WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: BEING RESPONSIBLE

Being responsible is an important part of growing up. A person can be responsible at home or at school. Sometimes a person can take responsibility when things go wrong.

Do ONLY ONE of the following:

- tell about the first time you were given a big responsibility

  OR

- describe when you were given important responsibilities at school or at home

  OR

- write about the theme in your own way.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 40 and 41. Only the writing on the two lined pages will be scored. No additional sheets may be used.
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 on pages 40 and 41.

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?
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

The writer addresses the topic ("I remember when my mom and dad gave me a big responsibilities") and lists a few undeveloped details ("It was sweep the floor and clean my room and clean the bathroom and bo the dichts."). Too minimal to demonstrate focus or organization.
Anchor Paper 2
Score Point 1

The response addresses the topic (“When the first time I was given a big responsibit is when I had to whatch my sister go swimming . . .”) and repeats one undeveloped, unconnected detail (“. . . I was bored and five minutes later I said that I am sewper bored”). Too minimal to demonstrate focus or organization.
Anchor Paper 3

Score Point 2

The writing addresses the topic with a list of examples. (“When I wash the dishes and clean my bike and taking good care to a tree. Clean my room, Arrange my books to a to z. When I sweep every room in my house and clean my dads car sometimes. I take the trash to the dumpster. When I water my moms flower and help my mom take the Plastic bag full of food. I do my home work.”) Ideas are underdeveloped and only occasionally focused, with little evidence of organizational structure. (“Clean my room, Arrange my books to a to z.”)
Anchor Paper 4

Score Point 2

The somewhat minimal response is still able to occasionally focus on the topic (“At home I have a responsibility called take in and out garbage cans”) with two underdeveloped, but connected ideas (“it’s not fun ther stinkey it’s not hard cause I have a short driveway”). There is little evidence of an organizational structure.
Anchor Paper 5

Score Point 2

The response is only occasionally clear and focused, moving from babysitting (“One time my brother and I was home together and I had to babysit my baby nephew . . .”) to a sleepover (“. . . my friend’s M and A came over . . . we had a sleepover . . .”). Ideas are underdeveloped with list-like detail. (“it was fun we played monypoly, jenga, wactched t.v. and play Hide and go seek it was fun . . . . My brothe and my friends M and A and I went to get my other friends D, O, R, S, N, B, J, P, L, C, H, T and f all played over my house . . .”)
Anchor Paper 6

Score Point 3

The writing is somewhat clear and focused on the topic ("Once I was responsible to clean my room...") and develops this idea with limited detail ("... if I didn't clean my room I would of got grounded for the rest of the night. So I cleaned my room and I didn't get in trouble. And my room looks shiney clean."). Some evidence of organizational structure is evident in the connection of ideas.
My Sister's Wedding

Last year my sister got married, and I was the flowergirl. So when we arrived, I had to walk down the aisle with my brother, and that was a BIG responsibility. When it was my turn I got really nervous, but I did it!! My biggest responsibility was I had to say thank you to the people. That was kind of
The writing is somewhat clear and focused on responsibility. ("Last year my sister got married, and I was the flowergirl.") It is developed with limited success with general statements ("... that was a BIG responsiliity... I got really NUVERS! but I did it!! ... That was kind of esey") and limited examples ("... I had to walk down the dial with my brother... I had to say thankyou, to the people."). Some evidence of organizational structure is evident in the connection of ideas.
One day when I was at home, me and my cousin was watching my brother and sister, their names were A and S. A was crying when my mom went to go grocery shopping, I wasn’t happy either, but I was ok. S was crying to like A. My cousin R wasn’t mad or sad. She was fine. It was really hard watching my brother and sister. But it wasn’t really really hard. A and S don’t listen to my mom but they don’t listen to me. Then my brother and sister were sleeping. My cousins came over, making noise. I said “GET OUT”! So then S all must wake up. After that I said “Wooooo! Next A and S woke up. Me
Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused on the topic (“. . . me and my cousin was wachting my brother and sister . . .”) and developed (“there names, were A and S. A, was crying when my mom went to go groecy shopping. . . . S was crying to . . . It was realy hard . . . A and S listen to my mom but they don’t listen to me.”). Some details are only partially successful (“I wasn’t happy either but I was ok. . . . My cousin R wasn’t mad or sad she was fine.”) and others cause a loss of focus by the end (“When I got done, eating noodles and I looked at the kichten it was a mess it was messer than my room by the time I got cleaning up the kichten my mom way here the day is over. I was glad.”).
The writing is generally clear and focused on the topic (“My first responsibility, was when we got a snail.”) and developed with relevant detail (“... my responsibility was I had to get the food to feed the snail like lettuce. I had to buy a middle sized container for my snail even though the snail wasn’t big. I had to clean out the snail’s container when it was dirty. Give my snail new, fresh, clean lettuce. My mom said if I want a snail I would have to do all that work, take care of it and clean its tank. I had a water bottle to spray sides of the tank so my snail would not get stuck.”). Though the organizational pattern moves from food to containers to food then back to containers, it is functional and the writing is generally clear. Word choice supports meaning (“... even though ... new, fresh, clean lettuce ... all that work ... would not get stuck.”).
I remember when I had a big responsible to do. It was when I had to take care of my library books. When I was in second grade, I checked out three books. I brought them home. My dad said to "take care of those books." I said I will. Days past until it was the day I had to take my books back. Then, I got so mad! That he send me up to my bedroom, and never come down again. The next day, he send me down to look for it. I looked everywhere! Then, there they were! On my dad's massageing bed. After that, I never ever lost something again. I wonder→
Anchor Paper 10
Score Point 4

The writing is generally clear and focused (“I remember when I had a big responsible to do. It was when I had to take care of my library books.”) and is developed with relevant detail (“. . . in second grade, I checked out three books. . . . My dad said ‘you take care of those books.’ I said ‘I will.’ Days past until it was the day I had to take my books back. Then, I for got where I put them! My dad got so mad! That he send me up to my bedroom. . . . next day, he send me down to look for it. I looked every! Then, there they where! . . . I never ever lost somthing again.”). A functional organization is achieved by putting events in chronological order and choosing phrases that link ideas. (“When . . . Days past until . . . Then . . . The next day . . . After that . . . he will . . .”)
A time I was given a big responsibility was two weeks ago when my friend I came over. We are best friends. I was given a big responsibility because, we were just playing playmoblie and my mom said "I need to go to CVS, can you girls stay home alone?" We both said "ok. This was a big responsibility for me because I have never stayed home alone before. But it was not a big responsibility for L because she always stays home alone because next year she’s turning eleven! We got a phone call but L said not to answer it. The person who called must of hung up because we did not hear the answering machine. We got another phone call about two minutes later L said again not to answer it. But
Anchor Paper 11
Score Point 4

The writing is generally clear and focused ("A time I was given a big responsibility was two weeks ago when my friend L came over.") and is developed with relevant detail ("... my mom said 'I need to go to CVS, can you girls stay home alone?' We both said 'o.k.'... I have never stayed home alone before. But it was not a big responsibility for L because she always stays home alone because next year she's turning eleven! We got a phone call but L said not to answer it... We got another phone call about two minites later L said again not to answer it. But it was just my mom trying to trick us!... said 'Good girls, I just wanted to see if you were responsible!'".). Chronological order and phrases that link ideas give a functional organization. ("because... This... But... another... Right after that... One minute later"). Word choice supports meaning ("trying to trick us... On the answering mashene")
I was given my first big responsibility when my mom asked me to watch my little brother while she went over to our neighbor’s house (next door) to return something. She told me to call her on her cell-phone incase she was needed. So while my mom was gone, I put on D’s (my little brother’s) favorite DVD to entertain him. I sat with him to comfort him for a little bit. Then I went into my mom’s room and watched TV. I turned the volume low so incase D called
me or cryed, I could hear him. After a little bit he got thursty and he went into my mom’s room and asked me for some apple juice. So I turned off the TV and went into the kitchen and poured some apple juice into a sippy-cup and let him drink it in the great room and he continued watching his DVD and I went back into my mom’s room and continued watching too. After a little bit, my mom came home and said I did a great job! That’s why I thought this story would be a good one to tell!
Anchor Paper 12  
Score Point 5

The writing is clear and focused (“... I was given my first big responsibility when my mom asked me to watch my little brother while she went over to our neighbor’s house...”) and is well developed with relevant detail and examples (“She told me to call her on her cell-phone incase she was needed... I put on D’s favorite DVD to entertain him. I sat with him to comfort him for a little bit... went to my mom’s room and watched TV. I turned the volume low so incase D called me or cryed, I could hear... he got thirsty... and asked me for some apple juice. So I turned off the TV and... poured some apple juice into a sippy-cup and let him drink it in the great room and he continued watching his DVD and I went back into my mom’s room and continued watching too... mom... said I did a great job!”). The organization includes an introduction and conclusion and the reader is effectively moved through the text by a chronological presentation of events that is strengthened by connections between ideas. Word choice is precise (“favorite DVD to entertain him... sat with him to comfort him... volume... sippy-cup”), showing a command of language.
One Day I went outside and the world looked totally new. Its trees were chocolate and the water was sugar water that tasted like a total new flavor. I thought I was dreaming but then a little elf came and said to me, "Want to play?" "Sure," I said. "But where can we play?" "At the playground!" "Ours, where did you think we would play in a garbage can?" "No," I said, so we went to the playground and when we got there I was way different. It was like a theme park at my own town. "Wow!" I said with excitement. "What a place!" "Let's go play" so the little elf and I went on a really fast ride called the heart stopper. It was fun then when we came off the ride a giant monster that looked like a giant, green lizard came out of nowhere! Get it called
One kid on the playground. Then out of nowhere a big army came. "Kill the beast," they said. I knew I had to save the poor beast. So I jumped in front of the army and said, "Stop we can make this beast our friend," how in the world do you expect us to do that?" said one of the soldiers. "Just leave it to me," I said. So I went to the master and said, "Can you please leave us alone and we won't hurt you." But the beast kept on rampaging so I now I knew I was responsible for this so I said, "Get me a giant piece of pork and a stick with string on it that is super big." So the soldiers went and found the biggest string and stick and told me, they could fit an axe on them to me. I tied it to the stick and stric...
The writing is exceptionally clear and focused ("But the beast kept on rampaging so I now I knew I was responsible for this.") and thoroughly developed with relevant details beginning with the setting ("... the world looked totally new it's tree's were chocolate the water was sugar water that tasted like a totally new flavor...") and leading to the story ("... a little elf came and said to me 'Want to play'? 'Sure' I said 'But where can we play'? 'At the playground of course where did you think we would play in a garbage can!'"). More details are given as the setting changes ("It was like a themepark at my own town"), in turn leading deeper into the story ("... then when we came off the ride a giant monster that looked like a gigantic lizard came out of nowhere! 'Get it called one kid on the playground. Then out of nowhere a big army came. 'Kill the beast' they said. I knew I had to save the poor beast. so I jumped in front of the army... the beast kept on rampaging..."). Organization is a well-controlled chronological ordering, connections between ideas ("One day... but then... At... when... so... Then out of nowhere") and dialogue ("'let's go play' said the little elf so we went... 'Get it called one kid... 'Kill the beast' they said... 'Just leave it to me', I said... 'Can you pleas leave us alone and we wont hurt you OK'.") move the reader smoothly and naturally through the text. Precise word choice ("themepark... the heart stopper... came out of nowhere... the poor beast... how in the world... Just leave it to me... rampaging") demonstrates a command of language. Even though the response continues on and trails off into the margin at the end, it is clearly and consistently a score point 6 all the way through.
I have been given lots of responsibilities, big and small. But one of my first was when I got my own library card. I was really excited! So the next day me and my mom came back to the library, we picked out some books and came back down stairs to the marble checkout counter. "Fuee! I thought my books are heavy. We checked out our books and headed outside. When we finally saw the car I panted up to it, and dropped my books into the backseat. I plopped down beside them. And soon, we were off. "Do you have your seat belt on?" My mom asked. "Yes I do," I replied. "Good," said my mom and we
were silent all the way home. That night I couldn’t go to sleep because I was afraid of losing my new books. I was afraid that I would have to pay my life savings. But the next week me and my mom came back to the library and I proudly walked up to the return isle and slipped them in the slot. Then I returned to my mom, who was trying to see if she had any books overdue! I asked if I did. “No” said the checkout lady. “You don’t have any overdue!” Yes” I almost screamed but stopped. “This is a library!” I reminded myself gently.

The End
Anchor Paper 14
Score Point 6

The writing is exceptionally clear and focused on the topic ("I have been given lots of responsibilities, big and small. But one of my first was when I got my own library card.") and is thoroughly developed with relevant details and examples ("So the next day me and my mom came back to the library. We picked out some books . . . We cheaked out our books anb headed outside . . . dropped my books into the backseat . . . we were silent all the way home. . . . I couldn’t go to sleep because I was afraid of losing my new books. I was afraid that I would have to pay my lifes saving. But the next week . . . I proudly walked up to the return isle and slipped them in the slot. . . . I asked . . . ‘You don’t have any overdue!’ . . . I almost screemed but stopped. ‘This is a library!’ I reminded myself gently."). The organization is a well-controlled chronological presentation with clear connection between ideas and effective use of dialogue. ("Fuee! I thought my books are heavy. . . . ‘Do you have your seatbealt on?’ My mom asked. ‘Yes, I do’ I replied. ‘Good’ said my mom . . . ‘No’ said the cheakout lady. ‘You don’t have any overdue!’ ‘Yes’ I almost screamed . . . ‘This is a library!’ I reminded myself gently."). As a result the reader moves smoothly and naturally through the text. Precise word choice ("...marble chaekout counter . . . ‘Fuee!’ . . . panted . . . plopped . . . silent . . . lifes savings . . . slipped them in the slot . . . reminded myself gently") demonstrates mature command of language.