



**English Language Arts  
Grade 5  
Scoring Guide for  
Released Item # 31  
Writing from Knowledge  
and Experience  
Fall 2008**



## PART 3

# 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 (such as dictionaries, grammar books, or spelling books) for this test. Use only a No. 2 pencil.

Use the checklist for Part 3 to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

Turn the page and follow along as I read the prompt to you.

**WRITING FROM KNOWLEDGE AND EXPERIENCE****31 WRITE ABOUT THE THEME: REACHING YOUR GOALS**

It is important to set goals in life. Goals are things that we want to achieve.

Goals can be big or small. A big goal would be to compete in the Olympics. A small goal would be to swim the length of a pool. Write about reaching your goals.

Do **ONLY ONE** of the following:

write about a goal that you set for yourself and how you achieved it

**OR**

write about a goal you would like to achieve and  
how you can reach it

**OR**

tell about someone you know who reached a goal and  
explain how that person did it

**OR**

describe someone famous who has reached a goal

**OR**

write about reaching your goals in your own way.

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

### **DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written on the lines in Part 3 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?

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## **NOTES/PLANNING**

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

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- 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 or insufficient**

**B – Written in a Language other than English or Illegible**

**C – Blank**

I set a goal for my self  
by competing and every single  
sports so far as football and  
basketball.

**Anchor Paper 1****Scorepoint: 1**

The writer attempts to focus on the goal of competing in sports. However, there is no development and no organizational structure to this brief response.

I want to have a car, mansion, plasma t.v., and every game in the world with a game cube, xbox, ps3, ps2, ps1, PSP, video iPod, and an awesome little westie. I'll have a hard working job where I could get lots of money to get the stuff.

**Anchor Paper 2**  
**Scorepoint: 1**

The focus of this response is unclear. The writer makes a list of wants but does not focus on one specific goal (I want to have a car, a mansion, a plasma t.v.....). Although the writer states how their goal (getting items) will be achieved, each idea and overall content is undeveloped.

The goal I would like to achieve is being an astronaut. I will do good in science/math besides who knows what wonders lies out there. I would like to achieve this goal because it's my destiny to be an astronaut.

**Anchor Paper 3****Scorepoint: 1**

This response provides a single goal (being an astronaut), but lacks development and examples necessary for a higher score point.

My goal is to loose-wight by next year.  
I can reach my goal if I do more exersizes.  
I would like to be more athletic so I could play  
longer. If I ever reach that goal I will be  
happy. I wish I could be skinny. When I  
do a bunch of exersizes I will be  
skinny that is my goal.

**Anchor Paper 4****Scorepoint: 2**

This response is occasionally clear and focused. There is an attempt to focus on the goal of losing weight. The writer lists different reasons why this goal is important (could play longer, I would be happy), but each remains underdeveloped. There is little evidence of organization beyond a list.

I'm writing about achieving a soccer goal I will tell you more in the next paragraph.

When you set a goal you have to achieve it to I set a goal to play soccer and run alot, last year I did not do so well so I set a goal to achieve playing again next year. In a few days I have brought soccer game. I will try my best to score a goal. I set another goal to make a goal. I have not made one yet but I will try. It least I achieved ino starting up soccer again.

**Anchor Paper 5****Scorepoint: 2**

The focus of this response is achieving a soccer goal. The writer attempts to give some details of events leading up to playing soccer (set a goal to play soccer and run a lot, last year did not do well, playing again next year). Ideas and content of how the goal will be achieved are repetitive and underdeveloped.

I + was the first day of the  
 Sommer and me " that's  
 me. And my family  
 Mom, Dad, , We were going to North  
 Carolina to see my brother in law  
 And my sister an are  
 Married. I + was a long ride there. And we  
 seen cows, ducks, horses, and sheep, cattle. And  
 as soon as we get there i seen chicks.  
 Marin stuff her apartment and a  
 Practice gun for practicing shooting at targets  
 and then we went to the ocean to  
 swim but not to far out. And Me and  
 My got dragged back to shore. And Me and  
 My family wanted to do something fun  
 So I said why don't we go to the  
 Repley's believe it or not museum. And  
 Mom and Dad said why not. So i thought  
 about my goal in life to get a  
 hammer head shark. And then there were  
 people that train sharks. And then I peted  
 a hammer head shark, and a Tiger Shark it  
 was a lot of fun peting a shark. And I

thought And i said "I" "Reached"  
"my" "goal" "in" "life".

**Anchor Paper 6****Scorepoint: 2**

The focus of this longer response is only occasionally clear. The response includes a lot of details concerning the family trip at the beginning and the middle of the narrative (who was going on trip, animals seen on trip, activities). However, only brief development at the end of the response focuses on the goal (so I thought about my goal in life to pet a hammer head shark). There is little evidence of organizational structure.

My goal is to become a vet. I will start out by reading books on animals and vets. Then I'll try to become a vets assistant or work with animals. With the money I get from that, I'll save up to go to collage and study biology or animals. That would be my next step.

After my four years of collage, I'd go to medical school for another few years. Then I'd try to find a job as an assistant and work my way up. In my years as a vet I will try to help as many animals as possible.

**Anchor Paper 7****Scorepoint: 3**

This shorter response has a somewhat clear focus on a goal to become a Veterinarian. Although writing is shorter in length, content is partially developed with a progression of ideas and details of how to achieve this goal (start out by reading books on animals, become a vets assistant, go to college with money earned). Some evidence of an organizational structure is given by the use of transitions (then, after).

This is one of the "Goals" I achieved. I achieved reading an AR 6.0 point book, with at least 17 chapters & it was at a fifth grade reading level. Reading the book "The Devil in Ol' Rosie," was kind of difficult to finish, but I achieved it and it felt good too. I would recommend this book to any fifth grader in Michigan. (Book by, Louise Morse.)

I achieved this goal by reading 2-3 times a day & at least 2-3 chapters. This book inspired me in many, many, ways.

Something that would relate to this goal would be the time when I first read a chapter book. It took me many days to finish it. The book was called "Samantha's Christmas," it was an American Girl Doll book. But in about 3 weeks I finished the book & achieved that goal.

**Anchor Paper 8****Scorepoint: 3**

This writing is somewhat clear and focused on achieving a goal of reading an AR 6.0 point book. The writer uses some details of how this goal was achieved (I achieved this goal by reading 2-3 times a day). However, examples and details are limited and only partially developed.

My goal is to be a Nascar Nextel ~~cup~~ race car driver but first i have to race Go Karts then if im good some-  
body might hire me to drive their  
race car then if im good i could get  
another offer and pretty soon i good be  
in Nextel cup and if i do my goals  
would be to have fifty wins, seventy-  
five top fives, hundred top tens, two  
championships, and five thousand laps  
led! If that doesn't work im going to  
follow in my dad's foot steps and be a  
mechanic and fix cars because i think  
it would be cool to work with my  
dad and i think it would make him  
proud. If that doesn't work i would  
like to be a semi driver i first got  
interested in semi's when i was six  
years old also i like to travel and be  
on the road but i don't know which  
one i will be and won't know  
till im a couple years older and  
all i can do right now is hope for the  
best.

Anchor Paper 9

Scorepoint: 3

This writing is somewhat clear and focused on possible occupations. The writer introduces three goals (Nascar Nextel racecar driver, a mechanic, and a semi driver). There is evidence of organizational structure with the connection of ideas. The writer transitions from one idea to the next (Also, If that doesn't work...). However, development is only partially successful for each goal.

Spinning!  
It was a hot Saturday morning but it was chilly inside the Troy Sports Arena where I was trying to do a two foot spin. I had been taking Ice Skating lessons for about a year, and now we learning how to do a two foot spin. They were really hard and I thought that I wouldn't ever learn how to one correctly and stay on the same level for a long time, and never pass the test.  
So I went to lots of open skates with my friend (who was on a higher level than me), and she was trying to help me too. But I still didn't do it finally, while I was practicing right before the test, I did it! I did a perfect two foot spin!  
I was so happy! I took the test and guess what? I passed! Right after I my badge, I quickly skated off the ice to tell my mom.  
She was proud of me and I was too. I had reached my goal, done a two foot spin, and passed my test! Wow!!

Anchor Paper 10

Scorepoint: 4

This response is generally clear and focused on the writer trying to successfully do a two-foot spin and pass the ice skating test. Functional organization and relevant details are shown in the steps that the writer took to achieve the stated goal (took skating lessons, practicing, passing test). The writer uses transitions (so, finally, right after) to move from the introduction to a brief conclusion.

### Up, Up, and Away!

It all began on October seventh two thousand and six. When I had to reach my personal goal, I was going to jump off the ten meter platform at Oakland University. It was that day that I knew that I was going to reach my goal.

First I creeped up the long, winding staircase leading up to the ten meter. I found my teeth chattering when I got to the top of the platform. I wondered aloud "Wow this sure is high up!" How I felt up on the platform I was frightened. It must be the height, because I can't see my mom anymore. If you've ever jumped off a ten meter then you know what I mean.

Next I was ready to jump off. I took three deep breaths, and my feet stepped right off the board! I fell down, down, and down before my body hit the water with a hard "plunk!" Right when I hit the water I felt pride rush over me. My head poked out of the water only to see my mom with a smile on her face.

I ended up going off the ten meter fifteen more times. Each time my body hit the water with loud PLUNKS! The ten meter was so much fun. I love going off the ten meter felt like I was falling off a cliff. Every time I went off the ten meter my favorite part was falling down, down, and down. I loved the ten meter.

Going off the ten meter was like sky diving out of an airplane! I loved feeling the cool air as I jumped off of the ten meter. Have you ever jumped off a ten meter?

**Anchor Paper 11****Scorepoint: 4**

This response is generally clear and focused on the goal to jump off the ten meter platform. Functional organization is shown through the use of transitions (first, next) to move the reader through the process of achieving the goal. Precise word choices are used to support meaning and emphasize feeling (I crept up the long winding staircase, I found my teeth chattering). The writer develops the idea of getting to the platform and jumping with relevant details.

My best friend had a 3 mile race to complete today. She came in first and this is how she did it. It was on a Tuesday that my friend called me and told me that she signed up for the 3 mile race. She told me that she needed a lot of training to achieve that goal. So the next day at 12:00 sharp I went to her house and we played gym. I was the gym teacher so my job was to get her ready for the 3 mile race. I got all prepared. The first thing I did was to see how many jumps she could do on a jump rope. She got 20 but then it was out of time. The next thing we did was see how fast she could run from the house to my house. The results were 2 minutes and 11 seconds. After that we were hungry so we went in to have a snack. When we came out with our apples I told her that we will be ready for the race in

no time, the next day my mom drove us to the high school track to practice. Each run that she did was a mile. We practiced and practiced. Every time she ran, her time went faster and faster. About 3:00 pm we had lunch. All we had was healthy food like apple, juice box, peanut butter and jelly and noodles. We were exhausted. The race was the next day we arrived there at 7:00 am. She was the first one to go and run. There was like 10 other girls running with her. When the gun fired off my heart started to beat. She ran already 2 miles and she was ahead of every one except this girl she was 1 feet away from her. My best friend started to get tired but she was determined to win. Then almost to the finish line she won. I was so happy! That is how my friend achieved her goal.

Anchor Paper 12

Scorepoint: 4

This writing is generally clear and remains focused on helping a friend complete a three mile race. Relevant details and examples of how the goal was obtained are given (jump roping, running from house to house, we practiced and practiced). The writer uses transitions to move from one event to the next (the first thing, the next thing, after that). Text is generally coherent and organized.

## Reaching My Goal

A long time ago I'd love to sing. I'd listen to little kid music like three blind mice, I'm a little teapot and more. Then I said I want to be a singer.

As when I was growing up I started to listen to different music. Like rapping and hip hop. My mom said that I should join choir. I told my mom that I was going to be scared in front of people. At my school my music teacher had choir sign up. I thought that I should join it. So I did.

When ~~my~~ music teacher had everybody who ever join choir come to her room we had to sing songs on the over head. When I came home I had this choir permished slip in my hand to give to my loveable mother. I put the slip on the kitchen table and went to play outside. At like 6:00 pm or 5:00 pm it was time for dinner. I sat down at my delisces rice and corn with tortilla and then I noticed. Hey where did that choir slip. When I got done with dinner I quickley got out of my chair and looked for the choir slip.

At 9:30 pm it was time for bed so I said to myself, "Who needs the paper. I don't have to be in choir. Then fell dead asleep. When it was time for school I got on my clothes and shoes, back pack, and binder and ran out the door. Then I got to school. I took out all my papers out my binder and gave it to my fourth grade teacher. So "said my teacher, "your joining choir." "Um... No I'm not. Why is this slip filled out. That's where it is. I thought to my self. "Who every is in choir, please report to the music room.

When I got to the music room there was words on the overhead for a song. As I looked at the words and sang them I had fun. I thought to my self this isn't so bad after all. When I got home from choir. My mom told me, "Your Aunt called. She wanted you to sing somewhere over the rainbow at D-day. I told her you had a beautiful voice. Other of my family members called at my my house that following weekend. People wanted me to sing at sleepovers, talent shows, birthday parties, and lots more for my family. I was scared to sing at a lot of places. My mom told them that I wanted to be a singer!! You know what. I'm going to follow my dreams keep singing and reaching my goal. Singing is my best goal.

**Anchor Paper 13****Scorepoint: 4**

This response is generally clear and focused on the goal to become a singer. The writer uses relevant details of signing up for the choir as means for reaching the goal. Although the response exhibits some unevenness (writing about a lost permission slip to details of eating dinner), ideas are developed and coherent. The organization is functional. Dialogue and varied sentence structure add voice and support meaning.

## The Big Round

I love to swim. In swimming class I enjoy the challenges. But, one day in class my swimming teacher gave an announcement. Whoever could swim 100 laps would pass on to level 5. Suddenly I had a goal. I would swim those 100 laps, that was my goal, and I achieved it.

I jumped into the pool. But, the second I touched the water I felt like jumping out. It was freezing! sending a chill down my spine. I began to jump up and down to get warmer. Suddenly, I stopped in mid-jump and remembered, "Today is the test!" My teacher explained the rules, "no stopping, no splashing, no colliding." she blew the whistle, and we were off! "1, 2, 3, breath, 1, 2, 3, breath!" I kept chanting to myself. My feet and hands were tired, and my muscles were sore. I wanted to stop. No, no, no. I won't stop! I wanted to pass really bad. The water flew up my nose. I felt the stinging surge through me but I could care less. I refused to let my strokes get sloppy. "10 more laps," I thought to myself. I could hear my teacher saying and shouting comments, and

advice. But I was focused. But I could tell I was falling apart.

Almost there!" my teacher shouted. "I more, I more, I more!" I chanted. My feet weren't cooperating, neither were my hands. I kicked harder with my legs. Faster and faster, trying to pull myself together for the last length. I made it! What a relief. I was tired and sore all over. But I had reached my goal.

I will never forget how happy I was. I worked hard to reach my goal, but when I accomplished it, it was worth it. Even though I had cramps every where that day, I was so proud and glad to ease. Goals are not easy to reach but if one works hard and accomplishes these goals it's worth it.

#### Anchor Paper 14

Scorepoint: 5

This writing is clear and focused on the goal of swimming 100 laps. The content is well developed with clear descriptions (sending a chill down my spine, I felt the stinging surge through me). Appropriate dialogue ("1,2,3, breath, 1,2,3 breath", I kept chanting to myself) adds voice to the writing. The control over organization and the connections between the ideas effectively show the writer's determination to complete the goal (I wanted to stop. No, no, no, I won't stop, I refuse to let my strokes get sloppy).

Yes! It was finally the last week of school. Everyone laughed and cheered down the hallways on the way to gym. It was the second to last day of gym. All of the third grade classes combined into one gym class. Mr. , the gym teacher, told us we were going to have recess for the whole gym period. So we grabbed some sports equipment and dashed outside. But Mr. didn't grab jump ropes, but orange cones.

Mr. whittle blew and he told us to get in a line by the side walk. We all stopped playing and quickly got into a line. He said, "We're going to see whose the fastest kid in third grade." Everyone was excited, but not me. I thought I was very slow because I always lost in a race. Like the time I raced my friend . I crashed into a tree once . won. So I didn't want to race, but I had to. Mr. would call five people at a time and they would race each other. I was called up first. Believe it or not but he called out four other people that faster than me! I walked up to the starting line like a miserable snail. But I didn't care if I lost the race. Mr. shouted, "On your marks!

Get set! GO!\* We all ran the same time and I got faster than I ever knew. As I ran, my heart was beating fast as a flaming bullet. I was a little tiny bit away from the fastest kid that was about to make the finish line. Suddenly, I ran a little faster and made the finish line before anyone else did. Unbelievable! I became the fastest 3rd grader and I didn't even know it. Everyone cheered for me because I beat the fastest and meanest kid in third grade.

Racing is very fun for me now. I didn't want to race but I did and I won. I still believed in myself and I actually achieved my goal in racing. I was known as the fastest kid and I was proud of myself. My reputation was now cleared and everyone was proud of me. This has inspired me to join track in middle school!

Anchor Paper 15

Scorepoint: 5

This writing is clear and focused on an end goal of winning a race. The content is well developed and relevant details are given to show the writer's lack of enthusiasm to race (everyone was excited, but not me, I walked up to the starting line like a miserable snail). The writer controls and organizes the response by effectively showing progression from not wanting to race to actually winning (racing is very fun for me now. I didn't want to race, but I did and I won). Precise word choices (dashed outside, fast as a flaming bullet) demonstrate a command of language.

"Reach, reach" my swimming teacher, urged me. Today was my private swimming lesson and I was trying to reach my goal of swimming the whole length of the pool without being afraid of the deep end and stopping. "Would you like to swim a length today?" asked me as she did every lesson. This time I surprised myself.

"Yes" I replied!

"Okay! Remember the deep end isn't as deep as you think!" I started off from the wall. Powerful strokes soon brought me to the middle line marking the area where the pool got really deep. I stopped.

"I don't know," I said, "it looks awfully deep."

"Would you like to practice more here so you're really confident and you can reach your goal without any trouble?"

"Sure" I answered grateful to her for not being mad at me.

"Why don't you swim to the wall?" I nodded and swam neatly to the wall. "You know, your strokes are exquisite, I'm sure you could swim a length if you wanted to." complimented me.

"Maybe later" I said unsure.

"Alright let's practice here some more." Well practice is what we did. We practiced till I felt so tired of

practicing, finally I said  
 "You win, I'll swim a length." smiled encouragingly  
 at me. I pushed off hard from the wall and then started paddling.  
 All too soon I was at the middle line. I made my decision and kept on going. Breathe stroke stroke Breathe stroke stroke  
 The steady rhythm of front crawl calmed my fears. As long as I didn't look down to see the deep deep deep...  
 I'd better not think about that. Suddenly I felt my hand brush the wall. I'd made it! I definitely achieved my goal!  
 Yes!! Grinning ear to ear I got out of the pool. I heard  
 Heard and my parents compliments that inside the best thing of all was achieving one of my goals.

### Anchor Paper 16

Scorepoint: 5

This response is clear and focused on the goal of swimming the whole length of the pool. Appropriate use of examples and dialogue add voice to the development. The writer tightly controls and organizes the response by starting with a quote from the swim teacher (Reach, reach my swimming teacher, urged me), and continues with the teacher's encouragement in the conclusion ( smiled encouragingly at me, I heard compliments). The language is well controlled with some precise word choices (exquisite, grinning ear to ear).

Once upon a time, in a rain forest deep in the middle of a unknown continent, A family of tree frogs lived on a old yew tree. On a particular day in August, Hoppy and eight of his older brothers, and one sister were all eating their mashed tree-mushrooms, when Steven, Hoppy's ninth brother burst in: "Come on! I've found the perfect limb for tree jumping! It must be two feet wide!" Now, that might not sound like much to you, but two feet to a frog is like the length of your bedroom to you. Hoppy's ten siblings shoveled the last of their mashed tree-mushrooms in their mouths and hopped out the door, cheeks bulging. Only Hoppy was left, staring at his mashed tree-mushrooms. "Now, why aren't you tree jumping with your brothers and sisters, Hoppy?" his mother asked, cleaning the acorn tops they used for dishes. "I can't hop two feet! That's much to far!" Hoppy said, stirring his mushrooms. "Well, at least you should try or watch your siblings

do it." His mother said pointedly, "All right." Happy sighed, ate the last of his food, and hopped out the door. When he finally reached the place seven described, everyone was jumping already. "Why aren't you jumping, Happy?" Tim, Happy's one sister asked, landing beside him. "It's too far," Happy said, gazing at the jumping brothers. "Just pretend your Superfrog." Tim said, continuing to jump. Happy leaped to the starting spot. He ran to the edge and leapt. He missed by a longshot. He felt the sensation of falling, falling until he landed with a plop in the mud. Above he could hear laughing and taunting as he lay there, limp, burning with anger. As he lay in bed that night, laughter and jeers still ringing in his ears, he sat upright and said aloud, "I'm going to jump that limb." That morning he woke up early, ate breakfast and went down to the jumping limb. He dipped his legs in plant milk, so he would leave a mark on the limb as proof. He missed a few times but as he got ready, a panther climbed down and snarled so suddenly, he jumped with the power of his own jump and the jump in fear got him across! He signaled the workers and hopped home, the feeling of victory carrying him home.

**Anchor Paper 17****Scorepoint: 6**

This exceptionally clear and focused response moves the reader through the anxiety of a frog (Hoppy) trying to achieve its' goal of jumping a limb. The writer thoroughly develops this narrative by using appropriate dialogue to show the frog's interaction with its' family to jump the limb, and the fear Hoppy was experiencing (I can't hop two feet! That's much too far!). Tight control over the organization moves the reader smoothly and naturally through the text by showing consistency of feeling unable to jump, continued family encouragement and ending with the feeling of victory for achieving the goal.