MEAP

MICHIGAN
EDUCATIONAL
ASSESSMENT
PROGRAM

Grade 7
Writing

Released Items

Winter 2003

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

GENERAL DIRECTIONS:

This test is divided into three parts that are all linked to one theme or important idea. The theme is printed in the upper right-hand corner of every page of your test booklet. Read the theme to yourself as I read it aloud, and keep it in mind as you are taking the test.

In Part 1, you will be presented with a number of ways to write about the theme. You must choose ONLY ONE way.

You may use a dictionary, thesaurus, grammar book, and/or spelling book for Part 1.

We will begin Part 1 together by reading the information on page 4. As I read page 4 aloud, please follow along in your test booklet.

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME:

MAKING A DIFFERENCE

Sometimes other people make a major difference in our lives. At other times, it might be an event that changes our lives. Write about a life-changing person or event.

Do **ONLY ONE** of the following:

describe how a person made a difference in someone's life

OR

explain how an event made a difference in someone's life

OR

tell how you have made a difference in someone else's life

OR

tell about a time when people worked together to make a difference

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

When you are ready, you may begin your draft.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Page 10 contains the rubric used by readers to score your writing. Nothing written in this booklet will be scored. Your final copy must be written in your Part 1 ANSWER FOLDER starting on page 1.

Michigan Educational Assessment Program
Grade 7 English Language Arts
Holistic Scorepoint Descriptions
Part 1: Writing from Knowledge and Experience

Here is an explanation of what readers think about as they score your writing.

6 The writing is exceptionally engaging, 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 engaging, 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.

Not ratable if:

A off topic

B illegible

C written in a language other than English

D blank/refused to respond

G1

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

On September 11th, people woke up to thier normal lives. Children went to school, adults drove off to work. However, this day wasn't going to be anywhere near a near ordinary. On this day

Score Point: 1

This response attempts to write about an event that changed people's lives, but is undeveloped.

G2

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I was Changed By the events on September, 11, 2001. It scard me When the twin towers Clapest. The People that killed all of those people are vary stuped. I was forever changed by it all. Life is vary fragel and it some times is taken for grantent.

Score Point: 1

This response shows little development of the central idea (events of 9/11) and simply lists some details with no sustained development.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

On Dec. 7th 1942 Japaneese bomb Pearl Harbor and killed alot of men and women. They sunk good ships. The next day The United States declared war. On the 7th every one hered about it in 2or3 mins. That next day they started to draft. When they got so many people the stop drafting. There where 2 leaders B and B they toke 100 men each. They went to take over a hill. And they did.

Score Point: 1

This response attempts to focus on the events of Pearl Harbor. Lack of development of the central idea, and the weak connection between details (the two leaders and the hill), keep this response from receiving a higher score.

G4

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

one time i was seperated from my mom and I went to live with my aunt and I got in trouble in school and she gave me up and I went to a foster Home and one day I called my granny and she gave me the number to where my Brothers live and I called it and then they came and got me and I started visiting and then I lived there and that made a real Big Difference in my Life.

Score Point: 2

Although this response is underdeveloped, and the lack of writing conventions is distracting, it is able to connect some details about a time in the writer's life that made a difference.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One day I was rid ing my bike through the woods and I heard some one screa m I went to were the sound was coming from. Their was a man who was riding thier bike and he had ran into some sheet middle stacked up by the trail. He was bleeding badly in the shin area. I made a diffrince in his life by elvating his leg which made the bleeding stop. He would of die of loss of blood without me.

Score Point: 2

This response is focused on how the writer made a difference by helping a hurt man. Although there is some detail, there is no sustained development of any of the ideas. While there is a progression of thought, there are weak connections between ideas.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I made a diffrence in someones life when I helped my little sister with her schoolwork. My little sister wasn't doing good in school. My little sister is only 3 but the work is still hard. But I think it's hard because they want the children to be ahead. My little sister is in preschool and there teacher gives them work like writing numbers and letters. So when I help her with her work she gets better and better, and now she's able to do the work all by herself and she gets A's on them. Thats how I made a diffrence in someone elses life. And we love each other, that's why we get along so much. Now she needs to help me with my work, if she can!

Score Point: 2

This response has a recognizable central idea (helping her sister), but lacks development. There is an attempt to organize the response (beginning, middle and end), but the absence of details and examples to support the central idea keep it from receiving a higher score.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

The day my life changed was when my baby cousin was born. My aunt and uncle named him D A . He was born in L Hospital on August , 19 . My mom, dad, and I met my family at the hospital that day. I was shocked and happy when my aunt asked me if I wanted to hold him once we got in the room. I said yes, but I could only hold him for about five minutes because there were so many people waiting to hold him. He was very heavy, and the cutest baby I've ever seen. He had the cutest birthmark on the side of his head. It was a black spot of hair wich was so cute because the rest of his hair was blonde.

G7b

Score Point: 3

This response is able to focus on a central idea (the birth of a cousin) with some details (shocked and happy) and examples (cutest birthmark).

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I made a difference in my mama's life.
How? She was going to marry this man
name A , but I said ma please no. please
because he does not treat us right.

That's why my mama brake up with him. I
remember when my grandma went to the
grocery store, she told me to remind her
don't buy anything just go straight to the
mall. I remind ma grandma that made a
big difference in my grandmas life because
I needed it some gym shoes. One day I
caught my aunty down stairs doing drugs.
She was shocked I said why are you
doing this to yourself? She respond

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

back I'm grown I can do these things. I Said you can make a difference in your life. You don't have to do this. She stop! and looked at herself in the mirror, and said you you are right. I think I do need to change and do better, because can mess up my reputation. On Christmas I told my family I had a big Suprise for them? they said what is it? I said Okay here go. Aunty C2 has changed I took her to Jenny Jones make over I made a difference in my Aunty's life. My brother life been Changed by me because when we went to the star theater. Some boys was trying to beat my brother up. I came up there just in time. I said bag up off my brother? they all said okay they left. I said now what did I say didn't I say don't come up here on Saturdays? because they be trying to rob people or beat them up. He said you are right I should a listened. That made him a difference in his life. he got in the Yukon XL and left.

G8c

Score Point: 3

This response is able to stay somewhat focused on the central idea of how the writer made a difference in people's lives, with various examples. Each example is developed with relevant details. However, there is a lack of connection between ideas which causes some distraction and limits the effectiveness of the development.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One afternoon in the summer time I was outside riding my bike. It was quiet and really hot that day when I saw a big 14 year old boy picking on a very little 7 year old boy. They both lived down the street from me. The 14 year old's name was D . The 7 year old's name was J . D always took J 's ice cream and smash it with his bike. He started to do it every day. I asked him why don't you tell he will beat me up. So finally one day the big boy tried to do it again. He took the ice cream. So I took the ice cream and pushed D down off of his bike. I told him don't pick on him. D said why not. So he pushed me. We started to fight. I had won the fight. I went to J 's house and D 's house. Their parents both agreed that D would pay back double the ice cream. So J was

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

happy and D was in so much trouble. Thats how I helped to change someone's life.

Score Point: 3

This response is able to stay focused on a time that the student made a change in someone's life. There are enough details to aid in its development. Although the overall connection of ideas helps to unify the paper, simplistic sentence structure and vocabulary keep this response from receiving a higher score.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

September 11, 2001 morning. People were getting ready for work, when other people were hi-jacking planes and nobody knew what was about to happen. The World Trade Center was hustling and bustling, getting prepared for their customers, and having meetings when all of a sudden bam! Two planes hit the World Trade Center everybody was in fear people fled for their lives when firefighters, police, doctors, and the salvation army got ready for a very long day and all week for that matter. firefighters and police were helping victims when the World Trade Center came crashing down. People were screaming, crying, hurt, or dying when they saw the world trade center fall down. Some people watching it were amazed. The next day firefighters were searching for people, the salvation was making food, and doctors were saving peoples lives. It had affected a lot of people.

Some neighborhoods that could see the World Trade Center can't see it anymore

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

and ask "where did it go" and are reminded of the very brave men and women who died for their country.

Also people who lost a Family member are putting up lost signs, giving blood, and doing every thing they can just to Find their family members.

The President has forced an all off attack on Pack astan, and Find benloden dead or alive. There is a 5 million dollar reward every body wants him dead because no one will Forget that fatful morning September 11, 2001.

The question is how could a man and a group of terrorist kill over 6,000 people because they hat the U.S. The U.S. will show this man that we will not stand for this and we will stand

G10c

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

united by this tragety forever.

Score Point: 4

This response has a clear central idea (September 11) that is maintained throughout the essay. Although there is some unevenness, the examples given are developed with details.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

R passes to M and scores! The hockey was one to one. The next time M and I came off the bench, I passed and M scored his second goal. Then I created a breakaway.

I skated to the right, faked left, and back the right. The goalie tripped as I faked him out. But it was to late the puck was in the net! I had adrenaline pumping through me as I got my first goal of the season.

We sat down at the bench and settled down as I watched our team put up two more goals.

We were sitting on a five to one lead. The next time on the ice M__ put up two more goals as I got my third assist.

It was time to sit back down. We scored one more time. I came out for my last time. The other team shoots, great glove save! We went to the faceoff dot left of our goalie.

One minute thirty-two seconds left in the game. I win the faceoff. I get around all the kids like pylons, even the goalie as I scored again. With the clock ticking away. I win the faceoff.

I pass to M__, I break up the ice, he passes to me. I

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

shoot at the goalie. He stopped it! A rebound came at me a split-second later, I shoot it back. It goes up the goalies shoulder as he caught the puck! We managed to win ten to one.

Score Point: 4

This response stays focused on the central idea of how the writer made a difference in a hockey game. The content is developed with relevant details and examples. The writer maintains command of appropriate word choice throughout (the clock ticking away, adrenaline pumping). Organizational structure moves the reader smoothly through the text.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

People work together to make differences all the time, just like that autum day back in 1973 when G and J were walking home from school and they seen a plastic bag hanging on a tree in their neighborhood park. J said, "Hey G why dont we write some of our friends letters asking them to help us to clean up the park?" "That's a great idea!" said G, with lots of enthusiasm. J and G wrote all their friends a letter saying to meet at the park after school for a meeting.

Later the next day when school got out, everybody that J and G wrote to met at the park. A girl in G's class named

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

A J thought it was a stupid idea that they wanted her to help them clean up the park. As soon as J heard A say that she said, "well then Miss A, if you don't wanna help make a diffrence in our community, then leave!" The only thing A replied to after that was, "Okay."

I'm glad that's over", said G. "Me to", said some of the other kids. "Okay, now sience thats gone lets start making a diffrence, and pick up this park", suggested J. "Good idea", exclaimed the other kids.

Well that's my story about people making a diffrence & I hoped you liked it.

G12c

Score Point: 4

This response remains focused on children working together to make a difference. The events are sequentially organized. The writer makes effective use of engaging dialogue. Although there is a sense of rushing to closure, the reader moves smoothly through the text.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

My dad made a big difference in my life. When I was light, I was considered to be a nerd. I had no friends, I was smart and I stressed as if I was a scientist. I was also a crybaby. The popular kids would tease me about the way I dressed and laugh at the way I acted all cause they knew I wouldn't do nothing but cry. They said I was a nerd, all kinds of things and I never took up for myself. If they ever did want to be my friend it would be only for a short period of time or during an assignment so they can get the answers off my paper. I took the jokes and the name calling and all that stuff for a while, then I got tired of it one day and went right home after school and told my

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

dad what had been happening at school and he sat me down and gave me a talk. He said "M you've got to force yourself, if you don't people are going to treat you like this for the rest of your life." He also said when they laugh at you, laugh with them and whatever the say won't hurt you. Most importantly, he told me that I'd have to change the way I acted and dressed. He said I could still be smart but to loosen up a little, stop being so up tight. and to dress more in style. So that weekend we went to the mall to get me some more in style clothes and I also changed the way I acted too. I was a little thugish and talked a little slang but not too much to the point where it sounded like I was in a gang but just enough for me to become popular. Now I live with my dad in A . Almost all of the city

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

are my friends, I have a girl friend and I play football and basketball. In football I play runninback and average a touch down per game and in basketball I play shooting guard for my school averaging 20 points per game. In reading this you can see that my dad make a big difference in my life.

Score Point: 5

This response is clearly focused on how the writer's father made a difference in his life. The content is well developed with relevant details to engage the reader. The writer is able to make connections between ideas, which creates a controlled essay.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Thinking back for a while I remember when someone in my life changed me forever. One day I was sitting at home watching t.v. and all the sudden I here the phone ring. My mom was in the kitchen writing bills so she told me to pick up the phone. So I did and it's my aunt and she sounded really upset and I could'nt understand why. She asks for my mom I give my mom the phone and all the sudden I hear my mom begin to cry. Without hesitating I ran into the kitchen to see what was wrong. She told me to get my coat and shoes on and I asked her what happen and she said I'll explain in the car.

As we got in the car she told me my grandpa died. Right then

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

and there I could have swarn the world stopped spining. Also I felt I lost not only a father type but a friend. I put my hand on my chest to see if my heart was still beating. But the problem was is it was it was not a dream it was something had to face he was gone.

The next day at the funeral people would come and check on me as I sat in the waiting room. There I sat all alone and I should have at least went to pay my respects but I just couldn't bring myself to do it. Then finally my dad walked in the waiting room and I said what are you doing here and he said I come to say good bye to your grandpa. Then he turned over and looked at me and said you should consider doing that too and I looked

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

at him and said what for he is allready gone I was too late. Then he said you know what you are wrong then and all the anger built up inside of me and finally I said you know what why are you here you leave me when I'm 3 years old come back when I'm 5 and leave when I'm 7 and now I'm ten and you come back. Everything broke silent and he looked at me and said everybody makes mistakes and I said yah I guess so. Then he looked at me and said I'll never leave you again and from then on he has actually been my dad.

So now when I think of my grandpa. I begin to think about how his death brought me and

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

my dad closer together. So the topic of this story is my Grandpa he is the one person who changed me forever.

Score Point: 5

This response offers an engaging, clear and focused example of how the writer's grandfather helped change his life. The use of details and examples clearly develop the intent of the essay. The organizational structure is controlled, moving the reader easily through the text.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

An event that changed my life was when I first moved to the Upper Peninsula. This happened recently in July of 2001. What I like about the U.P. is family, friends, all the activities, the many ways of transportation, and the weather.

My family and I felt lucky that we already had my uncle, aunt, and three cousins living up here to help us get used to the U.P. life. We have come up here many times before on vacations, so we kind of know what it's like to live up here. Now, instead of staying in cabins across the street from my aunt and uncle, we have our own house about a mile away.

None of our friends from down state live up here, but we are all making friends very quickly. The main place where I met my friends was at school. My cousin also introduced me to some people in my class at the street dance.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

There were many activities going on here when we first moved. The street dance, is self-explanatory. They had a band that played out by the docks. Nobody really danced, but some people were trying to get others to dance. The Boat Show is another activity, or rather more like a festival, where people bring their antique boats and put them on display in the water. People who came to the Boat Show looked at all the boats, and voted for the one they liked best. The winner got a prize. There are also artists that come and sell their crafts during this event.

There are so many ways to get around here! In the spring, summer, and fall everyone is riding their bike. From my house, it's one mile to Hessel, and two miles to Cedarville. When I'm going to Cedarville, it gets rather tiring after the first mile because I don't know how much longer it will take and all the trees look the same. Also we go canoeing and kayaking a lot. The

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

water is low this year, so Macinac Bay is kind of shallow, but it's not so shallow that we can't go canoeing. In the winter, everyone goes snowmobiling. We get more than two feet of snow easily, so we can snowmobile the entire winter. Once Lake Superior is frozen, everyone snowmobiles on that as well.

My favorite season in the U.P. would either be fall or winter. In the fall, all the leaves are erupting in bright yellows, reds, and oranges. The weather is awesome because you only need a light jacket. In winter it's really cool as well because we get so much snow. I don't think we'll get many snow days since everyone's used to having three feet of snow.

I like it in the U.P. because it's not so busy and rushed. It's so calm that sometimes I lay on the hammock and just look at the lovely things aroud me. Now that I live here, I

G15d

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

don't want to live anywhere else.

Score Point: 5

This response is clear and focused on the writer's feelings about moving to the Upper Peninsula. Appropriate use of examples and sustained development add to the effectiveness of this response. Varied sentence structure and control over organization help move the reader easily through the text.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Black Destiny (pt1) CHAPTER ONE A WORK OF FICTION

Being a political revolutionary is a miserable existance; I should know, I am one. The year is 2179 and New York is a ravaged wasteland after the nuclear war that destroyed most of Asia + North America. Sometimes I think that this war will never end and that justice will never be restored.

I jump out of hiding smelling of sweat + rotten flesh to start another day in search of freedom + liberty from the dictatorship of Emperor Gean Malkariss. Each battle seems without merit yet it brigge us closer albeit ever so slightly toward our goal. I pull out a

knockout gas - grenade and throw it it into the doorway to stun the guards. As I run through I remove a laser cannon from a guard's holster and shoot the alarm so that I don't alert others to my presence. after a few moments I get to the brig where they're torturing some prisoners. I decide that if I help them I'll have to be careful so that nobody gets hurt.

I form a plan but it's a longshot as usual. Anyway I grab a bola out of an open weapons closet and crawl into an air vent, as soon as I'm up above the room I shoot out the light switch and equip an old pair of night-vision

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

goggles and take careful aim with the bola. Score! I'm able to take out one of the guards without a sound and flip a switch on the ceiling which puts off an alarm in the hall. As soon as the other guards were in the hall I drop a knock out grenade down the shaft to them. I jump down into the room, free the prisoners and we're out in a few minutes. Although I know the war is far from over I feel satisfied that today at least I made a difference in a few people's lives.

G16d

Score Point: 6

This exceptionally engaging response moves through a sequence of connected events with highly developed and relevant details (ravaged wasteland, smelling of sweat and rotten flesh), allowing the reader to visualize the scene. The response has an engaging voice and a mature command of language.