can tell her anything. I count on her to keep a secret too. She also has a great personality."*) A little evidence of organizational structure is provided with the opening and closing sentences, but the body of the response has little organization.

Anchor Paper 7

39 I am a hero. My cousin A was wrestling with my cousin P in the living room. P pushed A into my grand mother's couch were the silver sharp piece and A split his head open. I ran to the living room because I heard him crying. I called all the grown ups and called "911" right away. They stiched his head up and I came in the kitchen and gave A a hug. He said you're a hero or you're my hero.

**Anchor Paper 7
Score Point 3**

This response is somewhat clear and focused on explaining how the writer became a hero. The writer attempts to develop some ideas, but is only partially successful in the use of examples and details ("P pushed A into my grand mother's couch were the silver sharp piece and A split his head open. . . . I called all the grown ups and called '911' right away.") as none are developed with much depth. A basic organizational structure can be seen in the chronological narration of the story, but there are also jumps in the student's story. For the most part, vocabulary is basic.

Anchor Paper 8

39 My hero is my mom. She is my hero because she buys me things, she buys me food, she helps me when I'm sad or hurt and because she loves me.

My mom is my hero because when I broke my hand she ran outside and she took me to the hospital. She gave me a hug and asked if I was ok. Then she kissed my forehead.

My mom is my hero because whenever my friends at school were mean to me she would always hug me and say you'll make new friends soon.

My mom is my hero because when I got my tonsils out she would stay with me in my bedroom. She would get me things when I needed them and she would give me hugs and kisses.

My mom is my hero because she loves me and I love her.

Anchor Paper 8**Score Point 3**

The writer has focused on why his/her mom is a hero. While there is evidence of an organizational structure with opening and closing paragraphs, it is somewhat artificial in that each body paragraph is focused on an individual incident (“when I broke my hand . . . whenever my friends at school were mean . . . when I got my tonsils out”) and there is no connection made between the paragraphs. And while each paragraph does attempt to develop an idea, primarily the student merely lists things (“ . . . she ran outside and she took me to the hospital. She gave me a hug and asked if I was ok. . . . she would stay with me in my bedroom. She would get me things when I needed them and she would give me hugs and kisses.”) rather than providing details and examples.

Anchor Paper 9

39 A hero to me is Babe Ruth. Babe Ruth was the all time home run leader. A couple decades later Hank Aron beat his record.

Babe Ruth got traded from the Red Sox to the Yankees. Just in the last year's World Series, did the Red Sox break the curse that he gave them so many years ago.

Although Babe Ruth was a very good player, he couldn't control his temper. He was always late for practice. He hated traveling and he sometimes got mad and knocked things over on trains. When he did so he always got a fee.

Getting his famous "in the park home run" helped him get a lot of Louisville slugger awards. He hit the farthest ball ever. He hit it over 600 feet. It went out of the park and a couple blocks away. Babe Ruth is one of the greatest baseball players ever.

**Anchor Paper 9
Score Point 3**

This response is focused on why Babe Ruth is a hero to the writer. While the response is somewhat clear and focused, ideas are only partially developed and there is a lack of connection between them. For example the student discusses Babe Ruth being traded ("got traded from the Red Sox to the Yankees") and then the Red Sox breaking a curse ("Just in the Last year's World Series, did the Red Sox break the curse that he gave them so many years ago.") without an explanation of this curse. There are no connections made between paragraphs, as each deals with a different aspect of Babe Ruth's baseball career. ("traded from the Red Sox . . . he couldn't control his temper . . . famous 'in the park home run'")

Anchor Paper 10

39 If you want to know who my hero is and how he is my hero than this is the story you would like to read. My hero is my dad. The reason he is my hero is because he is always watching my back and is always teaching me new things. For example one time when I was at a place called the "Great Wolf Lodge" I went down a slide without a life jacket and when I got all the way down I couldn't swim! So then the lifeguard and my dad jumped into the pool and my dad got me from underneath the water and bring me to the shore, and for that he basically saved my life. Another example is that the way he teaches me new things is he is always telling me how to do the right things in sports like on time I threw the baseball with my hand going way out to the side. So then my dad me how to do it right, and then the next day I threw it perfectly. So now you know that my father is a great hero to me, and that he will always be watching my back and teaching me new things.

Anchor Paper 10
Score Point 4

This response is generally clear and focused on why and how the writer's father became his/her hero. The student provides two developed examples of times when his/her father did something to make him a hero, providing relevant details as needed. ("... I was at a place called the 'Great Wolf Lodge' I went down a slide without a life jacket and when I got all the way down I couldn't swim! So then the lifeguard and my dad jumped into the pool and my dad got me from underneath the water...") The second example concerning throwing a baseball is not quite as detailed, showing some unevenness in the student's ability to develop ideas. And while there is an organizational structure to the response, the transitioning from one incident to the next is fairly basic ("Another example is"), as are the introduction and conclusion. The writer's command of language supports meaning. There are some lapses in conventions, but they do not interfere with meaning.

Anchor Paper 11

39 Tringgg!!! The alarm went on. Moaning, S got up. As usual, she wanted to sleep more. But then, her mom pushed away the blanket and said, "GET UP S !!!". So she got up, and got ready for school, even though she hates school. But there was something wrong about her today. Usually, when she washes her face, she feels better, but today, she felt if she was going to throw up. So she told her mom, who checked her temper. Then her mom said, "Oh my! you have a fever. You have to stay home.". S said, "Horray!"

The next day, S was even more sick. She stayed in her bed and her mom kept making tea for her and putting wet towel on her face. The next day, she was all better and went to school.

When it was writing time, the teacher told the class, "Today, we are going to write about a person you think or dream that is a hero, then give a speech about them." So, S began to write about a hero. Then, it was speech time. A couple of kids did their speech. Then finally, it was S's turn. She took a deep breath, and went up to the front of the room. She took another breath, then started. "I think

my mom is a hero for me because she takes care of me when I am sick and wakes me up to get ready for school." The class applauded and S sank in to her seat. Then she thought, 'I am so glad my mom is here to take care of me.'

Anchor Paper 11
Score Point 4

This response is generally clear and focused on explaining why S's mother is her hero. The writer uses a narrative format to show S's situation and what her mother did for her, providing relevant details and examples. ("The alarm went on. Moaning, S got up. . . . today, she felt if she was going to throw up. So she told her mom, who checked her temp. Then her mom said, 'Oh my! you have a fever.' . . . her mom kept making tea for her and putting wet towel on her face. The next day, she was all better and went to school.") The response is generally coherent and organized, although the first part of the response is more fully developed than the part about S's speech at school. The writer demonstrates a command of language and the ability to control word choice to convey meaning. ("Moaning . . . took a deep breath . . . sank into her seat") Lapses in conventions are not distracting.

Anchor Paper 12

39 I have many heroes, like my mom, my dad, and my cousins, but my number one hero is my Grandma B. She lived in Wisconsin by herself because my grandpa died when my dad was young. She's my dad's mother and had three kids, R, G, and my dad J. Whenever we visited her she'd be so caring and happy to see us and she always tell us how big we were getting.

Some people think of a hero like superman or spiderman but those are just fictional heroes. Real heroes are just like my Grandma B. The reason my family calls her "Grandma B" is because her real name is B and we call her "B" for her grandma name.

My grandma used to always help us with puzzles and games or even homework, if we had some. When we got hungry she'd cook our food which of course was delicious. No one, absolutely no one could make food like her. Especially her chocolate chip cookies. When she was in the hospital two years ago, a few days before she died, she told my cousin R

the reason why no one could make chocolate chip cookies like her because her secret ingrediant was love. That answered all our questions.

I still remember my favorite place, and Grandma B's too, was in her chair, in the den. My grandma had a really comfy chair in the den and she let me sit on her lap when she was in it.

At my grandmas funeral after she died, my sister and cousin and I read a poem to show our love to Grandma B and our lost respects.

Anchor Paper 12
Score Point 4

Although there is some unevenness in the development of ideas, this response is generally clear and focused on why Grandma B is a hero to the student. Ideas in the first two paragraphs (“Some people think of a hero like superman or spiderman but those are just fictional heros. Real heros are like my Grandma B. The reason my family calls her “Grandma B” is . . .”) are not as well developed or connected as the ideas in the remainder of the reponse (“When we got hungry she’d cook our food which of course was delicious. No one, absaloutly no one, could make food like her. Esecialy her chocalate chip cookies. . . . she told my cousin R the reason why no one could make choclate chip cookies like her because her secret ingrediant was love.”).

Anchor Paper 13

39 Thud! R took off so fast that in an instant, he was gone. Have you ever been a hero before? It's hard work. I know because I have been one. Now I'm going to tell you about a time I was a hero.

One sunny afternoon, when I had just gotten home from school and was playing on my swingset. My neighbor, Mr. A, was taking his dog, R, on a walk around the block. While they were gone I went inside and had snacks. About 10 minutes later when I came back outside, Mr. A and R were just coming back from their walk. I wanted to play with R for a little bit, so I started walking towards them. R got excited and started pulling on the leash. He tugged and pulled and he tugged so hard that Mr. A fell and let go of the leash. R took off running so fast, that in an instant, he was gone. I rushed over to Mr. A and he said he was fine. He just wanted me to catch R.

I looked and looked but had no luck. About an hour later I heard barking and whimpering. It was R! I knew he was

near so I looked as hard as I could and finally, there, stuck in a bush was R. "You silly dog" I whispered as I was helping him get out. When he got free he smothered me in kisses. I laughed, picked him up, and carried him home.

Everyone told me I was a hero and I was overjoyed. It's great to be a hero sometimes. But it's even better when you feel good about yourself after you were the hero. That's how I felt after I rescued A and ever since, he's always been happy when he sees me.

Anchor Paper 13
Score Point 5

The response is clear and focused on how the writer became a hero. Ideas are well developed with relevant details. ("One sunny afternoon, when I had just gotten home from school and was playing on my swingset . . . R got excited and started pulling on the leash. He tugged and pulled and he tugged so hard that Mr. A fell and let go of the leash. . . . About an hour later I heard barking and whimpering. . . . When he got free he smothered me in kisses. I laughed, picked him up, and carried him home.") The writer demonstrates control over organization, making connections between ideas and effectively moving the reader through the response. Although the introduction is somewhat artificial, the student's command of language is demonstrated in the use of specific words and expressions ("for a little bit . . . in an instant . . . whimpering . . . smothered") that are appropriate to the story and create a clear message for the reader. Language is well controlled and occasional lapse in conventions are hardly noticeable.

Anchor Paper 14

39 Heroes come in many shapes and sizes, but who'd have thought that a hero could be a tall, skinny, girl with short bright red hair?

My name is M, I live in B

Apartment Complex. We have a playground (stabby, only includes small swings, rusty monkey bars that shift when you grab'em, a balance beam), and a pool.

∴ In the summer all the kids come together and have a anual soft ball game. I'm captian of our team, the Heroes. The other team captian is my friend C.

We play it on the large sandy area of the play ground. It's always really fun.

The pool is right next to the playground, it has a fence around it. We've lost alot of soft balls, frisbees, and many other balls, and things like that. Since we kids can't climb over the fence to get em, we have to go throught the office. (the only way to get to the pool), and ask for the balls. But the office people would never go to the pool and get'em. Crack! The ball and the bat colided,

I dropped my bat and set off running to first base. I touched it with my foot and set off running again. I made it to 3rd and was heading to fourth when I heard a Splash!

Oh great, one more softball gone.

"Aww, man," C groaned. Along with her went the other players "Aww man!"

"That was my best soft ball," a boy named L yelled. "The office people don't care. They never respect us!"

"Yeah," we all yelled, "Let's think of something."

"Let's check under the fence, there might be some loose area." I said

Sure enough we struck gold, "Here, C called, "It's really loose. Come and see M." "I come."

"I'll crawl under, and C can hold up the bottom of the fence."

"Great idea, M," L called, "If you pull this off you'll be a hero."

I wriggled like worm till I got into the pool area. The soft ball was floating in the water. I grabbed the pool net hanging on the fence, and scooped up the ball.

I chucked the thing over the fence. As I placed the net back and wiggled under the fence I heard, "M the hero." "Cool, thought"

Anchor Paper 14
Score Point 5

This response is clear and focused on telling the story of how the writer became a hero among her friends. The author develops this idea with relevant details and examples (“*In the summer all the kids come together and have a anual soft ball game. . . . We play it on the large sandy area of the playground. . . . The pool is right next to the playground, it has a fence around it. We’ve lost alot of soft balls, frisbees, and many other balls . . .*”) where appropriate to provide the reader with a clear picture of the events. The writer controls the organization of the piece, using the first part of the response to set-up the situation and then the second to relate the events that made her a hero. A command of language is demonstrated by the student’s use of precise words and the manner in which the writer effectively moves the reader through the response. (“*. . . I heard a Splash! Oh great, one more softball gone. ‘Aww, man!’ C groaned . . . ‘That was my best soft ball!’ a boy named, L yelled. . . . I wriggled like worm till I got into the pool area.*”) Throughout the response, language is well controlled and the occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 15

39 It was a nice day on the Florida coastline and my Uncle,
I was enjoying the hot ocean breeze on
the sand. All the people at the beach were having fun in
ocean waves. He was scanning the water when he saw
two dots—people far out in the water, they seemed to
be struggling. In a quick thought, he estimated it
was deep enough for sharks to swim freely. He made
a decision he would tell the life guard and go to
rescue them. He told him what was happening and what
he was planning to do. He headed out into the water
it seemed as if it went on and on. He reminded him-
self he was a exceptional swimmer and kept going.
Finally, he was near on the woman's and man's shouts got
louder he was now in talking range. He then picked
up the woman first she seemed exhausted, he start-
ed heading back, there was time to wait. The shore-
line came nearer and nearer, he and the woman held tig-
ht. Soon he could hear the life guard shouting he was
close enough. Even though he could touch now,
he brought her to the bank on the people cheered.
He said nothing and went back out, my Uncle is the
kind of man who keeps on trying no matter what comes
in his way even a five-six foot wave. He quick

went under and let it pass, but after the wave he had lost sight of the strougling man, He had vanished, My Uncle J looked around for a bobbing head, but couldn't find him the man was lost. Uncle headed back to shore - without a thing and got out of the water and reported. He explained that he had saved the woman and tried to save the man, but had failed, by the time he got there the man had disappeared.

They called the ambulance wen though the woman's condition wasn't very grave. My Uncle left that day both sad and glad - glad he had saved a life and used his abilities, but sad because he had a opprotunity to save 2 two lives, but only saved one. This is completely a true event...

~~was~~
The End
~~~~~

**Anchor Paper 15**  
**Score Point 6**

This response is exceptionally clear and focused. The student describes the actions that show why Uncle J is a hero. Ideas and content are thoroughly developed with relevant details (“He then picked up the woman first she seemed exhausted . . . The shore line came nearer and nearer, he and the woman held tight. Soon he could hear the life guard shouting . . . my Uncle is the kind of man who keep on trying no matter what comes in his way even a five-six foot wave. He quick went under water and let it pass, but after the wave he had lost sight of the strougling man. He had vanished.”) throughout the response. The writer effectively moves the reader smoothly and naturally through the text with the use of transitions and the organization of the piece. A mature command of language is shown in the use of specific words and phrases (“enjoying the hot ocean breeze . . . In a quick thought, he estimated it was deep enough . . . He reminded himself . . . a bobbing head . . . glad he had saved a life and used his abilities, but sad because he had a opportunity to save 2 two lives, but only saved one”) to create a compelling piece of writing.

**Anchor Paper 16**

39 If I had to pick someone to be my hero I would pick my dog J. J is a border collie he has brownish reddish and white fur. He is my hero because he won me a portable DVD player. Well I guess I better tell you the story

One day I was sitting on my bed looking at a dog magazine called dog fancy. I was flipping through the pages when my eye caught something on the page. It was a contest I read it aloud it said: Do you think your dog is cute? Well if you do then enter him or her in this worlds cutest dog contest. If you mail in a cute picture of your dog in a pose you could win a portable DVD player!! So I thought well I have a dog and he is cute so I will enter him in that contest. I bought a camera and went back home. Then I ran to the living room and found J curled up on the floor snoring. I walked over to him and shook him gently and

said J wake up buddy. He slowly open  
 one eye and rolled over for me to scratch  
 his stomach I didn't want to but finally I  
 did scratch his stomach. He seemed pleased  
 so he got up and stretched. Then he  
 stared at me blankly. I held the camra  
 up to my face. J cocked his head. I  
 snapped the picture. The camra was digital so  
 I could see it it was adorable. My mom  
 drove me to Wal Mart to develop and post  
 My picture.

Three weeks later the mailman came  
 with a package he dropped it off by the  
 door and left. When he did I ran and got  
 the package. I opened up the box and inside  
 was a portable DVD player! A note and a  
 new dog fancy book! The note read  
 turn to page six in the Dog Fancy  
 book I did and saw J cocked head  
 on the page!! That is why J is my  
 hero!

**Anchor Paper 16**  
**Score Point 6**

This response explains how the writer's dog became his/her hero by winning the student a portable DVD player. The student thoroughly develops the content through the use of relevant examples and details to make the points clear to the reader. ("I ran to the living room and found J curled up on the floor snoring. I walked over to him and shook him gently and said J wake up buddy. He slowly open one eye and rolled over for me to scratch his stomach . . . he stared at me blankly. I held the camra up to my face. J cocked his head. I snapped the picture. The camra was digital so I could see it it was adorable.") The writer's control over organization and connections moves the reader naturally through the response. A mature command of language is shown in the student's use of precise word choices ("brownish reddish and white fur . . . curled up on the floor snoring . . . stared at me blankly . . . adorable . . . Js cocked head") to craft a compelling piece of writing. The writer's control over the use of language contributes to the effect of the response.