



**English Language Arts  
Grade 6  
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: HOPE**

Sometimes people's hopes are big and sometimes they are small. People may hope for a better life or simply for a better day. They may have hopes for themselves or for others.

Do **ONLY ONE** of the following:

tell about a time you did or did not get what you hoped for

**OR**

explain how having hope for yourself or for others can help you

**OR**

tell about a time when people shared hope with others

**OR**

describe what you hope for in your future

**OR**

write about hope 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 hope for a car a money and a big house and a woman and a dog a arcade games and a butler and a wide screen tv in the city would like to have my face on bus and I was a siber and video games and a pool an a orme so I could lead them to vitory and we will win the war and I will own stores and I could games for free. and I have 20 car and women line up. and I hope everyone get jobs so that they have money for some food. and the kids would have books to read and a pet in case you don't have friends and some shorts for the homeless and a bleate and schools so the kids can learn math read spelling writing some after school activities a shop for cars.

## Anchor Paper 1

## Scorepoint: 1

The focus of this response is unclear. There is no noticeable organization structure to the ideas presented in this response (a butler and a wide screen tv in the city would like to have my face on bus and I was a celebrity and video games), and the ideas remain undeveloped. There is a lack of control over writing conventions.

In the future I hope for a nice house and I want to get a dog, two of them. I want to get a Golden Retriever and a black lab. Also In the future I hope I can become a professional hockey player and during the off season I want become a lawyer, I also hope I can build a house in Denver, Colorado. Also In the future I hope that I have a nice wife and I hope that I go to Michigan State college and play for their hockey team. I also hope In the future that my brothers come live by me and I also hope that I get to see them when I get older.

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

The focus of this response, which randomly lists the writer's hopes for the future, is unclear. Ideas and content are neither developed nor connected. A clearer, more sustained focus would be needed for a higher score.

Once day I hoped that  
in gym class would not  
go swimming. But we did  
so then I hoped that it  
be a short gym class it was.  
so I come to the conclusion I  
hate gym.

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

The writer attempts a single focus with a tiny story about hoping to not have to go swimming in gym class. However, there is almost no elaboration or specifics presented in this very brief response. More development would be necessary for a higher score.

In the future I hope to play varsity basketball at Novi. After that I hope to get a scholarship to a big school hopefully Michigan State. After that I hope to play in the NBA as a point guard for the Detroit Pistons and make a lot of money.

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

The writer attempts a single focus about hoping to be a basketball player and organizes the ideas into a logical sequence. Although brief, enough details are present (varsity, scholarship to a big school, point guard) to elevate this response to a 2.

I hope in the future when I am older I will... Go to colledge and get a good job as a teacher or a vet. Then I hope to get married and have a famley. I hope to live in the same house I live in now. I want this because I want to have kids & I need a good job to take care of them. And my house is perfect for 2 kids. Most of all I hope to have a good life with a good education. That is what I hope for in the future.

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

The writing is occasionally clear and focused. The writer attempts to organize the ideas and sustain a focus by using simple transitions and by stating why the writer's particular hopes are important (I want this because I want to have kids and I need a good job to take care of them). However, the content remains underdeveloped and somewhat vague with only a few general statements rather than specific details.

Have you ever hoped for something that you want or need? Well I hope for more money and piece in the world.

I hoped for money because we need a bigger house to live in not one with 3 bedrooms we need 4 to 5 bedrooms I hoped for piece because I think there should be piece in the world from all wars and other bad things that have been going on.

One or two more examples are more money to pay the bills and to buy food. Also piece would be from bullets and just that people don't do anything wrong to hurt or kill someone or others.

There are somethings you shouldn't hope for like, I hope someone dies. I think people should hope for good things. You can hope for powerful things.

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

The focus of this response is only occasionally clear and shifts back and forth between hoping for more money and hoping for world peace. A few details for both ideas are given, but each remains underdeveloped. Stronger organization and clearer connections among ideas would help elevate this paper beyond a 2.

I hope to get a new gokart this winter.  
I hope I can get it this summer I have  
been wishing for this for a long time.  
I wish I can drive it and the snow and up  
the mountain and up the dirty road and doing  
donnutes in the street an in the grass. I could  
drive to the store or the pizza store. If I  
can get this gokart I would wash it evry day  
so it can be clean and shiny so that it can  
hurt your eye. I am going to put me sum rims  
on it so it can set up hight I will be a inguin  
remover for you gokart I can be in a drag races  
with people and make money so I can get a  
a lot of them so I can make my own busisness  
and start highreing people and pay them \$7.50 a hour.

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

This response has a single focus on the hope of a new go-kart. Some organizational structure is provided, and ideas are partially developed with examples (I would wash it every day so it can be clean and shiny so that it can hurt your eye, I can be in drag races with people and make money so I can get a lot of them so I can make my own business) that relate to the topic. Errors in writing conventions and language use only interfere with meaning some of the time.

One day I was at school and the teacher said to us they were having a Spelling B Contest and she said who ever want to go sign up in the office so after school I went to the office and signed up and this lady gave me a book so I can study the words and she said who ever win get \$1,000 cash so I went home and studied and I had hope that I was going to win so I went to bed. The next day and got up brushed my teeth and ate and my dad dropped me off and he said do your best and I said okay so I went inside and it was about to start I was up first so I had to spell disappear and I spelled it right so we kept on playing and at the end the announced who had the most point and it was me and I was so proud. So don't ever give up hope I mean never.

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

This narrative response is somewhat clear in focusing on a spelling bee. The writer is partially successful in the use of examples and details. There is evidence of organizational structure, but it is at times ineffective (So I went to bed. The next day and got up brushed my teeth and ate and my dad dropped me off). The vocabulary is basic, and although there are errors in writing conventions and language use, they only interfere with meaning some of the time.

Have you ever wondered what you would hope for in your future? This is what I would hope for.

First, I'd hope not to get any late assignments in school because my parents will get mad and I will be punished. I also would not like to get late assignments because at the end of the school year, if I didn't, I will feel proud of myself.

Second, I'd hope to go to University of Michigan because I think their education is better than some of the other universities. Also, one of my counselors from camp goes there and he speaks very highly of it.

Finally, I would hope for a motor scooter because you don't need to use any energy when you ride it. That way, I can go to places on my own instead of going with my parents. I think I would feel very grown up.

As you can see, these are the three things I would hope for in my future, not get any late assignments, go to UofM, and get a motor scooter. What would you hope for?

**Anchor Paper 9****Scorepoint: 3**

This writing is somewhat clear and focused. There is evidence of organizational structure with an introduction, a description of three separate hopes for the future (not to get any late assignments, go to the University of Michigan, a motor scooter), and a conclusion. The writer uses simple transitions to move from one idea to the next. However, the three main ideas are unrelated to one another, and each one remains only partially developed, preventing a higher score.

I am writing about when I didn't get what I hoped for. The year was 2001. And it was December 24, Christmas Eve. Santa would be coming! That Christmas I had wanted and put on my Christmas list, a new portable CD player. I wished and hoped for it so much my parents were going crazy! We already had presents from them under the tree but we were waiting until tomorrow morning to open them up. "It's time to go to bed now" my mom said to my brothers and me. When we woke up in the morning, we snuck out of our rooms and went into the livingroom and found a huge Game table and our stockings were full! We opened our presents when my mom and dad woke up. But I never got a new CD player. I was really disappointed but that day was so much fun I almost forgot about it! Even if I didn't get what I hoped for I had a Great Christmas because of my friends and family!

Anchor Paper 10

Scorepoint: 3

This writing is somewhat clear and focused. There is evidence of organizational structure and transitions are used to connect one idea to the next. However, details remain only partially developed and a key idea is left entirely unelaborated (I was really disappointed. But that day was so much fun I almost forgot about it...because of my friends and family!).

## Just Have Hope

At my old school there was a girl named \_\_\_\_\_ was a little bit overweight and other kids made fun of her. \_\_\_\_\_ rode my bus and we would sit by each other everyday. She would tell me about her day, whether it was good or bad. Also, I would tell her about mine. We would always just talk about everything and give each other advice.

I remember one day on the bus was crying. She said kids called her mean names like "fat" and "chubby". I told her not to listen to those kids no matter what they say. Just to be confident and hope for the best in life. You know what, she listened.

After that \_\_\_\_\_ didn't worry what other kids thought of her. She was happy with herself, even if she was a little overweight. That day, \_\_\_\_\_ and I learned a lot. We learned to have hope and faith in life and to not to listen if someone else says something that hurts your feelings. I haven't seen \_\_\_\_\_ since then, but I hope and know that she still remembers what I said.

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

This brief but coherent response is generally clear and focused on how the writer helped a fellow student ignore name-calling. Functional organization is shown in the progression of ideas from the introduction, which gives the context of the situation, to the concluding lesson learned. Ideas are developed with sufficient details and word choices (bit overweight, give each other advice, be confident) support meaning. Some variety in sentence structure and transitions is apparent.

Sometimes people hope for things but is it doing them any good to hope? I guess it sometimes will and sometimes won't. When things you hope for come true you will feel happy. When things you hope for don't happen you feel sad and disappointed.

Once I was studying for an hour every night for a week because the next day I had to take a really big science test. Before I took the test I hoped I would get an A on it. A week later when we got our tests back I looked at my paper and it said I got 98% on it! I was really happy because my hope came true.

One day I hoped that I wouldn't get any homework that day because my friends and I were going skating later that night. By the time school was over I had three pages of homework, a test to study for, and a book to read. After I got done with all my homework it was late at night, I had

to go to bed, and I didn't get to go skating. I was disappointed because my hope didn't come true.

So I guess hoping for something can be good or bad just don't be too upset if things don't work out the way you hoped they would.

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**Anchor Paper 12****Scorepoint: 4**

This response is generally clear and focused. There is evidence of organizational structure with an introduction, an example of when a hope came true, an example of when a hope didn't come true, and a related conclusion. Transitions (Once, One day, By the time) move the response from one idea to the next, and there is sufficient development overall with relevant examples where appropriate.

I was hoping I'd get on the basket ball team. I was studying the rules for a long time. I knew every type of shot and every type of pass. It was time for tryouts and I was very nervous. I knew that I made a lot of mistakes. It was time to announce who got on the team. I was last in line so the coach would tell me last. I was nervous again, I was sweating like crazy. It was time to tell me if I made it. He got to me. looked me in the eyes and I thought I didn't make it. Then he nodded and I jumped and yelled 'yes'!

Then our first tournament came. I was nervous all over again. It reminded me of tryouts. We beat our first game 20 to 10 and we were in the semi finals. Then we lost that game 15 to 14. The other team scored at the last second.

Our coach turned to us and ask "Why are you crying? It's double elimination." We didn't know what that was we all asked "What's that?". He said it was a tournament where you have to lose twice to be kicked out. We all felt very relieved.

So go where in the game before the finals, were all nervous because we have to win this or we're out. It was a real close game. We scored a buzzer shot when it was 12 to 14. We thought we tied but the scoreboard said 15 to 14.

The refery was saying we made a three pointer. We won were going to the finals. We're in the fourth quarter. We had ten seconds to go. It's the other teams ball. I take the ball away. Pass it to our best long range shooter. He shoots it it looks like he was going to miss. He makes it and we won 16 to 17. We all got gold trophies and one each got a big one. I hoped I'd get on the team and did. I hoped we'd win the tournament and we did. I was a good year for me.

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

The writing in this response is generally clear and focused on making, and then playing for, the basketball team. The response is generally organized and progresses from working to make the team, to the team announcement, to tournament play, and finally to winning the championship. Several relevant ideas are presented, but there is some unevenness of the development of those ideas. Lapses in writing conventions are not distracting.

## HOPE

Have you ever had a time when hoping for the best was all you could do? Well, for \_\_\_\_\_ and her family that was the case.

"! Stop watching T.V. and help me pack. We are never going to get there!" \_\_\_\_\_ got up and helped her mother pack socks, jeans, shirts, and other things into a bag. They were going to spend the weekend up north in a log cabin. Her little brother \_\_\_\_\_ was putting his shoes on. "Let's see," said her mom, "We have bikes, food, clothes, and fishing poles. That's about it." \_\_\_\_\_ couldn't believe summer vacation was almost over. She was sure \_\_\_\_\_ was excited about going to pre-school. \_\_\_\_\_ looked down at \_\_\_\_\_ and said, "Go outside to check on my bike while I get my CD player." "Ok," answered \_\_\_\_\_ in the sweetest voice. \_\_\_\_\_ knew that her brother really liked her bike. Suddenly she heard her mom scream, so she ran to see what was going on. She saw her bike tipped over and \_\_\_\_\_ laying on the ground, she ran towards him, "What happened?" she asked as if she

didn't know. \_\_\_\_\_ tried to ride your bike, he fell, and is not responding," her dad said.

They took \_\_\_\_\_ to the hospital. She knew that they could only hope for the best. Grandma \_\_\_\_\_ was there, next to other family members waiting for results. \_\_\_\_\_ knew that they all shared the hope that her brother would be okay. They were all very worried. She could tell her mom had been worrying a lot.

Finally the doctor came out, "It seems like he got hit in the head pretty bad, and he landed on his arm so his arm is hurt too, but in two days he can go home." he said. Mom sighed \_\_\_\_\_ was glad her brother was not that bad, maybe it could've been worst if not many family members came to share their hope with them.

**Anchor Paper 14****Scorepoint: 4**

This response is clear and generally remains focused on \_\_\_\_\_ brother getting hurt. The writer develops the text with relevant details to describe what happened and how the family members were worried and hoped for the best. Despite a small lapse in focus (She was sure \_\_\_\_\_ was excited about going to pre-school), there is an overall progression of ideas demonstrating functional organization.

I am going to explain how having hope for yourself or for others can help you really hoped for getting good grades in school. But there was one problem. loved to goof off and have fun all day long; he never studied for test that he hoped to get a good grade on. was failing in school, but was an excellent athlete. could go out and just run, run, and run. He enjoyed playing soccer at recess. In competition for soccer leagues he could get the ball and score the majority of the time. hopes for grade never improved, but he always had room to improve on the pacing skills for track and soccer tricks. When father saw how good of an athlete he was, but his grades were so poor he got into tutoring and hoped that would help hit a brick wall! He would never study for tests or quizzes all he hoped for was to have good grades to play sports and run track. dad thought, "This is going to far"! He called

in from outside and had a talk with him about his grades.

Finally got into his right shoes and listened to his tutor about how to write and to be successful in math. Father hoped that that would work and it did.

grades went up and up he was doing great in all of his subjects!

At the end of the year there was an award that showed how hard one student worked.

was awarded the hardest worker in school, from going from failing to a straight A student.

grades did come through, but only if he tried. hopes for getting good

That is how having hope for yourself or for others can help you.

#### Anchor Paper 15

Scorepoint: 5

This moderately fluent response is clear and focused on how hoped to get good grades. Ideas are well developed with relevant details ( was failing in school but was an excellent athlete. could go out and just run, run, and run). There is control over the organization of the ideas. Some precise word choices (pacing skills, hit a brick wall!, Finally got into his right shoes) contribute to the overall effect of this paper, and lapses in writing conventions are hardly noticeable.

I remember a time when I got what I hoped for. It made me really happy, just as it would do to anyone else. I will tell you all about it.

Every year I had hoped for something, the same thing, and it never happened. Now, I know what you're thinking, "Isn't this story about how she did get what she hoped for?" well it is because one year it happened. Every birthday, every Hanukkah, I kept expecting 1 thing, a puppy. Every holiday, I hoped to open a present and a puppy would leap out at me. Every single year, that's what I hoped, but it kept not happening. Finally one year, it did! Now it didn't happen exactly like I expected, but it happened. On my birthday, I was getting ready to open my presents and I looked at them all. I hoped and wished for that 1 thing, a puppy. "These look pretty big" I thought "maybe one of them is a puppy!" So I opened presents and presents and none of them were what I really wanted. Finally, there was only one left. One flat and small present, it looked like a book. I opened it and it was a puppy training book. Now I had a lot of these, so it

wasn't too unusual, but then I noticed a card on the inside, and I pulled it out and read it "Pick one, any one, but only one" I read, and that's when I knew. I screamed and hugged my parents, and I was so happy I got what I wished and hoped for.

It's been about 8 months since then, and 7 months since I got my puppy. It feels so good to finally have what I hoped for. That's one hope I will never forget I had, and am very glad.

**Anchor Paper 16****Scorepoint: 5**

This response is clear and focused on hoping to get a puppy as a present. The writer effectively organizes the response, utilizes the technique of flash forward for the conclusion, and demonstrates a command of language. Appropriate use of mechanics and a rhetorical question (Isn't this story about how she did get what she hoped for?) add voice to the story. More development of ideas would be necessary for a higher score.

Hope is a very powerful and strong thing. Everything happens for a reason, but with hope, anything is possible.

A couple of years ago, my grandpa was diagnosed with cancer. Once my family and I were informed of this, we were scared to death, and didn't know if he'd make it.

Several months passed. Soon his cancer became bad enough to have to live in the hospital for a while until he got better—that is, if he got better. We were all very worried. Sometimes we'd just randomly burst out in tears during the middle of the day. I usually cried myself to sleep.

As the days went on, his cancer became worse and worse. We would come in to see him at the hospital. We bought wristbands supporting cancer research. One time my grandma and I were both sitting in the waiting room at the hospital. Suddenly, tears just started to fall down my face like snowflakes falling from the sky. All I could think

about was my grandpa. There was only a small chance that he'd live. My grandma leaned over to me and whispered in my ear, "There's always hope."

A week later, a miracle occurred. My mom told me that my grandpa was just suddenly better! The doctors cured him! He'd still have to stay at the hospital for about a week, just for the doctors to be absolutely sure that he's cured, though.

To this day, my grandpa's still living, as active as can be. I love him to death and still can't believe that this miracle happened to us. You wouldn't even think that a couple years ago, he had cancer and was about to die. I strongly believe that it's hope that's what got us here, and when you believe in hope, miracles happen. So whenever it is, wherever you are, just simply remember: There's always hope.

Anchor Paper 17  
Scorepoint: 6

This compelling response is exceptionally clear and focused. Control over organization moves the reader smoothly and naturally through the worry over Grandpa being diagnosed with cancer to hope and ultimately to relief. The writer thoroughly develops this narrative with precise details and imagery that add vividness to the story (burst out in tears, wristbands supporting cancer research, like snowflakes falling from the sky, grandma leaned over to me and whispered in my ear). Mastery of writing conventions adds to the effect of the response.

Hope is a strong, enchanting feeling that turns our lips upward when we have a want or need. It helps us when we're at our knees and lifts our spirits for a brighter future. It could be a nearly impossible hope, such as vacationing on Pluto, or it could be a small want of getting that Nintendo 64 for your birthday. All in all, hope is a fluttering feeling in our hearts that, no matter how humongous that wish is, will always be within us at troublesome times.

Hope comes in all sizes, whether it's that gigantic, glowing ball of hope or that miniscule ray of hope. For example, hope filtered into the lives of the Jewish during the Holocaust. Being forced into concentration camps, they had little hope left of escaping. But some brave Jews still had hope - an awesome power over the thin, breaking thread of life that they still had. They were the ones that escaped from the horrible concentration camps with an unimaginable amount of confidence, courage, and most of all, hope. Hope, whether large or tiny, always have made room in all people's hearts.

By impacting people all over the world, hope has made its mark in the lives of ALL people. At our deepest struggles and most desperate wants, hope floods through our bodies when we most need it. In the Greek story, "Odyssey", Odysseus, a young, but hopeful man faces many dangers to return home. Battling evil enchantresses, giant sea monsters, and

frightening creatures of all types, Odysseus loses many fellow friends. But, this young man still has a power over all others - hope, a mighty strength within our hearts. With this power, Odysseus overcame death-defying dangers and returned home safely. His wife, Penelope, also had her share of hope. Waiting out the ten year wait of her husband's return was not easy. But, with that golden ray of hope, she kept hundreds of dreadful suitors at bay and dangerous enemies out of her door. Without hope, these courageous Greek characters would not have made it very far.

Giving us the mightiest strength in the world, hope has, and will always, play an important role in our lives. With hope, we can conquer the greatest dangers and fight through our most frightening moments. Hope is for our use and for us to share with others. Surprisingly, these four letters, H-O-P-E, has lifted us up from great misery, and has filled our hearts with a wonderful power.

**Anchor Paper 18****Scorepoint: 6**

This exceptionally sophisticated response is vivid, clear and focused. Control over organization, varied sentence structure, and smooth, varied transitions move the reader smoothly and naturally through this text about how hope will always be within us, even at the most troublesome of times. The writer thoroughly develops the ideas with precise word choices and imagery (It helps us when we're at our knees, gigantic glowing ball, hope floods through our bodies). Mastery of writing conventions, advanced vocabulary, and alliteration add to the effect of the response.