1. WRITE ABOUT THE THEME: ACCEPTANCE

Acceptance is approval of someone or something. It is allowing someone new into a group to which you belong. It is tolerance and openness.

Do ONLY ONE of the following:

write about a time when someone was "the new kid," trying to be accepted into a group

OR

explain how you or someone else helped a new person become part of a group

OR

tell why it is important to accept others who are different

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 6 of this booklet. Only the writing on pages 6 and 7 will be scored. No extra sheets may be used.
PART 1A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A 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?

NOTES/PLANNING
Michigan Educational Assessment Program
Rubric for Writing from Knowledge and Experience
Grades 3 – 8

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

Anchor Paper 1
Score Point 1

The writing is generally unclear and unfocused. Ideas and content are not developed or connected (There are ton’s of different people. I think there should be different kinds of people). There is no noticeable organizational structure.
Anchor Paper 2

One time a new kid came to my classroom and he was trying to be accepted into the group and the kid sitting next to him helped him fit in and be accepted in the group.

Anchor Paper 2
Score Point 1

The writing is generally unclear and unfocused. Ideas and content are not developed or connected (One time a new kid came to my classroom and he was trying to be accepted into the group and the kid sitting next to him helped him fit in and be accepted in the group). There is no noticeable organizational structure. Lack of control over writing conventions is demonstrated by inappropriate use of periods and capitals which makes the writing difficult to understand.
Anchor Paper 3

The writing is generally unclear and unfocused. Ideas and content are not developed or connected ("Last year a knew kid came to school and he was vary shigh so we help by asking people if they wanted to be friends"). There is no noticeable organizational structure. Lack of control over writing conventions makes the writing difficult to understand.
Anchor Paper 4

Score Point 2

The writing is only occasionally clear and focused on the new kid being accepted on the soccer team. Ideas and content are underdeveloped (A new kid came to our school. He wants to play soccer on a certin team. But the team he wanted to be on never picked him). There is little evidence of organizational structure. Vocabulary is limited (…play soccer on a certin team…prove he was good).
Anchor Paper 5

Score Point 2

The writing is only occasionally clear and focused on accepting someone different as a friend. Ideas and content are underdeveloped ( . . . you could be playing with your friend, you come across a person is playing alone, you and your friend go and ask if he wants to play with you . . . he says he’s from Asia, and you learned a lot from him). There is little evidence of an organizational structure. Vocabulary and the control over conventions are limited ( . . . they might have a different color . . . . you say he could be an exchange student from a different state or a country, or something like that).
Anchor Paper 6

The writing is somewhat clear and focused on a personal experience of being accepted at a new school. Ideas and content are developed with partially successful use of examples and details (He picked a girl . . . to show me. She took me there . . . she talked to me . . . she sat with me at lunch . Also she helped me make friends. We became very close friends). There is evidence of a basic chronological organizational structure as the writer moves through her experience (One time when . . . One day . . . For the first few days . . . On the way there . . . When I got better). Vocabulary is basic.
Accepting Different People

It is very important to accept others that are different than you! You could make friends with them to know their life, and you just have to give them a chance.

Making friends with them is awesome because they're different than you and maybe they have a different way to hang out. You get to just plain old have fun with them at their house. If you have more friends it'll be merrier than before.

Since you have a new friend you need to know about their family, whether they have any tragedies and what they like. Usually you need to find that out to either be happy for them or weep with them.

Maybe they have different activities that they do, like arts and crafts, maybe they like to go to places they've never been before. But you need to cooperate, that way both of you will have fun.
But whatever you do you always need to accept them so that you can maybe make friends with them. Get to know their life, and do activities together. If you never accept them you’ll never know what they’re like and you can’t do any of the fun things. So you should always think twice before saying no to someone that’s different.

Anchor Paper 7
Score Point 3

The writing is somewhat clear and focused (It is very important to accept others that are different than you). Ideas and content are developed with partially successful use of examples and details (Since you have a new friend you need to know about their family, whether they have any traiedies and what they like. Usually you need to find that out to either be happy for them or weep with them). There is evidence of an organizational structure, but it is ineffective (Making friends with them is awesome because they’re different than you and maybe they have a different way to hang out . . . . Since you have a new friend you need to know about their family . . . . Maybe they have different activities that they do). Vocabulary is basic (If you never accept them you’ll never know what they’re like and you can’t do any of the fun things).
I think that it is important to except other people who are different, new, and maybe someone who most people really don’t like. That’s just plain kindness. If you don’t except them then that would hurt their feelings.

I have a lot of examples of me excepting people who are different. This girl named who had a different color skin than me was my best friend in 3rd grade. As soon as we were really good friends it was almost as if she didn’t have a different color skin than me. Here is another example. I was at gymnastics practice for team and a new girl started coming. At first she was really mean, but we started being her friend and she wasn’t mean anymore. I guess she just needed a friend. During that same practice another new girl came. At first none of us liked her but then I opened up trying to be nice to her. She ended up being really nice and a cool friend to play with.
That is why it is important to except others who are different, new, and maybe someone a lot of people don't like. If I didn't I would be short three friends.

Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused (I think that it is important to except other people who are different, new and maybe someone who most people really don't like). Ideas and content are developed with partially successful use of examples and details (The girl . . . had a different color skin than me was my best friend in 3rd grade. As soon as we were really good friends it was almost as if she didn't have a different color skin than me). There is evidence of an organizational structure, but it is ineffective (I have a lot of examples . . . . As soon as we were really good friends . . . . Here is another example . . . . During that same practice . . . that is why). Vocabulary is basic (At first none of us liked her but then I opened up trying to be nice to her. She ended up being really nice and a cool friend to play with).
This story is about how I accepted someone very special in my life.

One day I was swinging my body on the monkey bars. Then all of sudden I heard a loudness. My foot hit something hard. I realized it was a new girl running underneath me. I jumped down and she was laying on the ground holding her nose and saying...oo...I helped pick her up and gave her some towels. I helped pick her up and took her to the nurse. The nurse said that she was going to leave a bruise. So she gave her a band aid and told her she can go back outside for recess.

So then we went back outside and I told her sorry and she replied that’s ok.

I got to know her by playing with her every recess. She told me next recess. So after the next recess, I told her back sit buy me at lunch.

The next day I said, “let’s take turns picking out something to play so she chose tag, and she got me every time. Then I chose jump rope, and I got to eighty-two, and she got to
The writing is generally clear and focused. (This story is about how I accepted someone very special in my life). Ideas and content are developed with relevant details and examples where appropriate. (One day, I was swinging my body on the monkey bars. Then all of a sudden, Smack. My foot hit something hard. I realized it was a new girl running underneath me. I jumped down and she was laying on the ground holding her nose and saying ow, ow. I helped pick her up, although there is some unevenness). Then on Friday night, I decided to have a sleepover. We watched “_____” and ate popcorn. That night we both had nightmares about the house melting.) In the future, I hope we do all these things again.

Anchor Paper 9
Score Point 4

The response is generally coherent, and its organization is functional and the writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
It was 7:58 am. All the elementary school kids were on shuttle buses getting ready to get off the bus and go to school. No one noticed a new kid on the bus. The clock struck 8:00. All the kids got off and went to class. Then, in the 5th grade classroom everyone noticed a black girl. Everyone was scared to talk to her because she was different. Then, and went up to the new girl and asked, “Do you want to come and play with us?” The new girl’s name was 

was a well mannered 10-year-old young lady. She had dark curly hair. She said, “Sure,” was excited to make new friends all ready this morning. All day the four girls were talking and playing together. Then, had an idea, “Why don’t we go to my house and have a slumber party!!!”. Everyone thought that was a great idea.
After school, all went to House. When they knocked on the door and said "Come in," they all went in and there were lights hanging on the wall and a dry erase board that read... Welcome to Party!!

It was so thrilling it almost made ___ scream. They had a great time at ___'s house. The next day at school all the girls and boys wanted to play with ___. That is how ___ was expected.

Anchor Paper 10
Score Point 4

The writing is generally clear and focused on how the new girl gained acceptance. Ideas and content are developed with relevant details and examples where appropriate (___ was a well mannered 10-year-old young lady. She had dark curly hair. She said, "Sure." ___ was excited to make new friends all ready this morning. All day the four girls were talking and playing together), although there is some unevenness (It was so thrilling it almost made ___ scream. They had a great time at ___'s house. The next day at school all the girls and boys wanted to play with ___), The response is generally coherent, and its chronological organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
The Acceptance of a New Friend

The day when I woke up to go to school I didn’t suspect a new kid to come to our school that cold, wintery day. But, it happened unsuspectingly.

It all started on a mid October morning when we went gym class. I was having fun. When we came back we all looked at a figure sitting at a desk. It had a coat, legs, and arms. It was a new kid. I thought to myself “why would a new kid be coming during the school year.” So, I did what a friendly person would do. I walked up to her and said hello. She said her name was in a low voice. I thought it was a nice name. I could tell right then that something was going to happen at in Mrs. 4th grade classroom.

When the bell rang for lunch my teacher walked up to me and my friend and said “Will you show our new student around outside during your recess?” We really didn’t want to. To respect my teacher we did it anyway. We did it just to help her on her first day.

The next day ran up to me and my friends at recess and started hanging out with us. So, I just let her walk around with us. She looked like she was
enjoying herself. Then she started to talk. In the very beginning she acted real shy. But, now she was actually talking! Then she asked to talk to me for a second. So, I said “Sure.” Do you want to know she asked me? She asked “Can I be excepted in the group.” I said “yes.”

In conclusion, I feel that it is nice to except a new student at a new school to a group. It makes you and them feel good.

Anchor Paper 11
Score Point 4

The writing is generally clear and focused on the acceptance of a new friend. Ideas and content are developed with relevant details and examples where appropriate (So I did what a friendly person would do. I walked up to her and said hello and asked her her name. She said her name was ________ in a low voice. I thought it was a nice name.), although there is some unevenness (In the very beginning she acted real shy. But now she was actually talking! Then she asked to talk to me for a second. So I said “Sure.” Do you want to know she asked me? She asked “Can I be excepted in the group.” I said “yes.”). The response is generally coherent, and its organization is functional (The day when I woke up to go to school I didn’t suspect a new kid to come . . . . It all started on a mid October morning . . . . When the bell rang for lunch . . . . The next day . . . . In conclusion). The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
Great, just great. I'm sharing a room with my 4-year-old brother. We didn't call him Master of Disaster otherwise known as M.O.D. for nothing. He probably makes a mess whenever he goes. I gotta go talk to Mom but she can straighten things out, even though it was mostly her idea. I go down the stairs, looking at the beautiful chandelier at the front of our house in a neighborhood in a town. I get downstairs and see mom cooking dinner. She notice me and says, 'Hey, honey. What's up?'

I answered, 'He can be such a pain.'

'Now,' she says, stopping her cooking and looking at me a little annoyed. 'Don't talk about that way. You'll be fine.'

'Okay,' I said, and I headed back up to my room. Yeah, I thought. I'll go to my room to wait for torture from my brother. How, boy! I don't think I could eat another bite! I've changed my mood a little about the whole sleeping together thing. I really tuned up when Dad came home with built bed pieces and I already talked and I think it's going to be all right after all. Mom said we would build it tonight as a family, which would be Mom, Dad, and I. After supper, we all went to my bedroom and Dad opened the box. There were new pieces of all kinds of colors. We started building and we put all those pieces together with screws and put the screws in with our hands.
Anchor Paper 12  
Score Point 5  

The writing is clear and focused on the author’s acceptance of sharing a room with a 4-year old brother. Ideas and content are well developed with relevant details and examples where appropriate (Great, just great. I’m sharing a room. With my 4-year old brother . . . . We didn’t call him Master of Disaster otherwise know as M.O.D for nothing. He probably makes a mess wherever he goes. I gotta go talk to Mom. I bet she can straighten things out, even though it was mostly her idea). The writer’s control over organization and the connections between ideas effectively moves the reader through the text (I get downstairs and see mom cooking dinner. She notices me and says, “Hey, honey. What’s up?” “I’m wondering why I have to sleep with _____ or M.O.D,” I answered. “He can be such a pain.”). The writer shows a command of language including precise word choice (After we were done we all stood back looked at the bed all shiny and new . . . . Then, quickly I broke the silence and quickly said, “I claim the top!” Then _____ yelled, “No fair,” and tackled me. Maybe it will be okay). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
"Not Me, NO Way"

I can remember it like it was just yesterday. My mom, dad, and babysister all watched me as I sadly climbed on the school bus that would take me to school. It was the summer of 2005. I didn't want to go to school, but at that time no one cared if I didn't. I was going. Once I got on the bus I looked around to find a seat. No one wanted me to sit by them. So I sat in the back of the bus all by myself. The whole way there the only thing that was on my mind was if I would make friends the first day. As I was walking into my classroom my teacher greeted me by showing me where to put my backpack and things. She said I could pick a cubby to put my stuff in so I did. Not knowing anybody I pick my seat too. My teacher then asked me "What is your Name?" I said in a soft voice. No she wasn't
the nicest teacher I have ever had, but I had her.

After lunch, my favorite time “Recess”. At recess I was trying to look for another girl about my size and alone, I then went over to her and stood there. Then all of a sudden her ear comes in girls rushing to her. So I had friends big time, so I asked if I could hang out with them. Then the girls all huddled then at the same time they all turned around and said “NO”. I was devastated to their response so I walk away slowly. I didn’t really care on the outside I shure did in the inside my heart was crumbled. Tears started to run down my cheek. Why couldn’t I just play with them that one day. Then I felt a tap on my shoulder. “Sorry” said the girl that was standing alone. That’s okay I said. I guess I don’t care. If you hang out with us, “sweet”, come on let’s go. I now had friends the End.
The writing is clear and focused on a personal experience of being accepted at a new school. Ideas and content are well developed with relevant details and examples where appropriate. Once I got on the bus I looked around to find a seat. No one wanted me to sit by them. So I sat in the back of the bus all by myself. The whole way there the only thing that was on my mind was if I would make friends the first day. The writer's control over organization and the connections between ideas effectively moves the reader through the text. As I was walking into my classroom my teacher greeted me by showing me where to put my backpack and things. She said I could pick a cubby to put my stuff in so I did. Not knowing anybody I pick my seat too.). The writer shows a command of language including precise word choice. Then the 8 girls all huddled then at the same time they all turned around and said, “NO”. I was devastated . . . . my heart was crumbled. Tears started to run down my cheek). The language is well controlled.
I rushed through the recess doors and dashed down the concrete in the boiling hot sun to the football field. Shielding my eyes from the bright sun, I walked in line to get picked up. Then some kid I didn’t recognize nervously walked over. I figured he must be a new kid. In a soft voice he quietly asked, “Can I play?” “Sure,” I answered back. “Nobody wants me to play with them,” he angrily told me also shielding his eyes from the sun. “Oh, well it’s fine with me and my friends,” “Ok” We both got picked on the same team and we walked to our side of the field and our feet made a crunching noise in the rocks as we walked. “By the way, what’s your name?” I asked him. “Ok, my name is kick.” He tossed the ball and he kicked it and smack! Kicked the ball as high as a sky scraper. When the other team tried to catch it they just couldn’t catch it, it bounced right off there arms and the ball went straight back up as high as the sky. Looking at
Anchor Paper 14
Score Point 5

The writing is clear and focused on how a new kid was accepted into a group through football. Ideas and content are well developed with relevant details and examples where appropriate (Sheilding my eyes from the bright sun I walked in line to get picked on a team. Then some kid I didn’t reconize nervosly walked over. I figured he must be a new kid. In a soft voice he quietly asked, “Can I play?” “Sure,” I answered back.). The writer’s control over organization and the connections between ideas effectively moves the reader through the text (After the football’s long journey in the sky . . . . After that _____ intercepted the ball on defence. Man, I thought this kid is good. Our next play _____ threw the ball with all his might . . . . I sprinted back in…). The writer shows a command of language including precise word choice (____tossed ____the ball and he kicked it and smack! _____ kicked the ball as high as a sky scraper. When the other team tried to catch it they just couldn’t catch it, it bounced right off there arms). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
Stumbling to the pavement outside, I spotted some girls on the swings. As I strutted towards the girls I had a feeling that I might just get accepted into this group. Coming closer now, I start thinking over what I’m going to say. Standing in front of the girls I feel a lump forming in my throat. “Hi.” I stammered. “Hi,” they said. I noticed them look at each other in a way that made me regret coming over here. Staring down at the ground, I manage to ask “Can I join your group?” Quickly, they formed a small huddle. They whispered something that I couldn’t make out. In a snap of my fingers they were back in their light-blue swings. “First, we need to know your name,” they said. “My name is and ,” I answered. “What’s yours?” “I’m ,” said a tall skinny girl. “This is and ,” said pointing at the two girls. “What you need to do is climb all the way across those monkey bars,” said pointing to a red set of monkey bars. As I made my way over to them, I gripped tightly to the cold, wet, metal bars. Swinging to the next bar, I knew I could do it. When I reached the middle, my arms were aching and I just wanted to give up, but I didn’t.
The writing is exceptionally clear and focused on the author’s experience of climbing across the monkey bars to be accepted into a group. Ideas and content are thoroughly developed with relevant details and examples where appropriate (Staring down at the ground, I manage to ask “Can I join your group?” Quickly, they formed a small huddle. They whispered something that I couldn’t make out. In a snap of my fingers they were back in their light-blue swings). The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text (Stumbling to the pavement outside, I spotted some girls on the swings. As I strutted towards the girls I had a feeling that I might just get accepted into this group. Coming closer now, I start thinking over what I’m going to say). The writer shows a mature command of language including precise word choice that results in a compelling piece of writing ( . . . I gripped tightly to the cold, wet, metal bars. Swinging to the next bar, I knew I could do it. When I reached the middle, my arms were aching and I just wanted to give up, but I didn’t. I kept going.) Tight control over language use and mastery of writing conventions contribute to the effect of the response.
Awesome Acceptance Always Aces!

"Fine," said with a sigh expression coming over her face. "You can be in my Cool Girls Group if you crawl across the playground on your hands and knees." Gulpimg, "I said, "OK." I took my position at the edge of the playground. "Ready, Set, Go!" yelled sidekick. As I snaked across the playground with kids hooting and laughing like hyenas, I thought "Why me?" This was my second day at Elementrey School in Minneapolis MN. Trying to be in the "Cool Girls Group" sure wasn't going the way I planned. When I finished my crawl, my hands and knees were bloody and scabbed. I stood up slowly, wincing from the pain of my hands. Excitedly, I said, "I'm in your group now... right?" "Not yet," answered, looking me straight in the eye. "You have to do a few more things," added. "What?" I asked feeling confused and disapponted. "Well, what do I have to do?" I questioned. "You'll see," and with that, spun around on her heel and left me standing there like an idiot. A puppy that no one wanted. Unaccepted... alone.

The next day at school, I was ready. I brought bandages, towels, tissues, new clothes, all my money and anything else I might need to meet requests. During math
class, another wannabe passed me a note that said: Meet us in the girls bathroom during 1st recess at 11:21 on the dot. So, I looked at and nodded yes I would be there. She smiled and looked at me. She smiled sweetly like sugar too. I thought ‘Wow! they accept me after all!’ At 11:21 during 1st recess, I made my way to the girls bathroom and the rest of her ‘COOL GIRLS GROUP’ were there, held a piece of orange paper in her hands. She gave the paper to me. The orange paper said: Your last challenge is to kiss ...(someone else had written) on the LIPS! My eyes got as big as plates and I shook my head NO. I will not kiss.

With that, I sprint out of the bathroom and down the hall. Throwing the glass door open, I said to myself, ‘I will never be accepted into the cool girls group.’ Sitting under a maple tree, I begin to sob... All of a sudden, a girl’s voice fills my ears ‘Are you OK?’ I open my eyes and saw. She grabs my hand and says ‘Come on, let’s play on the seesaw.’ I loved the seesaw. She is not only my best friend, but my lifesaver. I’ve learned your friends accept you for who you are... Not so they can laugh at you.
Anchor Paper 16
Score Point 6

The writing is exceptionally clear and focused on ____experience of trying to gain acceptance into the “Cool Girls’ Group.” Ideas and content are thoroughly developed with relevant details and examples where appropriate (As I snaked across the playground with kids hooting and laughing like hyenas, I thought “Why me?” This was my second day at ____Elementrey School in Minniapolis MN. Trying to be in the “Cool Girls Group” sure wasn’t going the way I planned). The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text (During math class, ____another ____wannabe passed me a note that said: Meet us in the girls bathroom during 1st recess at 11:21 on the dot. So, I looked at ____and nodded, yes I would be there). The writer shows a mature command of language including precise word choice that results in a compelling piece of writing (When I finished my crawl, my hands and knees were bloody and scabbed. I stood up slowly, wincing from the pain of my hands. Excitedly, I said, “I’m in your group now . . . right?”). Tight control over language use and mastery of writing conventions contribute to the effect of the response.