



**English Language Arts  
Grade 6  
Fall 2006**

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



## WRITING FROM KNOWLEDGE AND EXPERIENCE

### 31 WRITE ABOUT THE THEME: SETTING A GOOD EXAMPLE

Someone who sets a good example for others is a role model. Anyone can set a good example at home, at school, or in the community.

Do **ONLY ONE** of the following:

tell about a time someone set a good example for you

**OR**

describe a time when you did not set a good example and wish you had

**OR**

explain how someone set a good example and it changed the lives of others

**OR**

explain why you should be a role model for a younger person

**OR**

write about the theme in your own way.

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 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra 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 starting on page 9 of your **Answer Document**.

**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?

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**NOTES/PLANNING**

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**Michigan Educational Assessment Program**  
**Writing from Knowledge and Experience**  
**Grades 3–8**  
**Holistic Score Point Descriptions**

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**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

So little kids know waht to do  
when biger kids can tetc thom  
so fhay dont gat in trodd so  
they c teech the littler kids  
wath to do then nobody wil gat  
in trobol.

#### Anchor Paper 1 Score Point 1

The writing is generally unclear and unfocused. Ideas and content are not developed. (“So little kids know waht to do when biger kids can tetc thom so fhay dont gat in trodd so they c teech the littler kids wath to do then nobody wil gat in trobol”) There is no noticeable organizational structure. Lack of control over writing conventions makes the writing difficult to understand.

## Anchor Paper 2

I am a good role model because my mom says that I am more organize and I remember things more than my other two sisters

### Anchor Paper 2 Score Point 1

The writing is generally unclear and unfocused. Ideas and content are not developed. (*"I am a good role model because my mom says that I am more organize and I remember things more than my other two sisters"*) There is no noticeable organizational structure.

**Anchor Paper 3**

There once was a famous singer who came to my house and told my sister and me how it is to be famous he showed us how to acted when your famous because some people are crazy when their famous.

**Anchor Paper 3  
Score Point 1**

The writing is generally unclear and unfocused. Ideas and content are not developed or connected. (“*There once was a famous singer who came to my house and told my sister and me how it is to be famous he showed us how to acted when your famous because some people are crazy when their famous*”) There is no noticeable organizational structure. Lack of control over writing conventions (“. . . *told my sister and me how it is to be famous he showed us how to acted when your famous . . .*”) makes the writing difficult to understand.

**Anchor Paper 4**

My sister is a good role modle. She does not do bad things and she sticks up for me. And she plays with me. She is a good role moddle by helping us and does not do bad things in front of us. She is a very nice sister

**Anchor Paper 4  
Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped. ("My sister is a good role modle. She does not do bad things and she sticks up for me. And she plays with me. She . . . does not do bad things in front of us.") There is little evidence of organizational structure. Vocabulary is limited. ("do bad things . . . sticks up for me") Limited control over writing conventions makes the writing difficult to understand.

**Anchor Paper 5**

Im describing some of the good qualities that I would look for in a good role model. A good role model would probably have to be a nice person. They would also have to stand up for people and themselves. They would probably have to be strong to protect themselves and other people. They would have to be athletic to keep their health up. They would have to be smart and have a good education. They would have to not give up if something goes wrong.

**Anchor Paper 5  
Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped. ("A good role model would probably have to be a nice person. They would also have to stand up for people and themselves. They would probably have to be strong to protect themselves and other people.") There is little evidence of organizational structure. Vocabulary is limited. ("They would have to be smart and have a good education. They would have to not give up if something goes wrong.")

**Anchor Paper 6**

I want to explain why you or other people should be a good role model for younger children. It's good to be a role model for younger children, because they will follow you in your foot steps. You should be a role model, because younger children look up to you. You should be a role model, because it's a great opportunity to teach children whats the difference between good and bad. Sometimes you learn from you mastakes by teaching other people whats good and bad. I really enjoy being a good role model, because I know one day someone will follow me in my footsteps and be just like me!

**Anchor Paper 6**  
**Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped. ("It's good to be a role model for younger children, because they will follow you in your foot steps. You should be a role model, because younger children look up to you. You should be a role model, because it's a great opportunity to teach children whats the difference between good and bad.") There is little evidence of organizational structure. Vocabulary is limited.

**Anchor Paper 7**

My role model is my mom!  
She does everything for me. She has been there my whole life. I wouldn't trade her. Not if my life depended on it.

I have watched my mom do things. Some were good; some were bad. But what I see her do, I want to do the same. She does things sometimes that really tell me she's a good role model.

What I see in her to be a good role model is she's nice to people. She was a nurse and I really want to do that. My mom now is a cashier and I watch her. She greets people, talks to them, and helps them the best she can. She's great at being a mom of three kids, a cashier, a nice person, and a role model.

That was why my mom is my role model.

**Anchor Paper 7  
Score Point 3**

The writing is somewhat clear and focused. ("My role model is my mom!") Ideas and content are developed with limited use of examples and details. ("What I see in her; to be a good role model is she's nice to people. She was a nurse and I really want to do that. My mom now is a cashier and I watch her. She greets people, talks to them, and helps them the best she can.") There is evidence of an organizational structure, but it is ineffective. ("I wouldn't trade her. Not if my life depended on it. I have watched my mom do things. Some were good; some were bad. But what I see her do, I want to do the same. She does things sometimes that really tell me she's a good role model.") Vocabulary is basic. ("She's great at being a mom of three kids, a cashier, a nice person, and a role model.")

**Anchor Paper 8**

Carly Patterson is my role model. She is a gymnast like me. I haven't met her, but someday I would like to. She went to the olympics in 2004. She is also my favorite gymnast.

When she went to the olympics with the other girls, she really stood out to me. The girls team one silver metal. Carly Patterson was one of the lucky few from the girls team to compete individually in all around.

She really stuck it out and won the gold metal. Carly Patterson is a really good gymnast. She really inspired me to try my hardest. After I watched her, I tried so hard that I became a level 4 gymnast. That's why Carly Patterson is my role model.

**Anchor Paper 8  
Score Point 3**

The writing is somewhat clear and focused. ("Carly Patterson is my role model. She is a gymnast like me.") Ideas and content are developed with partially successful use of examples and details. ("When she went to the olympics with the other girls, she really stood out to me. The girls team one silver metal. Carly Patterson was one of the lucky few from the girls team to compete individually in all around. She really stuck it out and won the gold metal.") There is evidence of an organizational structure, but it is ineffective. ("She really stuck it out and won the gold metal. Carly Patterson is a really good gymnast. She really inspired me to try my hardest. After I watched her, I tried so hard I became a level 4 gymnast.") Vocabulary is basic. ("I haven't met her, but someday I would like to. She went to the olympics in 2004. She is also my favorite gymnast.")

**Anchor Paper 9**

One time, my sister invited 10 friends over. My mom told me to act as a role model for them. I didn't take it seriously until they started mixing lotion, soap, water, and hair conditioning and pouring it over the windows.

Afterwards, I told them to copy me. They did—which was good and bad. When I said 'please', they said 'please'. When I said 'thank you', they said 'thank you'. Everything was going well until... I went outside and slipped in mud.

I found 10 other girls slipping in mud. Then, I remembered that it was mostly my fault, so I ran inside, wailing and streaking mud. That was my mistake. 10 other girls flew inside, wailing and streaking mud.

When I went into the bathroom crying, I found 10 pairs of weeping eyes. I told them that they were only supposed to copy the good things I did.

When the girls went home, my mom made me clean the muddy mess. Slaving for 3 hours, I now knew how Cinderella felt. But, I deserved it, didn't I?

**Anchor Paper 9  
Score Point 3**

The writing is somewhat clear and focused on the narrator being a role model for her sister's ten friends. Ideas and content are developed with partially successful use of examples and details. ("I found 10 other girls slipping in mud. Then, I remembered that it was mostly my fault, so I ran inside, wailing and streaking mud. That was my mistake. 10 other girls flew inside, wailing and streaking mud.") There is evidence of an organizational structure ("My mom told me to act as a role model for them. I didn't take it seriously until they started mixing lotion, soap, water and hair conditioning and pouring it over the windows. Afterwards, I told them to copy me. They did—which was good and bad. When I said 'please', they said 'please'. When I said 'thank you', they said 'thank you'."), but it is ineffective ("Everything was going well until . . . I went outside and slipped in mud"). Vocabulary is sometimes basic.

**Anchor Paper 10**

One time I was being mean to my sister because I had thrown a stuffed animal at her. Then she threw it back at me. So I keep being mean so she would get the idea that when someone does something mean to you, you don't do it right back. So she continued to throw them at me, and I didn't know why she was still throwing them at me. I thought I taught her a lesson.

Then my mom walked in and told my sister to get out of the room she needed to talk to me. My sister walked out laughing because she thought I was getting in trouble. My mom put me on the bed and said "Do you no why B is doing this?" I shake my head no. "Your sister is doing this because she looks up to you and whatever you do she thinks its cool and ok to do because your her role model. Meaning that she looks up to you and she wants to grow up to be just like

you. If you keep doing this she will too. Then when she grows up she'll be a trouble maker. Think about it." She kissed me and tucked me into bed.

The next morning B did it again. I sat her down and I said "B you do these because I did it, but its not cool its cruel. You look up to me and sometimes I look up to you to be the best sister ever. We can't keep fighting its not right. She never did" it again "because that day she followed me as a role modle and a big sister.

**Anchor Paper 10**  
**Score Point 4**

The writing is generally clear and focused on the narrator's conflict with a younger sister. ("Your sister . . . looks up to you and whatever you do she thinks its cool and ok to do because your her role modle.") Ideas and content are developed with relevant details and examples where appropriate ("Then my mom walked in and told my sister to get out of the room she needed to talk to me. My sister walked out laughing because she thought I was getting in trouble"), although there is some unevenness ("So I keep being mean so she would get the idea that when someone does something mean to you, you don't do it right back. So she continued to throw them at me, and I didn't know why she was still throwing them at me. I thought I taught her a lesson."). The response is generally coherent, and its organization is functional. ("The next morning B did it again. I sat her down and I said 'B you do these because I did it, but its not cool it's cruel.'") The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

**Anchor Paper 11**

A role model for me is Brett Favre. Brett Favre is a great quarterback who plays for the Green Bay Packers. The Green Bay Packers are a great NFL team. The Green Bay Packers aren't doing so well this season though. Although I am a wide receiver I still think Brett Favre is a good role model.

Brett Favre is a legend so far in the NFL. He has thrown so many touchdowns, and so many complete passes. He used to play for the falcon a long time ago until the Packers drafted him. He soon followed in Bart Starr's (a former packer) footsteps. Brett always needs to pump up the team, and make funny jokes every once in a while.

Brett is fit, strong, and ready to throw a pass at any moment. He is a good sport to everyone on and off the field. He treats his receivers the same, if someone opens they get passed to no matter who it is. He is not selfish and doesn't run the ball three times in four downs. He makes jokes on the field and doesn't get mad easily.

However he has been slowing down lately. He's been throwing interceptions, and getting sacked. I think it's his age him being in his late 30's. He is still my favor

rite quarterbacks of all time and always will be. Brett Farve is my role model and I think hes a good one.

**Anchor Paper 11**  
**Score Point 4**

The writing is generally clear and focused. (“A role model for me is Brett Farve.”) Ideas and content are developed with relevant details and examples where appropriate (“However he has been slowing down lately. He’s been throwing interceptions, and getting sacked. I think its his age him being in his late 30’s.”), although there is some unevenness (“He used to play for the falcon a long time ago until the Packers drafted him. He soon followed in Bart Star’s [a former Packer] footsteps. Brett always needs to pump up the team, and make funny jokes every once in a while.”). The response is generally coherent, and its organization is functional. (“Brett is fit, strong, and ready to throw a pass at any moment. He is a good sport to everyone on and off the field. He treats his recievers the same, if someones open they get passed to no matter who it is.”) The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

**Anchor Paper 12**

My role model is my great grandpa. I picked him by how he acted and his bravery. The reason he is my role model is because he saved not just one person's life but a whole family's life. I have never met my great grandpa, but I have heard great stories about him from my dad. I have heard a lot of stories about him but there is one that I love the most.

Around the time of the Holocaust, my great grandpa owned a bakery. And it was a pretty big building. He didn't own the whole building but he was allowed to go anywhere in the building. Around that time Hitler's troops started coming around and taking Jews. My grandpa's best friends were Jews and he had an idea. His idea was that they could hide out in his bakery, he said the building above him is so big that they will never find them. And that is what they did. Their plan was that they were going to hide-out up there until the war was

over. My great grandma went up every day for a long time to feed them.

Later after that the war was over and they had survived. The reason was because they were all the way on the top floor and in a room that was all the way on the opposite side of the stairs. My grandpa knew if he got caught he would die and so would his family but he took a risk to save a family's life. And that is why he is my role model.

**Anchor Paper 12**  
**Score Point 4**

The writing is generally clear and focused on the writer's great-grandfather. ("... because he saved not just one person's life but a whole family's life.") Ideas and content are developed with relevant details and examples where appropriate ("Around the time of the Holocaust, my great grandpa owned a bakery. And it was a pretty big building. He didn't own the whole building but he was allowed to go anywhere in the building. Around that time Hitler's troops started coming around and taking jews."), although there is some unevenness ("Later after that the war was over and they had survived. The reason was because they were all the way on the top floor and in a room that was all the way on the opposite side of the stairs."). The response is generally coherent, and its organization is functional. ("I have never met my great grandpa, but I have heard great stories about him from my dad. I have heard a lot of stories about him but there is one that I love the most. Around the time of the Holocaust, my great grandpa owned a bakery.") The writer's command of language, including word choice, supports meaning.

**Anchor Paper 13**

Well, I don't really know many good role model stories, but I know a bad one, see I know this slightly crazy guy. Well, he isn't crazy he's just really wild and always does bad stuff. So, I call him crazy. I won't say his real name, instead he'll just go by "Bob." Bob isn't exactly a good role model who sets good examples, he's more of a bad role model who sets bad examples. Anyway...

Our school had decided to have an after school game day. Me, Bob, and another friend (he will go by "Bill") were hanging around.

We noticed something, our parents weren't with us.

Bob suggested we go hang around in the balcony above the gym.

It was fun up there. We chatted. We joked. Bob swore. The thing was, we had to leave through walls of boxes.

Our school had gotten a load of

new computers, and the boxes the computers had come in got dumped up there in the balcony.

Bob was walking around and accidentally knocked over a cup full of markers.

Boxes.

Bob picked up one and flung it to Bill, flung the next to me and kept one for himself. Immediately he started writing swear words on the boxes. Bill joined. I wasn't sure what to do. Then Bob wrote on a box: "Bob was here". Bill wrote Bill "Bill was here". I couldn't believe how dumb they were. Now we'd get busted for sure.

I didn't write anything.

A few days later, we all got in trouble. Our punishment was to scribble out the words we'd written. None of us got suspended though.

That's the end of my role model story. How Bill and me weren't bad people, but how someone can be such a strong role model and get you in trouble.

**Anchor Paper 13**  
**Score Point 5**

The writing is clear and focused. (*“Bob isn’t exactly a good role model who sets good examples, he’s more of a bad role model who sets bad examples.”*) Ideas and content are well developed with relevant details and examples where appropriate. (*“The thing was, we had to weave through walls of boxes. Our school had gotten a load of new computers, and the boxes the computers had come in got dumped up there in the balcony.”*) The writer’s control over organization and the connections between ideas effectively moves the reader through the text. (*“Then Bob wrote on a box: ‘Bob was here’. Bill wrote ‘Bill was here’. I couldn’t believe how dumb they were. Now we’d get busted for sure. I didn’t write anything. A few days later we all got in trouble.”*) The writer shows a command of language including precise word choice. (*“Bob was walking around and acidently knocked over a cup full of markers. Markers. Boxes. Bob picked up one and flung it to Bill, flung the next to me and kept one for himself. Immediatly he started writing swear words on the boxes.”*) The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

## Anchor Paper 14

A normal tale many people could have forgotten is Christopher Reeve. Not because he was the star in the Warner Brothers Superman movies. I'm talking about Memorial Day in 1995, when he almost lost his life.

Chris was riding his horse Buck like he usually did. Nobody knows for sure but some people believe that a rabbit must of scared Buck. Buck went on his back legs and Chris fell. He was then rushed to a hospital.

Doctors learned that Chris had broke his spine. He would have to have a weel chair. Chris was wondering if he could go on in life. His wife Dana convinced him too. Then the headings were out, "Super man in weel chair."

Chris didn't stop there. He always rememberd that a doctor

told him that some patients are able to walk again. Later he then wrote a book that told about how he adjusted to not being able to move at all. He also worked on a H.B.O. mini serie on T.V.

Years later Christopher went back to Superman. He guest starred on Smallville as Dr. Virginia Swann who told Clark he was from Krypton. When the episode aired on the W.B. people loved it to see him back with Superman. Some people felt a passing of the torch from one Superman to the next.

Chris always had that hope that he would walk again. But then he got really sick and was rushed to the hospital. Doctors couldn't do anything. Christopher then died on October 2004. But many people look at him as a hero from his hope. That is why he is a hero.

**Anchor Paper 14**  
**Score Point 5**

The writing is clear and focused on the writer's role model, Christopher Reeve. Ideas and content are well developed with relevant details and examples where appropriate. (*"Chris was riding his horse Buck like he usually did. Nobody knows for sure but some people believe that a rabbit must of scared Buck. Buck went on his back legs and Chris fell. He was then rushed to a hospital."*) The writer's control over organization and the connections between ideas effectively moves the reader through the text. (*"Chris didn't stop there. He always remembered that a docter told him that some patients are able to walk again. Later he then wrote a book that told how he adjusted to not being able to move at all. He also worked on a H.B.O. mini serise on T.V."*) The writer shows a command of language including precise word choice. (*"When the episode aired on the W.B. people loved it to see him back with Superman. Some felt a passing of the turch from one Superman to the next."*) The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

**Anchor Paper 15**

When I was a toddler, about three years old I realized that everyday after what the big kids called school, there was about three kids playing accross the street in a big yard. I always wanted to go and play with them, so one day my mom gave in. I picked out about three books to take over and some Snacks and we went all the way accross the street and sat on the sidewalk. Now this was a very big deal for me. I had never been on that side of the street before, Maybe an occasional ride in the little yellow buggy that my dad pulled behind his bike, but other than that I had never been over there! So my mom and I sat down on the side walk and read some books, I liked just sitting there watching the big kids play and listening to my mom read. My mom and I soon got into the routine of going accross the street reading books together. One day after the big kids had grown suspicious about me they came over to me and my mom and the one and only girl, L, asked me if I would like to play with them. I looked at my mom and she nodded yes and

watched me curiously follow the three kids who were five years older than me over to the yard to play. I didn't know how to play their games, and they all agreed they did not want to play duck, duck, goose with me, so we ran around most of the time.

But when J and R (The two boys) started getting tuffer and started ruff-housing L wanted to play with me more so we played on the hammock together at my house, played Stables, restaurant, with chalk, rode bikes (she was on her two-wheeler, me on my trike) up and down the sidewalk and lots of other things. We grew attached to each other, as we got older our parents started warning us that we might not stay friends forever because of the age difference. We would sometimes even cry together in fear that we would grow apart. L was, is, and always will be a role model for me. She doesn't smoke, swear (yet), go to parties, stay out late, yet she can still have a good time. She is sixteen now, and I'm eleven. We have grown apart, but we are still so very close, L does not live across the street any more, she moved to the other side of town, but we see each other every weekend and we love each other. She is my sister, I tell her everything. Although not related by blood she will always be a sister and role model to me.

**Anchor Paper 15**  
**Score Point 6**

The writing is exceptionally clear and focused on an older friend, L, who was to become the writer's role model. (*"She is my sister. I tell her everything. Although not related by blood she will always be a sister and a role model to me."*) Ideas and content are thoroughly developed with relevant details and examples where appropriate. (*"Now this was a very big deal for me. I had never been on that side of the street before, maybe an occasional ride in the little yellow buggy that my dad pulled behind his bike, but other than that I had never been over there! So my mom and I sat down on the side walk and read some books. I liked sitting there watching the big kids play and listening to my mom read."*) The writer slowly builds up the essay to the introduction of their role model; the writer first describes the initial experience of crossing the street, and moves to the invitation to play with the group of new friends. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. (*"One day after the big kids had grown suspicious about me they came over to me and my mom and the one and only girl, L, asked me if I would like to play with them. I looked at my mom and she nodded yes and watched me curiously follow the three kids who were five years older than me over to the yard to play."*) The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. (*"We grew attached to each other, as we got older our parents started warning us that we might not stay friends forever because of the age difference. We would sometimes even cry together in fear that we would grow apart."*) Tight control over language use and mastery of writing conventions contribute to the effect of the response.