



**English Language Arts
Grade 3
Scoring Guide for
Released Item #1
Writing from Knowledge and Experience
Fall 2007**



PART 1

1A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

Use this checklist to help you with your response. Your response must be written with a No. 2 pencil on the lines on pages 3 and 4. Only the writing on the two lined pages will be scored. No additional sheets may be used.

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?

Silently read the prompt on the next page.

Prompt

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: COOPERATING WITH OTHERS

It is important for people to work together and cooperate with others. It could be at school, at home, or in the community.

Do **ONLY ONE** of the following:

write about a time you cooperated with others

OR

describe a time when someone you knew cooperated with others

OR

write about the theme in your own way.

**Michigan Educational Assessment Program
Rubric for Writing from Knowledge and Experience
Grades 3 – 8**

- 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 cooperated with my family
and friends and neighbors and everybody
I know.

Anchor Paper 1**Score Point 1**

The writer addresses the topic (*I cooperated . . .*) and lists an undeveloped detail (*. . . with my family and friends and neighbors and everybody I know*). The response is too minimal to demonstrate focus or organization.

Anchor Paper 2

COOPERATING With Others
Others is good because
you will get along
better.

Anchor Paper 2**Score Point 1**

The response addresses the *topic (Cooperating with others is good . . .)* with one undeveloped detail (*because you will get along better*). The response is too minimal to demonstrate focus or organization.

Anchor Paper 3

I cooperated with
my friend in gym when
we have by doing game and
activity.

Anchor Paper 3

Score Point 1

The response addresses the *topic* (*I cooperated with my friend in gym. . .*) and a repetitive attempt at development (*...when we have by doing game and activity*). The response is too minimal to demonstrate focus or organization.

Anchor Paper 4

When I Cooperated with others I worked
as a team I gave good compliments
instead of bad compliments.
And I listened to other peoples
compliments so I could
probably do that.

**Anchor Paper 4
Score Point 2**

The response is occasionally clear and focused on the topic (*When I cooperated with others. .*) with two underdeveloped ideas, The first detail is a description of cooperation by giving the right type of compliment (*...I worked as a team I gave good compliments insted of bad compliments. . .*). The second detail is a loosely related and unsuccessful attempt to develop the first detail (*I listened to other peoples compliments so I could probably do that*).

Anchor Paper 5

I cooperated with others at home and at school. At home I cooperated with my Mom and dad. At school I cooperated with my teacher. Cooperating is a good thing to do. I also cooperated with my freands. I cooperated when someone is over by lisening to him or her.

**Anchor Paper 5
Score Point 2**

This very general response is occasionally clear and focused. The topic is addressed (*I cooperated with others at home and at school.*) Its development is a general, underdeveloped and repetitive list, (*At home I cooperated with my Mom and dad. At school I cooperated with my teacher. Cooperating is a good thing to do. I also cooperated with my freands. . .*). It ends with connected ideas (*I cooperated when someone is over by lisening to him or her.*)

Anchor Paper 6

I cooperate with others
 every day of my life.
 Here is some
 examples of what
 I do every day
 of my life to
 cooperate. I do
 chores but you
 know they are
 kind of fun if
 you have a friend
 to help you. I
 do my homework
 it isn't as fun
 as cleaning but
 it is OK. I do
 many other stuff
 to cooperate to.

Anchor Paper 6
Score Point 2

The response is occasionally clear and focused, briefly discussing two ways to cooperate in everyday life (*I do chores . . . I do my homework*). Each of the two ways is given a little bit of basic development (*they are kind of fun if you have a friend to help you . . . it isn't as fun as cleaning but it is OK*). The vocabulary is limited, (*kind of fun . . . isn't as fun . . . I do many many other stuff*).

Anchor Paper 7

When I was at school my friend asked if she could help me make something so I said yes. I said lets make a cat with paper plate. She helped me make the face. She colored the cat and I helped her.

Anchor Paper 7 Score Point 3

The writing is somewhat clear and focused on cooperation at school (*my friend asked if she could help me make something so I said yes . . .*) and is developed with limited success (*. . . I said lets make a cat with paper plate. She helped me make the face.*). Basic organizational structure begins at the start (*my friend asked if she could help me make something*), has limited development in the middle, and ends with the end of the process, (*She colored the cat and I helped her*). Ideas are connected. Vocabulary is basic.

Anchor Paper 8

The last time I worked together with someone is with my two best friends and . We have our own cheerleading Sqoud So called "The Indiana Banana". cheerleading is a lot of fun. It's really not that hard it's real easy! we only have one cheer that . taught us! . is our team captain. The only thing we need is a team to cheer for. . . . I think that we all like it and have a lot of fun. We do it at our school. and I do most of the work but . does some stuff but not mach. We don't have a lot of time but that doesn't bug us. Some boys try to bug us and all we do is ignore them. The most inportent thing the we work together and have fun.

Anchor Paper 8
Score Point 3

This response is somewhat clear and focused on the topic (*The last time I worked together is with my two best friends ____ and ____*). After a brief introduction (*The last time I worked together with someone is . . .*), the response is developed with limited success with a series of briefly developed, partially successful examples (*. . . We have our own cheerleading sqoud So called "The Indiana Banana". cheerleading is a lot of fun. It's really not that hard it's real easy! we only have one cheer that ____ taught us!*), followed by a brief conclusion, (*The most inportent thing the we work together and have fun*). Internally, the organizational structure is

loose, weak and ineffective, (____ is our team captain. The only thing we need is a team to cheer for. I think that we all like it and have a lot of fun. We do it at our school.)

Anchor Paper 9

A time I cooperated with my friend at school when she fell on the Seamet and I asked her are you OK she said she is very hurt so I went to the lunch teacher and I had told her that my friend is hurt and me and her went to my friend the lunch teacher had asked her too and she said she is very hurt so I asked the lunch teacher if I can go to the office with her to get a bandage with her and the lunch teacher said yes I can go with her and I went with her we went to the office and got a bandage and she said what is wrong and I told her and she gave mya a bandage and she said she need a other one and she gave her one :

and she said is that beder and
she said yes it is so we went
back out side and played and
that is what I cooperated in
school. and she was beder in no
time.

Anchor Paper 9
Score Point 3

This response is somewhat clear and focused on the topic (*A time I cooperated with my friend at school*). It is developed with somewhat repetitive, partially successful details. (*I asked her are you ok she said she is very hert . . . had asked her too and she said she is very hert ... teacher if I can go to the office whith her to get a bandade whith her . . . yes I can go whith her.. I went whith her we went to the office and got a bandade*). Some evidence of organizational structure is evident in the connection of ideas. Lapses in writing conventions do not interfere with meaning. Vocabulary is basic.

Anchor Paper 10

7 A time when
I cooperated with someone
was when I was in second
grade. I invited a friend over
to my house. And we couldn't
decide what game we were
going to play so I
said maybe we should
compromise. So she said
what's compromise? I said
compromise is when you take
turns playing each others
games. She said Ok! So
we couldn't decide who
should go first. I said
why don't you go first?
She said Ok, she
decided to play

hide and go seek. We played
 hide and go seek, then it was
 my turn. I said I wanted
 to play every babies
 it. We had to play
 it outside my mom said.
 So we played it outside.
 We played so much of it
 that by the time we
 were done with
 the game she had to
 go home. I said
 good-bye and then
 she left.

Anchor Paper 10
Score Point 4

The writing is generally clear and focused on the topic (A time when I cooperated with someone was when I was in Second grade. I invited a friend over to my house. And we couldn't Decide what game we were going to play). Ideas are developed with relevant details and explained with logically connected ideas (so I said maybe we should Compermise. So she said Whats Compermise? I said compermise is when you take turns playing each others games. She said OK! Do We couldn't Decide who should go first. I said why don't you go first? She said ok, she Decided to play hide and go seek . . . then It was my turn.) Chronological organization is functional. Word choice supports meaning (compermise is when you take turns . . . We couldn't Decide).

Anchor Paper 11

A time I cooperated.
One time I cooperated with my friend to make a paper Airplane. We had to put all the part together. First we had to get a paper to make the paper Airplane. Next we had to fold all part to make it. Then we had to a little toy person to put in the plan. All that probale took was about 5 minots to make it. Then we had to test it out to see if it could fly but it did not fly. So we had to bend the wing so maybe now it could fly. Finaly it could fly in the air for about 10 secsits. I think that a good

time for a paper airplane
and all that tuck use about
20 minits

Anchor Paper 11
Score Point 4

The writing is generally clear and focused on the topic (*One time I cooperated with my friend to make a paper Airplane.*) and is clearly developed, step by step, with relevant explanatory detail (*We had to put all the part together Frist we had to get a paper to make the paper Airplane. Next we had to fould all part to make it. Then we had to a little toy proson to put in the plan.*). Generally coherent, the organizational method, relating the process of building the plane, (*First we . . . Next we . . . Then we . . . So we . . . Finaley it . . .*) is functional. Word choice supports meaning.

Anchor Paper 12

Taca, Tamto and Salsai
One day Salsac Tamato and
Taco woke up it's snowing they
said. They hopped out of bed
and got their snow gear on
and ran like a herring to go
outside. They decided to
crawl and make a snowman
Tamto called bottom.
Salsai called middle.
And Taca called the
head. Salsai asked why
do you get the bottom?
Just be lucky you have
to push the biggest part
of the snowman. If the
second to biggest part
she said. Taca is lucky

they said. when they got
 done with the snowman middle
 part and bottom part. Foca
 needed help. Salsa had an
 idea she told Tami to hop
 on her shoulders then she told
 Toca to climb on shoulders.
 then Foca put the head
 on the snowman. Then Tami
 put the arms on. Salsa
 had the face and Toca
 had the hat. When they
 finished they said he looks
 just like Frosty the
 snow man. Ho Ho Ho
 Merry Christmas
 they said

Anchor Paper 12
Score Point 4

The writing is generally clear and focused (*They diecided to cawperat and make a snowman..*) A simple process is developed with relevant detail (*Tamto called bottom. Salsa called middle. And Toca called the head. Salsa asked why do you get the bottom? Just be[feel] lucky you [don't]have to push the biggest part of the snowman. I the second to biggest part she said. Taco is lucky they said*). Chronological organization is functional (*Toca needed help! Salsa had an idea she told Tamto to hop on her sholders then she told Toc to climb on shouders. Then Toca put the head on the snowman*). Word choice supports meaning.

Anchor Paper 13

One day after a long day of school I asked my friend if she would like to have an playdate. 'Shure' she said. ^{So} She rode her bike up the street to my house. When she got there 'let's go on the trampolen' I said.

'No! Let's go for a bikride into the ponds. she said. We didnt know what to do so I said I know first we can go for a bikride down to the ponds and when we come back we can jump on the trampolen! Ya! she said as we got our bikes out from the garoge. 'This is going to be relly fun' we said

as we rode down the driveway
and of into the streets! I
cant what intell we get
back so we can jump
on the trampolen! I said
as we rode of into the
distance.

Anchor Paper 13
Score Point 5

The writing is clear and focused on cooperation, making the topic clear without using the word itself (*Lets' go on the trampolen I said. No! Let's go for a bikride*). The response is well developed with relevant detail and examples (*We didn't know what to do so I said I know first we can go for a bikride down to the ponds and when we come back we can jump on the trampolen!*). The organization includes an introduction that states the problem, (*One day after a long day of school I asked my friend ___ if she would like to have an playdate . . . trampolen . . . bikride . . . We didn't know what to do*). The reader is effectively moved through the text by connections between ideas and effective transitions, while control of language and precise word choice communicate effectively (*. . . so I said I know first we can go for a bikride down to the ponds and when we come back we can jump on the trampolen! Ya! She said as we got our bikes out from the garage. 'This is going to be relly fun we said as we rode down the driveway and of into the streets!*) The concise conclusion effectively underlines the topic (*I cant what intell we get back so we can jump on the trampolen. I said as we rode of into the distance*).

Anchor Paper 14

Hi my name is _____ and I'm a cub scout. Every year we have this car contest called the pine wood derby. The scouts and their parents make cars. I've had experience for about two years. Last year my dad and I made surfboard with Sponge Bob and Patrick life pieces on it! We made it look really cool. First we carved out the shape out of a wooden block. Then we painted it blue! The next day we made red stripes on the blue car. For the finishing stripe we added a black one, splayed with this clear stuff, glued the life pieces on, and put stickers on it. When the pine wood derby was over

The pack master awarded me the best in show trophy and the second place fastest in den trophy! Now is it - that cool or what! Well I got to go, bye!

Anchor Paper 14**Score Point 5**

The writing is clear and focused on cooperation, (*Hi my name is _____ and I'm a cub scout. Every year we have this car contest called the pinewood derby. The scouts and their parents make cars.*). The response is well developed with relevant detail and examples (*I've had experience for about two years. Last year my dad and I made surfboard with Sponge Bob and Patric life pieces on it! We made it look really cool.*). The organization includes a brief introduction and the reader is effectively moved through the text by connections between ideas and effective transitions, (*First we carved out the shape of a wooden block. Than I painted it blue! The next day we made red stripes on the blue car. For the finishing stripe we added a black one, spayed with this clear stuff, glued the life pieces on, and put stickers on it. When the pine wood derby was over, the pack master awarded me the best in show trophy*). Word choice is precise (*...I've had experience . . . the pack master awarded*) showing a command of language.

Anchor Paper 15

Once upon a time there was a little girl who had a little brother and they were 15 months apart and their names were Sophia and Sammy. But there was one problem, they would never cooperate with each other. It sounded a little bit like this... "I had that first!" "No I did!" "No I did!" "I get to sit there this time!" "No I do!" So it went on day after day. But one day their mom Maya called a family meeting and said "I've had enough of this, so I've made a list of all the stuff you don't cooperate on and next to each of them I've listed a punishment. but Sophia and Sammy did not like this plan so Sophia said to Sammy if we keep this up we're going to end up with a lot of punishments. So let's be so cooperative that mama will get all feed up and call the whole thing off. "Good idea" said

Sammy. So there plan continue . . . now they sounded a little bit like this... "Do you want to play with our toys with me? O.k Sammy, you can sit there because I sat there last time. But after a while they for got about being super cooperative so they were just cooperative. But their plan did not work, mama did not get feed up at all. In fact maria loved the way this was going and Sammy and Sophia didn't get any punishments. Then from there on there was never discooperation for as long as they lived.

The End.

Anchor Paper 15
Score Point 6

This response is exceptionally clear and focused on the topic (*Once upon a time there was a little girl who had a little brother and they were 15 months apart . . . But there was one problum, they would never cooperate with eachother*). It is thoroughly developed with relevant details and examples (*It sounded a little bit like this. . . “I had that first!” “No I did!”, “ I get to sit there this time!” “No I do!” So it went on day after day. But one day there mom Maya called a family meeting and said “I’ve had enuff of this, so I’ve made a list of all the stuff you don’t cooperate on and next to each of them I’ve listed a punishment.” but Sophia and Sammy did not like this plan so Sophia said to Sammy if we keep this up were going to end up with a lot of punishmats. . . . now they sounded a little bit like this . . . Do you want to play with our toys with me? O.K Sammy, you can sit ther because I sat ther last time*). The organization moves the reader smoothly and naturally through the text and is a well controlled chronological presentation with clear connection between ideas (*But after a while they for got about being super cooperateive so they were just cooperateive. But ther plan did not work mama did not get feed up at all. In fact mama loved the way this was going and Sammy and Sophia didn’t get any puishments. Then from ther on there was never any discooperation for as long as they lived.*). As a result the reader moves smoothly and naturally through the text. The mature command of language (*. . . next to each of them I’ve listed a punishment . . . so there plan continuide. . . In fact mama loved the way this was going*) makes for a compelling text.