WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: BELIEVING IN YOURSELF

Believing in yourself can lead to many possibilities. Believing in yourself can give you the confidence to enter a difficult race, to share a poem you wrote, or to create an invention.

Do ONLY ONE of the following:

- tell about a time when you accomplished something because you believed in yourself

  OR

- write about someone whose confidence led to accomplishing a difficult goal

  OR

- explain why you would want to encourage someone else to believe in himself or herself

  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.

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

Your response must be written in the lined spaces starting on page 8 of your Answer Folder. Only the writing in your Answer Folder will be scored. No extra sheets may be used.

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

When you have finished Part 3A, STOP.
PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:
Use this checklist to help you with your response. Your response must be written in
the lined spaces starting on page 8 of your Answer Folder.

CHECKLIST:

______ Do I have a clear central idea that connects to the theme?

______ Do I stay focused on the theme?

______ Do I support my central idea with important details/examples?

______ Do I need to take out details/examples that DO NOT support my central
idea?

______ Do I use a variety of words, phrases, and/or sentences?

______ Have I spelled, punctuated, and capitalized my writing to help readers
understand it?

NOTES/PLANNING
Michigan Educational Assessment Program
Writing from Knowledge and Experience
Grades 3-8
Holistic Score Point Descriptions

Here is an explanation of what scorers think about as they score this writing:

6  The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

5  The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

4  The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

3  The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

2  The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

1  The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):
A – Off Topic
B – Written in a Language other than English or Illegible
C – Blank or Refusal to Respond

MDE/MEAP RELEASED ITEMS
This brief response is generally unclear. While the student addresses the topic, ideas are not developed (...I had to believe in my self when I was the goalie on are hockey team. I believed I could score and I did).
How does believing in yourself help you reach your goal? Yes, you can do it by yourself or read it. Believing in yourself can help you. You can do more like build or direct a house.
If you believe in yourself, you will get more stuff done. When I believe in myself, like my homework and my chores, when I play soccer and football, I focus on the ball. And try to kick the ball or there the ball.

Anchor Paper 3
Score Point 1

This brief response is generally unclear. A few undeveloped ideas show some evidence of an attempt to connect ideas (When I play soccer and football I focus on the ball. And try to kick the ball or there the ball). No organizational structure is noticeable, and the lack of control over writing conventions makes writing somewhat difficult to understand.
Believing in your self is good cause if you don't give up it might or will come true. If I wanted a car I would keep trying to get it. If I ever give up I would feel sad cause I didn't get my goal completed. I would never give up cause I believe in my self. If you want to get something or do something don't give up. I wouldn't give up if I can't get a job I would keep trying.
Describe how believing in yourself can help you reach your goals.

Believing in yourself can help you reach your goals in many different ways. Cause if you believe in yourself you can do much better in things even if you don't win a game that you wanted to win. It doesn't matter because you believed in yourself and you did your best effort that you could put out and never say you can't do it because if you believe in yourself you will never fail. So always believe in yourself and never ever ever ever stop.

Anchor Paper 5
Score Point 2

The writing is only occasionally clear. There is an attempt to focus on some vague ideas about believing in yourself, with one very limited and imprecise cluster of ideas (…even if you don't win a game that you wanted to win it doesn't matter because you believed in yourself and you did your best effort that you could put out…) that are connected enough to move this response to a very low 2. There is little evidence of organizational structure. Control over sentence structures and conventions is limited.
Anchor Paper 6 – Score Point 2

The writing is only occasionally clear, and focus is uncertain. Ideas are underdeveloped, consisting of a rambling list of ideas that just begin to build on each other (The next few weeks I still needed to believe in myself, but the one that encouraged me to believe in myself was my best friend and her name is E. She is the one who mostly helps me believe in myself maby it is because she is so nice to me. Once I believed in myself I ended up knowing 2 people and names are C and B and tar is a time I needed to believe in myself.

MDE/MEAP RELEASED ITEMS
One day when I was little I was trying to learn how to ride my bike without training wheels. I kept on trying and I decided that I could not do it and I gave up. Then my mom said why don't you try again. All it takes is some time and practice. Then I said okay I'll try again and after I tried I was riding like a pro, that's how I learned to believe in myself and try not to give up so easily.

Anchor Paper 7
Score Point 3

This brief response is somewhat clear and clearly focused. Content is briefly developed with the example of learning to ride a bike. (Then my mom said why don't you try again all it takes is some time and practice. Then I said okay I'll try again and after I tried I was riding like a pro). Ideas are connected and organized in sequence from beginning to end.
The writing is somewhat clear and focused. Two ideas are somewhat developed with limited examples (If every women belived in themselfe there could be a women president. If all the men belived in themselves there could be more men dancers.) and (One time I stood up to a mean older girl now were friends because we compromised. Standing up for yourself gets you friends sometimes. Just like me). There is evidence of an organizational structure, with a brief opening (I would encourage someone....), some transitions between ideas (if every, if all, one time), and a conclusion. Some control of writing conventions is apparent, but vocabulary is basic.
Believing in myself at the spring concert.

It was May 20th, 2004. We marched into the auditorium. 5th graders were up to sing. Then 3rd graders were up to sing. The 4th graders. Every sigal kid wore blue pants, red, white, or blue shirts. We were all brave, like believed. We sang a song. Then my solo was up. I believed in myself. I had to make sure I did not mess up. I got scared but I still sang that song. I like just sing it. The name of the song was "Reach Out." I practiced a lot. My friends and family were there. They thought I did a "good job." I am still getting "good job" from people that were there and saw my sing. I like when I believe in myself because when I believe I will not get stuff or get stuck on words or showing. That is why I think I am a believer. Cause I am a believer and a good one too.
My Belief

Have you ever believed in yourself and reached your goal? I have! I believed I would score six goals and that’s just what I did and I never gave up.

One time I went to one of my games. We were playing my friend A’s team. That day the game was tied and I scored the winning goal. I scored six goals that game and my friend scored one. The game was seven to six.

After that game, my family and I went to DQ for a Blizzard for beating the hardest team.

The next day we played M team. They beat us six to five. We played them the next day and won six to five. All the parents got together and made a tunnel. A tunnel is when parents gather hands and the team runs under the hands.

I believe in myself a lot of times. I’ll still believe in myself for a lot of years.
Believe in yourself

I would like to encourage everybody to believe in themselves. It is easier to get through life when I was in second grade I read a book about a woman who was diving in the ocean and got sucked underwater by an underwater

She lost her diving buddy and pedaled to shore with heavy equipment on and the tide going against her. She wouldn’t have lived if she didn’t think she could. That lady was more likely to drown or be eaten by a shark.

If she didn’t believe in herself she probably wouldn’t have lived to write that book. Some day you might be stuck in a worse situation.

Many people have accomplished great things because they believed in themselves. For example, Christopher Columbus he founded America. The men that he brought with him thought that they would fall off the edge of the earth but where do we live?

So I believe everybody should believe in themselves because it might save your
Anchor Paper 11  
Score Point 4  

This expository response is generally clear and focused. Ideas are appropriately developed with some relevant examples (For example Christopher Columbus he founded America. The men that he brought with him thought that they would fall of the edge of the earth but where do we live?). The response is generally coherent and organized. The writer’s command of language is indicated by some precise word choice (an undertow, heavy equipment) and an effective rhetorical question (…but where do we live?). Lapses in writing conventions are not distracting.
This response is focused on why it is important to believe in yourself...to achieve goals. Ideas are developed with some relevant examples (While I was at B I tried to get on the honor roll, so I could make my parents proud. To do this, I had to have good listening, and behavior skills, I had to turn in all assignments, and have honorship, leadership, and citizenship). Although the writer mentions generally what was needed to reach the goal and what the rewards might be, more specific development with details about how the goal was reached and the resulting rewards would be needed to earn a score of 5. The response is functionally organized, and ideas are connected. The writer’s command of language, including some precise word choice (honorship, leadership, and citizenship; M where my aunt G lives) supports meaning.
You have to believe in yourself a lot to be able to do a kip. A kip is an element that helps you get up on the bars in gymnastics. A kip is where you jump to the bar a little piked then glide so your in an open body position or your flat then bring your feet to the bar and pull up. It’s really hard. My coach, Coach R supported me a lot and taught me to believe in myself. My friends at my gym also helped me get this skill, along with my sisters. Once I got my kip I felt accomplished. I got a dollar and got to get into the Kip Club which is a club that says you did ten kips in a row during one rotation. Now I get to help others who haven’t got their kip yet, but I know they’ll get it soon. It’s just like I did. This story believing to get my kip tells you what a kip is, who helped me get my kip and finally doing my kip.
Do you know the Jackie Robinson story? Jackie was the first African American to play in the Majors. I am 100% sure Jackie believed in himself. If he didn’t play like: Sammy Sosa, Barry Bonds, Hank Aaron, Ernie Banks and more would have played or be playing in the Majors instead they would be playing in the Negroes.

Jackie was a brave man he still was playing even though people threatened to kill him and his family. People also spit on him and cursed at him. If I was Jackie I would of giving up right then and there, but he kept Jackie and Jackie didn’t do that. He had to have a lot of perseverance and determination to keep playing. You would think every Negro league owner would of wanted Jackie to do good.
The writing is clear and focused. Ideas show good overall even development (You would think every Negroe leaguer would of wanted Jackie to do good but not all some said stuff like “Why him I’ve been playing longer and am better than him I should be the first African American to play in the majors.” You would expect…). Clear organization and connections between ideas move the reader through the text (Jackie was a brave man. He still was playing even though people threatened to kill him…). The language feels natural (I would of giving up right then and there, but I’m not Jackie and Jackie didn’t do that. He had to have a lot of persiverence and determination to keep playing.), showing some fluency. Occasional lapses in writing conventions are hardly noticeable.
I remember a time when a group of people believed in themselves and they accomplished a difficult goal. They were the U.S.A. hockey team of the Olympics. They were young men who worked hard and had confidence in themselves to win. Their coach, Herb Brooks knew what he was doing when he made them practice all the time. All of the hockey teams didn't work as hard as they did.

All of the hockey players that participated in the Olympics were afraid. They were afraid of the Soviet Union. They were the most powerful hockey team in the Olympics. The U.S.A. team hadn't beat them in twenty years. But that was all going to change.

They were getting ready for the most important game of that year. It was time for somebody to beat Soviet Union. Those somebodies were the U.S.A. hockey team. The first period, they were tied two to two. Then Soviet Union scored. U.S.A. tried and tried and could not make it. Then, at the last second, U.S.A. scored. The second period U.S.A. was ahead, then Soviet Union was ahead. It was on and off. Then, in the beginning of the third period, U.S.A. scored. U.S.A. worked hard to stay ahead, and they won! Everyone was happy because
The response is exceptionally clear and focused. Ideas are thoroughly developed with specifics and details (All of the hockey players that participated in the Olympics were afraid. They were afraid of the Soviet Union. They were the most powerful hockey team in the Olympics. The U.S.A. team hadn’t beat them in twenty years). The writer’s control over organization and the connections between ideas move the reader smoothly through the text (…But that was all going to change. They were getting ready for the most important game of that year. It was time for somebody to beat Soviet Union.). The writer shows tight control and a mature command of language.
Every one should believe in themselves. I think this because when everybody believes in themselves it's more likely everything will be all right. For example people that are blind need to believe that they are going the right way. If you don't believe me here is a story that might change your mind.

"Mom I can't do it" I said before my violin performance. "Of course you can," she said. "Imagine that you are home." Suddenly we heard my name. Now with the violin I got on stage. I didn't think I could believe in myself. I started playing. My hands all shivery. I couldn't help messing up. When I was done I grabbed my violin and ran home really sad.

I entered my house. My relatives were still at the performance. I decided to take a nap. When I woke up it was night. The light was turned on. Suddenly I remembered...
that tomorrow was the next performance!
Well, I wasn’t going to go. I saw my violin in my room. “We didn’t do a good job, huh buddy? Tomorrow we won’t go,” I said.

I woke up the next morning. I saw a person standing in front of me. “Grandma!” I yelled. My grandma hugged me and I hugged her back. “Better hurry today is your performance,” she said. “I’m not going,” I replied. “My dear, you have to believe in yourself.” When it came to grandma I can’t let her down.

“Well we’re here,” I said kind of nervous. Grandma gave me a tiny push. “Go ahead honey we’ll be watching you,” said dad. I got on stage once more and said “I can to this.” I played and I played. When I was done I took my bow and walked home with my family. Now I know I have to believe in myself.

Did you like the story?

Anchor Paper 16
Score Point 6
This response is exceptionally clear and focused. Ideas are thoroughly developed with specific details, including dialog (I saw a person standing in front of me “Grandma!” I yelled. My grandma hugged me and I hugged her back. “Better hurry today is your performance,” she said. “I’m not going I replied. “My dear you have to believe in yourself.” When it come to grandma I can’t let her down). The writer’s control over organization is shown in the effective narrative structure of the response and the strong connections between ideas (“Well we’re here.” I said kind of nervous). Precise word choice (my hands all shivery) and naturalistic dialog (“We didn’t do a good job, huh buddy?”) indicate a mature command of language. Writing conventions show good control.

MDE/MEAP RELEASED ITEMS
Once upon a time in England a pensive boy J was selling shoes. His shoes were brown, white, black, and all the colors you could imagine. Each pair of shoes were only one color and were not decorated.

One day J had an idea. His idea was to decorate his shoes. Everyone liked the idea, but thought it was rather impossible or crazy. But J didn’t think so. He wanted to do it. So J took a couple pairs of shoes and went to the market. He bought jewels (false seeds) Shiny fabric, beads, and markers. Then went back to his house. He took everything out he bought on his bed. J took one of the white shoes. He took glue and put blue, red, and purple jewels on the shoe. He liked it so he put beads on the shoe laces. Then he put some Shiny fabric on the shoe. Then he did the other shoe.

The next day J brought his new shoes to his shoe shop. When people walked by and saw the shoes they wanted to buy them. J sold out. He had to make more shoes. He was making money so he could buy the supplies.

One day the King, Queen, and Princess were walking through the market
Anchor Paper 17
Score Point 6

This response is exceptionally clear and focused. Ideas are thoroughly developed with appropriate and relevant details (So j took a couple pairs of shoes and went to the market. He bought Jewels, [fake jewels] Shiny fabric, beads and markers, then went back to his house. He layed everything out he bought on his bed. J took one of the white shoes. He took glue and put blue, red and purple jewels on the shoe. He liked it so he put beads on the shoe laces. Then he put some shiny fabric on the shoe. Then he did the other shoe). The effective use of transitions to connect ideas (one day, so J took, the next day, one day, 10 years later) helps to move the reader smoothly through the text, and the conclusion sums up the lesson of the story. The writer shows a mature command of language, and writing conventions are generally controlled.