



**English Language Arts
Grade 4
Fall 2005**

**Writing from Knowledge and Experience
Released Item # 31
Scoring Guide**



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

Anchor Paper 1 – Score Point 1

I remember when I had to believe in
my self when I was the goalie on are
hockey team. I believed I could
score and I did.

**Anchor Paper 1
Score Point 1**

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
goals? Well you can do it by
yourself or read it.
Believing in yourself can
help you. You can do more, like
build or climb a house.

Anchor Paper 2
Score Point 1

The writing is generally unclear and unfocused. Ideas are neither developed nor connected (*Well you can do it by yourself or read it. Believing in yourself can help you*). There is no noticeable organizational structure.

If you Belteve in your Self
You will get more stuff done.
When I belteve in My Self Like
My Home work, and My chores. When
I play schooen and Foot ball I focuse on
the Ball. And tray to kick the
ball or thore 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 schoocr and Football I focuse on the Ball. And try to kick the ball or thore the ball*). No organizational structure is noticeable, and the lack of control over writing conventions makes writing somewhat difficult to understand.

Anchor Paper 4 – Score Point 2

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.

;

**Anchor Paper 4
Score Point 2**

This response is occasionally clear and focused on the topic (*Believing in your self is good cause if you don't give up it might or will come true*). Ideas are underdeveloped (*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*). The response shows little evidence of an organizational structure, and vocabulary is limited.

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 dont win a game that you
wanted to win it dosen't matter
because you believed in yourself
and you did your best effort
that you could put out and never
say you cant 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 dont win a game that you wanted to win it dosen'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

I needed to believe in MYSELF when I started golf a few weeks ago. Now I believe in MYSELF and I did great. 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 maybe it's because she is so nice to me. Since I believed in myself I ended up knowing 2 people and names are C and b and that is a time I needed to believe in MYSELF.

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.... She is the one who mostly helps me believe in myself maybe it is because she is so nice to me*). There is little evidence of organizational structure. Vocabulary is limited and imprecise, and control over writing conventions is limited.

Anchor Paper 7 – Score Point 3

One day when I was little I was trying to learn how to ride my bike without training wheels. I kept on trying and but 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 patience. 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 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 patience. 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.

Anchor Paper 8 – Score Point 3

I would encourage someone to believe in themselves because they could accomplish something amazing. If every woman believed in themselves there could be a women president. If all the men believed in themselves there could be more men dancers. It doesn't matter what other people think. Do what you think is right.

I like helping people encourage themselves to believe they can do something. If kids would believe in themselves they could stand up to bullies. One time I stood up to a mean older girl. Now we're friends because we compromised.

Standing up for yourself gets you friends sometimes. Just like me. Standing up for yourself and believing in yourself gets you far. You should try it.

**Anchor Paper 8
Score Point 3**

The writing is somewhat clear and focused. Two ideas are somewhat developed with limited examples (*If every woman believed in themselves there could be a women president. If all the men believed 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.

Anchor Paper 9 – Score Point 3

Believing in myself at the spring concert.
It was May 20th, 2004. We marched in to
the auditorium

5th graders were up to sing. Then 3rd graders
were up to sing. Then us 4th graders. Every
single 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 stiff 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.

**Anchor Paper 9
Score Point 3**

This response is somewhat clear and focused. Content is developed with the partially successful use of details about singing at a school concert. (*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 am still getting "good job" from people that were there and saw my sing.*) Even with a couple of irrelevant details (*It was May 20th...Every single kid wore blue pants, red, white, or blue shirts.*) and ideas that could be reorganized to connect and flow better (*I like just sing it. The name of the song was "Reach Out." I practiced a lot. My friends and family were there...*), the story progresses from beginning to end with a definite sense of closure. The writing demonstrates some mastery over writing conventions.

My Belief

Have you ever believed in your self 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 R'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 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 believed in my self a lot of times. I'll still believe in my self for a lot of years.

Anchor Paper 10 Score Point 4

The writing is generally clear and focused. Ideas are developed with some relevant details (*One time I went to one of my games.... 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.*). The response is generally coherent, but unevenness of development is evident after *beating the hardest team*, as the response shifts focus from believing in oneself to a description of another game day. The writer's command of language supports meaning. Lapses in writing conventions are not distracting.

Belive in yourself

I would like to encourage everybody to believe in theirself. It's 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 undertow.

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

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

Many people have accomplished great things beacuse they believed in theirself. For example Christopher Culumbus he founded America. The men that he brought with him thought that they would fall off the edge of the earth but where dowe live?

So I believe everybody should believe in theirself beacuse it might save your

life give you courage to say or do
something you never thought you'd say or
do. You should encourage others to believe in
themselves too.

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 off 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.

Have you ever had to believe in yourself to get something you want? I have, I tried getting put on the honor roll at my first grade school:

In this essay I'll tell you why it is important to believe in yourself, and what my reward was.

It is important to believe in yourself because you can achieve your goals and many more. Yeah, it might be tough, but if you work harder, you'll be much tougher. 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. I wanted my goal to be accomplished, so I worked hard to do everything I was supposed to, to get the honor roll slip I wanted.

My reward was to either go out to eat, get a toy, new clothes, shoes, or even go to a movie. My mother would do more than one thing if I did really well. She would also let me do something I always wanted to, such as go to M where my aunt G lives. I guess if you accomplish one goal, your reward will be grand. These are my rewards.

It is important to believe in yourself, because you can accomplish your goals. I hope you enjoyed my writing.

Anchor Paper 12
Score Point 4

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.

Anchor Paper 13 – Score Point 5

Beliving to get my kip
by

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 had helped me get this skill, along with my sisters. Once I got my kip I felt accomplished I got a dollar and get to get into the kip club wich 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 if they believe in themselves just like I did. This story beliving to get my kip tells you what a kip is, who helped me get my kip and finally doing my kip.

**Anchor Paper 13
Score Point 5**

The writing is clear and maintains focus on how you have to believe in yourself a lot to be able to do a kip. Ideas are well developed with relevant details (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). There is slight unevenness in the weaker development of ideas about the people who supported the writer. The organization and connections among ideas move the reader through the text. The writer shows audience awareness, as well as a command of language in the use of explanations to clarify new terms (A kip is an element...). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Do you know the
Jackie Robinson story? Jackie
was the first African American
to play in the Major. I am
100% sure Jackie believed in
himself. If he didn't, players
like: Sammy Sosa, Barry Bonds, Hank
Aaron, Ernie Banks and more wouldn't
have played or be playing in
the Major, 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 cussed
at him. If I was Jackie
I would give up right
then and there, but I'm
not 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 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
all Major leaguers to hate Jackie
but not quite all of them. Pee-
Wee Reese (Jackie's teammate) was
Jackie's only white person friend.
Everyone else hated him to the
bone on his team.
Branch Ricker had to
believe in Jackie or he
wouldn't of signed him, and
only whites would be in
the majors. So you should
thank Branch Ricker for sign-
ing Jackie and Jackie
for believing in himself!

Anchor Paper 14
Score Point 5

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.

Anchor Paper 15 – Score Point 6

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, Kerb 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 somebody's 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



U.S.A. believed in themselves.

Anchor Paper 15

Score Point 6

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.

Anchor Paper 16 – Score Point 6

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, S," she said. "Imagine that you are home." Suddenly we heard my name, "Now SC 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 come 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 do 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 granma 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.

Anchor Paper 17 – Score Point 6

Once upon a time in England a pheasant 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 jewels) shiny fabric, beads, and markers, then went back to his house. He laid 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

A were walking through the market

and saw the shoes. A wanted a pair of the white shoes. The King gave him 10 pounds. "Thank you" said J. A said they looked magnificent.

10 years later J married A. He became King of England, just because he believed in himself when others didn't. That's why you should believe in your self even when others don't because it could take you far.

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.

