



**MI-Access Spring 2017
Grade 4 ELA: Expressing Ideas
Scoring Guide**



EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

Prompt: Explain how to make a sandwich. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

Scoring Rubric - Grades 3-8, and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Expressing Ideas Comment Codes

Score 4

- 1** Shows strong focus on the prompt topic
- 2** Supports ideas with appropriate details and/or examples
- 3** Contains clear organization of ideas and/or arrangement of figures
- 4** Demonstrates adequate control of word choice and language/visual conventions

Score 3

- 5** Needs additional details and/or examples relevant to prompt topic to obtain the highest score point
- 6** Needs stronger organization and connections among ideas to obtain the highest score point
- 7** Needs greater variety in vocabulary and sentence structure to obtain the highest score point
- 8** Needs tighter control of language/visual conventions to obtain the highest score point

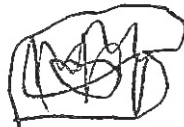
Score 2

- 9** Lacks clear focus on the prompt topic
- 10** Shows limited development with insufficient details and/or examples
- 11** Lacks clear organization of ideas and/or arrangement of figures
- 12** Contains errors in language/visual conventions that interfere with understanding

Score 1

- 13** Shows little focus and development of the prompt topic
- 14** Lacks organization and/or arrangement of figures
- 15** Demonstrates little or no control over vocabulary or sentence formation
- 16** Contains errors in language/visual conventions that make understanding nearly impossible

U PUT hOvM
an hES a maAdS

**ANCHOR PAPER 1****Score Point: 1**

By mentioning a few sandwich ingredients, this response shows some evidence of an attempt to respond to the prompt. However, there is no development beyond a list of these ingredients in an incomplete sentence. The drawing does not enhance the score point.

Cheese pickles mustard
ketchup relish mayo pickle
juice more ketchup tomatoes
salad pasta vegetables
carrots ice cream cake peas
soap chickpeas turkey

ANCHOR PAPER 2**Score Point: 1**

The response shows some evidence of an attempt to respond to the prompt by providing an extended list of ingredients, some of which may be appropriate for making a sandwich. However, the response does not develop the topic. The list also demonstrates minimal use of language conventions.

I Like ham sand wish.
I Like turkey sand wish
I Like turkey sand wish with
I Like ^{mayo} ham sand wish
I Like any kind of sand wish
I Like Bolana sand wish
I Like ham chesse sand wish
I Like turkey sand wish with
I Like ^{mayo} Bolanas And wish with
I Like ^{mayo} ham sand wish
I Like turkey sand wish
I Like ham sand wish

ANCHOR PAPER 3**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt. It provides an extended list of sandwiches, without development to indicate how a sandwich is made.

Bread and cheese, that's all I
like on it.

ANCHOR PAPER 4**Score Point: 1**

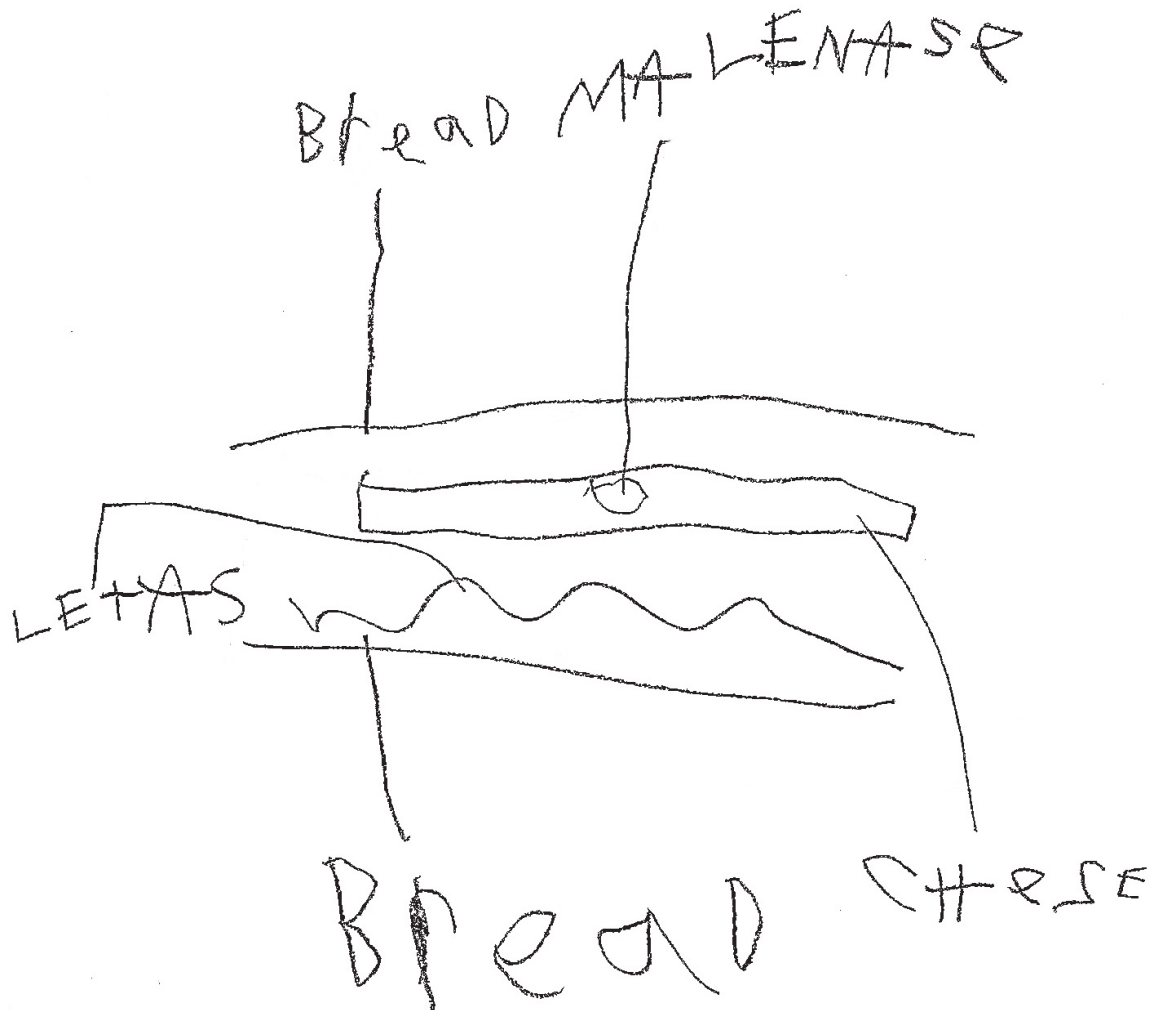
This response shows some evidence of an attempt to respond to the prompt by listing two ingredients used in a sandwich, without developing the topic to show how to make a sandwich.

Bred first then
pentibdr then gele.

ANCHOR PAPER 5**Score Point: 2**

This response has limited development that shows the order in which ingredients are used to make a sandwich (Bred first then pentibdr). Errors in language conventions make understanding difficult.

THE SANDWICH



ANCHOR PAPER 6

Score Point: 2

This response consists of a simplistic written detail (The sandwich) and a drawing. The written detail is only sufficient to provide evidence of an attempt to respond to the prompt. The drawing, depicting a sandwich with ingredients, elevates the score point by developing how to make a sandwich with limited details supported with minimal written explanation. However, errors in language (malenase, letas) and visual conventions make understanding difficult.

We put bread on the top of the turkey and the cheese and the bottom would be another piece of bread. I would add mayonnaise. That's all.

ANCHOR PAPER 7**Score Point: 2**

This response has limited development with simplistic details showing sandwich ingredients (bread, turkey, cheese) in some order, without a clear organizational structure describing how to make a sandwich.

Peanut butter and jelly
bread I help MY mom
to get the bread, knife, Peanut
butter, and jelly. I help
MY mom

ANCHOR PAPER 8**Score Point: 2**

This response about helping the writer's mom make a sandwich has limited development, with simplistic details about getting the ingredients and a knife. The writing lacks a clear organizational structure and is somewhat repetitive.

First we get the bread and get a
nife to put the butter on the bread
and put on the jely and butter
and its all Done!

ANCHOR PAPER 9**Score Point: 2**

This response provides limited development with simplistic details (get the bread and get a nife). It is somewhat repetitive. Additional details would be necessary to elevate the score point.

First, we put peanut butter on the bread. Then, put the jelly in the sandwich. And then, we cut it into triangles. That's it.

ANCHOR PAPER 10**Score Point: 3**

This brief response about making a peanut butter and jelly sandwich has some development, with appropriate details explaining how to make the sandwich. The text reflects a mostly organized structure including transitions (first, then, And then) to describe the order that ingredients are used to make the sandwich, and a brief conclusion.

I can make a ham sandwich.
You need bred ham mustr mircle
wip. First put the mircle wip on
bred, ham, mustr now put the
top bread on and eat it.

ANCHOR PAPER 11**Score Point: 3**

This response uses appropriate details (mircle wip on bred) to develop the topic. It is mostly organized with an introduction, a conclusion, and transitions (First, now). Errors in language conventions only slightly interfere with understanding.

Put cheese and salad
and meat and ham,
on Bread.

Put the cheese first
and salad second
and meat third and
last is the ham.
The End

ANCHOR PAPER 12**Score Point: 3**

This response provides some development with appropriate details (cheese, and salad and meat) explaining how to make a sandwich. It reflects a mostly organized structure depicting sandwich making in an understandable order through the use of transitions (first, second, last).

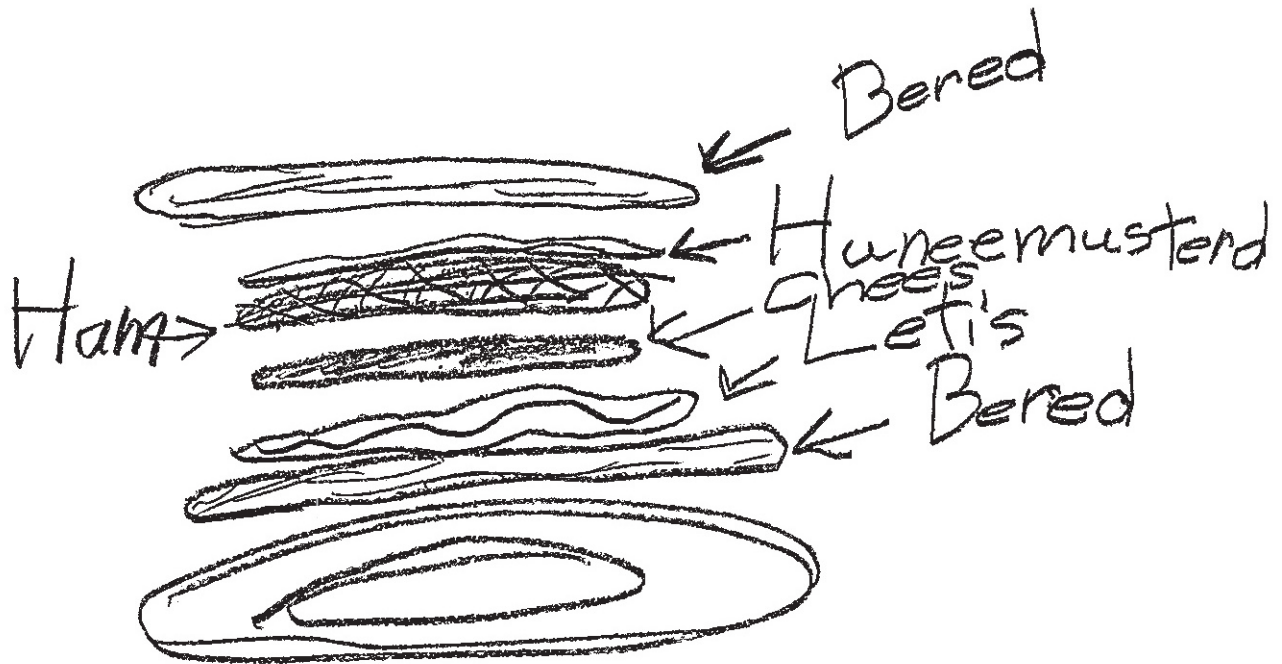
1. Bered

2. Ham

3. Cheez

4. Let's

5. Huneemusterd



ANCHOR PAPER 13

Score Point: 3

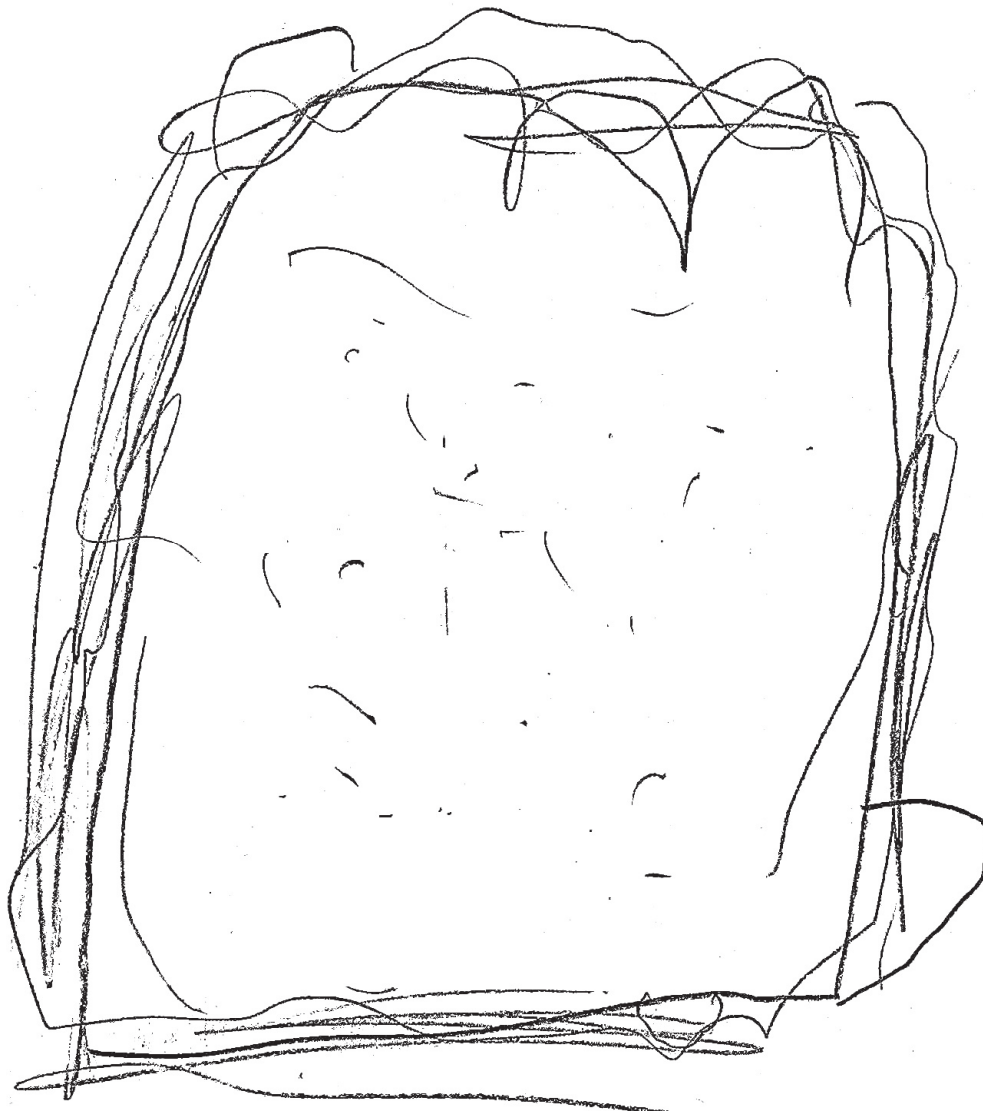
This response includes a list of ingredients on page one, which are then depicted in the drawing. The drawing is mostly on topic. Some details are present in the drawing and supported through labels as well as by the list of ingredients on page one. The visual text presents an attempt at logical organization and arrangement of ingredients.

How to make a sad wich.
First, you can put ham
Jam on it. Next, you need
bred like holwete bred or
Whitsbred. then, now to
make the sad wich now
gove on bred plas them dowe
on a plat put on ham or
jam on the bred then put
thas to pesis of bred to gethn.
ther now you no how
to make a sad wich.

ANCHOR PAPER 14**Score Point: 4**

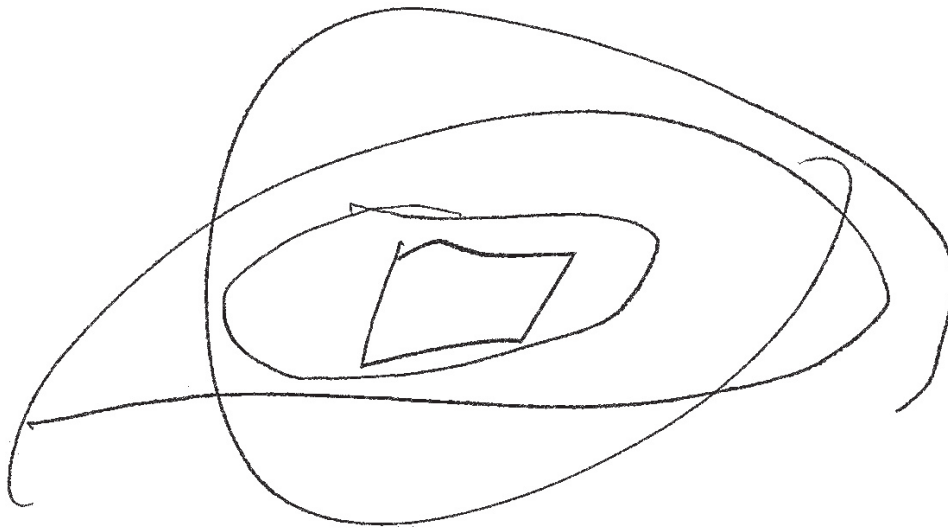
This response focuses on the topic of how to make a sandwich. Appropriate details are provided (dowe on a plat put on ham or jam). There are transitions used in the body of the text (Next, then, now you no) with an introduction and a conclusion, reflecting a clear organizational structure. Some precise word choices (holwete or whitsbred) are used. Errors in language conventions do not interfere with understanding.

get the bread get the cheese
and then get the ham then
the ketchup then the mustard
then you get the tomato out
you lift the other piece of bread
up put all the stuff on the
other piece of bread then
smoosh them together
then you eat it with chips
yum yum!!!!

**ANCHOR PAPER 15****Score Point: 4**

This response focuses on the topic. The text includes appropriate details (get the bread; the cheese; the ham) and reflects a clear organizational structure, with transitions between ingredients used to make a sandwich. Precise word choice is used (smoosh them together, yum yum!!!!), resulting in a unified, whole response. The drawing does not affect the score point.

First you get bread. Second you need meat.
Then third, cheese. You use the bread
first and set it on a plate. And then
you put ham on the bread. Then you
put cheese on the bread. Then you
put more bread on top. Now grab it
and eat it.

**ANCHOR PAPER 16****Score Point: 4**

This response clearly focuses on the topic of making a sandwich. The text includes appropriate details (get bread, need meat). Organization is clear with transitions (First, Second, Then, third) used to describe the order of making the sandwich. Precise word choice and voice are used in the conclusion (Now grab it and eat it.), resulting in a unified whole. The drawing does not affect the score point.