



**English Language Arts
Grade 8
Scoring Guide for
Released Item #1
Writing from Knowledge and Experience
Fall 2007**



Prompt

WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME: RESOLVING CONFLICT

Conflict is defined as a state of opposition between people or ideas.

In life there are often conflicts between individuals or groups. It can take a great deal of effort to resolve conflict in a productive way. Write about the theme of resolving conflict.

Do **ONLY ONE** of the following:

describe a time when you or someone else had to resolve a conflict

OR

explain a historical conflict and how it was resolved

OR

tell about a time when a conflict was not resolved

OR

explain why it is important to resolve conflict

OR

write about the theme in your own way.

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

It is important to resolve conflicts because you don't want fights to happen and people to get hurt fractured or worse killed in any sort of way.

Anchor Paper 1 Score Point 1

The writing is generally unclear. Content consists of a single statement that attempts to explain why it is important to resolve conflicts. (*because you don't want a fights to happen and people to get hurt fractured or worse killed in any sort of way.*) The writing is too brief to demonstrate organizational structure. Lack of control over conventions is shown in the absence of any punctuation except the ending period.

Anchor Paper 2

My story is about something that happened a long time ago. It happened when I was in 5th grade. Me and my friend got in a fight. They made us both say sorry.

Anchor Paper 2 Score Point 1

The writing is generally unclear. There is an attempt to tell a story about a conflict, but the response is vague (*My story is about something that happened a long time ago*) and undeveloped (*It happened when I was in 5th grade. Me and my freind got in a fight. They made us both say sorry.*) There is no functional organizational structure.

Anchor Paper 3

~~the~~ one conflict in History
was the civil war. the north
Didnt want slavery and
the south did want slavery they resolved
it with fighting and the north
won

**Anchor Paper 3
Score Point 2**

This writing is only occasionally clear and focused. Ideas are underdeveloped in this response that provides a brief account of a conflict in history. (*one conflict in History was the civil war. the north Didnt want slavery and the south did want slavery... they resolved it with fighting and the north won.*) There is little evidence of organization beyond a sequence of events. Vocabulary is limited and conventions, particularly capitalization, demonstrate limited control.

Anchor Paper 4

It is important to resolve a conflict because a conflict can lead to punching and kicking, then it leads to guns and someone's life is taken away. Another reason it is important to resolve a conflict is because when guns get into the conflict someone dies, and the person that died will have all their family members looking for you, and that will lead to more deaths. That is two reasons why it is important to resolve a conflict.

**Anchor Paper 4
Score Point 2**

The writing is only occasionally clear and focused. Ideas to support why conflict should be resolved are underdeveloped. (*a conflict can lead to punching and kicking, then it leads to guns and someone's life is taken away. Another reason ...when guns get into the conflict someone dies, and the person that died will have all their family members looking for you, and that will lead to more deaths.*) There is little evidence of organization beyond a concluding statement. (*That is two reasons why it is important to resolve a conflict.*) Writing conventions show limited control. Vocabulary is basic.

Anchor Paper 5

What is conflict? Conflict is a person or group fighting with another person or group. The person who starts the conflict would most likely be mean and hateful.

The war in Iraq that is a conflict between groups of people. The people who are not even in the war are having conflicts about the president not doing his job or not helping with the war. I think he's doing just fine. Friends have conflicts over boys or girls, or who's smarter, better, or more skinny. I think that is dumb.

I wish the world would be a better place. Full of loving and caring people who are friends with everybody. But it isn't. That's what I think conflict is.

Anchor Paper 5
Score Point 2

The writing is only occasionally clear and focused. The writer attempts to define conflict by providing examples. (*The war in Iraq that is a conflict between groups of people. ... Friends have conflicts over boys or girls, or who's smarter, better, or more skinny.*) However, these examples are vague and underdeveloped (*I think that is dumb*) and presented without any meaningful sequence. There is little evidence of organizational structure beyond the opening statement (*What is conflict?*) and the closing statement (*That's what I think conflict is.*). Vocabulary is limited, and conventions, particularly sentence structure, show limited control.

Anchor Paper 6

A conflict that happened to me was when I was going to _____, a summer camp, and my grandma was going to Minnesota on the same day. My mom already agreed to bring us both to our places, but we had to be there at certain times I had to be there at 2:00 pm, and my grandma around 4:00 pm. There was no way she could do both, and my Dad was working. So finally we came to a conclusion that my mom was going to take my grandma and I could ride with my friend that is going.

Anchor Paper 6**Score Point 3**

This writing is somewhat clear and focused and is partially successful in its use of details to develop content. (*I was going to _____, a summer camp, and my grandma was going to Minnesota on the same day. My mom already agreed to bring us both to our places, but we had to be there at certain times I had to be there at 2:00 pm and my grandma around 4:00 pm.*) Some organizational structure is provided in the sequencing of the explanation and in the transition (*So Finally we came to a conclusion*). Incomplete mastery over writing conventions is demonstrated in random capitalization and missing punctuation. Vocabulary is basic.

Anchor Paper 7

The conflict I am writing about is the American Civil War. This war was a conflict of ideas and of people. The war was fought between the north and the south, if the North lost there would be slavery in the south and the southern states would succeed from the union. But if the Northern union won then slavery would be abolished in the north south and all new states. The war was fought for nearly a decade. But it was finally resolved when the northern troops finally beat the south. After the war for many years there was still conflict between the north and the south, but that began to end with the civil rights movement.

**Anchor Paper 7
Score Point 3**

This writing is somewhat clear and focused. The limited, partially successful use of details contributes to the development of this response that explains the historical conflict of the American Civil War. (*This war was a conflict of ideas and of people. The war was fought between the north and the south. If the north lost there would be slavery in the south and the southern states would succeed from the union.*) Some organizational structure is provided in the use of basic transitions (*then, finally, After the war*). Incomplete mastery over writing conventions is demonstrated in the missing punctuation. Vocabulary is basic.

Anchor Paper 8

Why is it so important to resolve a conflict? Well the reason its is so important is because if you have a conflict with some body and you don't solve it you + that person will have a bad relationship and probly won't be friends for awhile.

For example, hypothetically you had 3 tickets to a baseball game and you, your dad, and the odd ticket. Your dad says "son you can bring one friend to the game." You say ok so you have a decision to make do I give them to Johnny or Billy? So you end up taking Johnny and Billy gets home from the store with his mom and decides to call you. Your mom picks up and says "oh hi Billy him + Johnny went to the baseball game."

You say "OK Thanks." and hang up. Billy's mad now because he took Johnny instead of him. Now Billy's mad at you. Billy & you are in the middle of a big conflict. You find out and now have 2 options, one is he can forget about Billy and not talk to him, or he can talk to Billy and tell him why he took Johnny instead of him.

Now as you can see conflict can be a big deal. Make sure if you ever have a conflict with anybody make sure you solve it right away!

Anchor Paper 8
Score Point 3

This writing is somewhat clear and focused. The main idea, why it is important to resolve conflict, is developed by the partially successful use of an extended example. (*For example, hypothetically you had 3 tickets to a baseball game and you, your dad, and the odd ticket. Your dad says "son you can bring one friend to the game." You say ok so you have a decision to make do I give them to Johnny or Billy?*) Some organizational structure is provided in the opening, in the transition of narrative events, and in the closing. Some examples of good word choice (relationship, hypothetically, options).

Anchor Paper 9

The Civil War was one of the greatest conflicts in the United States. It was between the federal government, "The Union," and eleven southern states, known as the Confederacy.

The Union, led by Abraham Lincoln, opposed expansion of slavery, while Confederacy wanted to keep slavery. The fighting began in 1861, when the Confederacy attacked Fort Sumter. In 1862, Lincoln wrote a proclamation saying that slaves could be free, despite opposition from the South. It also ensured that Britain and France would not aid the Confederacy. Also, it allowed the Union to recruit blacks for reinforcements. The North tried to invade into the South, but it failed in Pennsylvania in 1863.

However, New Orleans and the Mississippi River were captured by the Union. They also gained technological advances, which made them stronger. At the same time, Ulysses S. Grant and Robert E. Lee were having a series of bloody battles. Grant was for the Union, and Lee was for the Confederacy.

This was one of greatest conflicts in history,

and was resolved when Robert E. Lee surrendered, setting the slaves free.

Anchor Paper 9
Score Point 4

This writing is generally clear and focused. Ideas and content are developed with relevant details. (*The Union, led by Abraham Lincoln, opposed expansion of slavery, while Confederacy wanted to keep slavery. The fighting began in 1861, when the Confederacy attacked Fort Sumter. In 1862, Lincoln wrote a proclamation saying that slaves could be free, despite opposition from the South.*) There is some unevenness in this development (*Ulysses S. Grant and Robert E. Lee were having a series of bloody battles. Grant was for the Union, and Lee was for the Confederacy.*) Organization, demonstrated in an introduction, in the use of transitions (*also, however, at the same time*), and in the conclusion, is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 10

The three things I did to resolve a conflict were to walk away, talk it out, and tell an adult.

My sister and I had got into an argument. We were yelling at each other for a while. We were really close to hitting each other. I decided to walk away because I didn't want her to hurt me and I didn't want to hurt her by hitting each other. When I walked away, we both calmed down enough to say sorry.

My friend and I were walking home and I was playing too much. I made a mistake and bumped into her. She fell and scraped her knee on the sidewalk. She started to cry and said I wasn't her friend anymore. When I went home I called her on the phone and asked if we could talk it out. We talked about what we could do to become a better friend for one another.

My cousin was going to fight with a girl that lived three house down from her over a boy. She was made and wanted to fight the girl because she was talking about her brother. I told her she shouldn't fight, but she wouldn't listen to me because I'm just a kid. I needed to get an adult to stop them. I ran in the house to get my auntie. She ran outside to stop her daughter from hitting the girl from down the street. My auntie made sure the girl and my cousin kept their distance.

To sum it up, these were the three things I did to resolve a conflict. I walked away, I talked it out, and told an adult.

Anchor Paper 10
Score Point 4

This writing is generally clear and focused on the three separate occasions when the writer used three different strategies to solve a conflict (*walk away, talk it out, and tell an adult*). Although the organization is artificial, it is functional with a minimal introduction, the subsequent clustering of details for each of the three occasions, and a summary that basically repeats the introduction. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 11

Conflicts are very important to resolve. If you don't resolve a conflict it can get into a big problem. When you resolve a problem you don't get in as much trouble as you could.

In my life there has been conflicts with a bunch of people. While resolving one of my conflicts, I had to stand my ground, look him in the eye, and not say anything stupid.

Standing your ground shows the other person that you're not afraid of them. Keeping your position will show them that if you want to say something, you better speak up now.

If you don't stand your ground, like the person I solved a conflict with, then you will probably solve it. When I solved the conflict, there were two boys and one girl fighting about a shoe. When the two boys were tossing the shoe back and forth I had to grab the shoe and give it to her. When I did that I had to look him in the eye, so he would get nervous.

Looking someone in the eye gets them nervous so you feel like you're in charge. When I looked him in the eye he said "What you looking

at shrimp!" So I said "Why did you pick on a girl in 6th grade while your in 8th grade?" he said "Because it feels good." "But that's not the gentlemen like." I said. So next time why don't you think of what your doing, because that can really hurt someone's feelings.

Then he said the most stupid thing. "YOUR MOM!" (what ever you do, don't say anything stupid like that.) "Well, my mom is at home, so why are you talking about her?" "Because she's ugly!" "That's the most stupid thing you could ever say." When someone says something really stupid, just ignore what they say. Then walk away, and then the conflict is over. When you say something stupid, like your mom, you look like a total idiot.

A conflict can be stupid, dangerous, and even funny, but its best to solve them all. Standing your ground is important so you don't get nervous and break out. Looking them in the eye can scare them, and even make the nervous. Saying something stupid can ruin the whole thing. Now whenever there's a conflict I know to stand my ground, look them in they eye, and don't say anything stupid.

Anchor Paper 11
Score Point 4

This writing is generally clear and focused. Ideas and content are developed using relevant details and examples to explain the narrator's strategy for resolving a particular conflict. (*I had to stand my ground, look him in the eye, and not say anything stupid.*) Although development is sometimes uneven, a functional organization is demonstrated in the logical sequencing of narrative events, as well as in the introduction and conclusion. The effective use of dialogue moves the reader through the text. (*So I said "Why did you pick on a girl in 6th grade while your in 8th grade?" He said "Because it feels good." "But that's not the gentlemen like." I said.*)

The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 12

Long ago, in the country of England, there were magical creatures, called faeries. There were two types of faeries. The faeries who controlled warm weather were called Rain Faeries, and the faeries who controlled the cold weather were called Snow Faeries.

The Snow Faeries and the Rain Faeries were always fighting. They each thought that their weather was better. They often competed for which days they got to control the weather on.

Back then, England's weather very mixed up, because of the faeries. Humans did not know what was going on, for they could not see these creatures. The humans were very tired of not being able to know the weather, for it changed so often.

One day a very brilliant young man, named Julius Moonbeam, discovered an invention that allows humans to see faeries. Moonbeam, was thought by many to be crazy, but he kept

studying these creatures any way.

The faeries aboard Moonbeam to speak to them. He found out about their problems deciding the weather. He puzzled over this for awhile and then said, "Why don't you split the year in half and the Rain Faeries control one half and the Snow Faeries the other."

The faeries loved his idea and used it. This is why there is summer, spring, fall, and winter.

Anchor Paper 12**Score Point 5**

This writing is clear and focused. Ideas and content are well developed using appropriate, relevant details to tell a myth-like story of the conflict between the Snow Faeries and the Rain Faeries, explaining *why there is summer, spring, fall, and winter*. The writer's control over organization and the connections between ideas effectively moves the reader through the text. (*Humans did not know what was going on, for they did not see these creatures. The humans were very tired of not being able to know the weather, for it changed so often. One day a very brilliant young man, named Julius Moonbeam, discovered an invention that allows humans to see faeries.*) The writer shows command of language, including precise word choice. (*puzzled, brilliant, stud[y]ing*) The language is well controlled and lapses in writing conventions are hardly noticeable.

Anchor Paper 13

The to the beach was very bump it was dark and cloudy, but once and a while I could see the 101st's planes come by. I knew today, 1944, June 6th, would be a day that I would not soon forget.

On the ride I wanted to get the facts, lost friends, and friends to be lost out of my head. I just thought about my family, and my friends at home. Then I forced myself out of those thoughts I had to deal with this and I will.

Just as I finished drinking my canteen I checked my ammo for my M2 Thomson Smg. I could see some tank stoppers through the thick hazelike fog. Then the shoreline came into view. I just looked at the beach in amazement. I didn't expect the preparation they had set up for us. My thoughts were interrupted by the boat engineers voice. "Thirty seconds! God help you!"

"You ready for this?" ask Pvt. Carlson

I didn't respond I just gave a half nod. Thinking of friends lost to the Nazis. My face with a sign of aggression, I finally knew I wasn't gonna give up.

It's Issifalo made his way to the front of the boat, next to me. He loosened up the rusty door valve until it started turning rapidly by itself. Soon it would be the kaunts picking the dead and live.

I heard the door hit the sand. I ran out not being hit by the mg 42 fire. After I stop to take a breather behind a tank stopper I saw Pvt. Carlson again. He was bleeding from the leg!

"Oh my god!" I yelled. He sat down next to me "Medic!" I screamed.

"Aww it hurts aww God!" he yelled. Luckily one of our two medics were alive. It was Cpl. Beinrier.

"Get up here son!" I commanded. "Pvt. Carlson is hit."

"Alright Sarge," said Beinrier, "he will be able to walk I think, but that damage can't come of his artery might be at risk if it does"

"Okay Carlson on your feet let go!"

"Got it," he said with some pain in his voice.

We found the rest of our squad by a pile of sand. The bunkers were close, but the murder holes had a clear shot at bunker entrances.

"We need smoke," yelled Lt. "Sgt. Good?"

"Yes sir?" I answered.

"Throw smoke near the bunker entrance. Then you and Carlson charge. Beinrier and I will give you covering fire."

"Yes sir!" we yelled together. I let Carlson use my M16 because it was lighter and easier to run with on a wounded leg. I threw the smoke grenade and ran for the entrance. Pvt. Johnson, our sniper had cleared 2 of the murder holes so that helped. We saw some bombers fly by. The machine gun nests started to blow up.

We had capture the beach. Today a tragedy, tomorrow a proud memory. It's finally over.

Anchor Paper 13

Score Point 5

This writing is clear and focused. Ideas and content are thoroughly developed using appropriate, relevant details and examples to tell the story of a day the narrator *would not soon forget*. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. (*Just as I finished drinking my canteen I checked my ammo for my M1Thornson Smg. I could see some tank stoppers through the thick hazelike fog. Then the shoreline came into view. I just looked at the beach in amazement. I didn't expect the preparation they had set up for us. My thoughts were interrupted by the boat engineers voice "Thirty seconds! God help you!"*) The writer shows a mature command of language, including precise word choice (*shoreline, amazement, aggresion, interrupted, valve, loosened, breather*) and sentence variation, which results in a compelling piece of writing. The language is well controlled. With the exception of the first sentence, the occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 14

Rumor - Free Zone

Did I just hear what I think I heard? Was this eight-year long, irreplaceable bond honestly about to come to an end? Wow. I couldn't even believe that these thoughts were even going through my mind. But they were. Just the thought of this made me want to pass out. I mean, what could I do? Could I explain what happened? Or maybe I could just let things pass over. But what if they didn't? Eek. This was definitely a conflict that needed to be resolved.

It was right around Christmas time, in the winter of 2005. I was talking to all of my friends, giggling and laughing like always. But things would quickly change. My best friend at the time walked up. "Hey!" I said to her. She shot me a dirty look but I didn't think much of it. During locker passing time, I heard my name come up. Quite puzzled, I looked over my shoulder. It was one of my other closest friends. I walked over there and they told me she was furious with me. I got all red and walked to my next class. What did I do wrong? The only thing I could think of was dirty, no-good rumors. And sure enough, that's what it turned out to be. Someone told me I was having a party, and not inviting her. What?! I wasn't even having a party. I had to set the truth straight. But how?

That night I brain-stormed ideas all night long. I just couldn't think of any brilliant ideas. Well, besides to ask my mom. My mom told me to just go

up to _____ and tell her the truth. So the next day, I went to school and looked for her. I finally found her, and I knew this wouldn't be easy. "_____ can we talk?" I nervous-as-a-newborn-puppy said. She rolled her eyes and said, "I guess." I told her every single thing was a lie but she wouldn't believe me. I took a deep breath and brain-stormed what to say. "Listen, I know you won't believe me but this is the truth. There was no party" even discussed. But if there was, you would be first on my list. I don't want to fight anymore, it's dumb." She was silent like a soldier for a minute, then she smiled. Was the conflict finally resolved?

"I think we should promise to never fight again." _____ said as we hugged. "DEAL!" I replied. We talked and laughed and caught up. After that, we haven't fought since. As it turns out, the person who started the rumor was one of our close friends. People still gossip, but it doesn't get the best of us anymore. Why would anyone throw away all the memories because of a boy, material things, or an ugly lie? That just doesn't seem logical to me. After all you can't buy happiness in a super-market, but finding a good friend is ten times better.

In conclusion, friendship is one of the most-important things in life. Without it, I feel empty. I learned that you should never let a rumor ruin a friendship and if you get in a conflict you should resolve it as soon as possible. Don't spread rumors. Ever. Don't gossip either. It could really affect a person's life. Oh, and by the way, me and _____ decided to have a Christmas party together. There's no better time spent, then time spent with a friend. So merry Christmas and a gossip-free New Year!

Anchor Paper 14
Score Point 6

This writing is exceptionally clear and focused. Ideas and content are thoroughly developed using appropriate, relevant details and examples to narrate the story of the Rumor-Free Zone. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. (*It was right around Christmas time, in the winter of 2005. I was talking to all of my friends, giggling and laughing like always. But things would quickly change. My best friend at the time walked up. "Hey_____." I said to her. She shot me a dirty look but I didn't think much of it. During locker passing time, I heard my name come up. Quite puzzled, I looked over my shoulder. It was one of _____ other closest friends. I walked over there and they told me _____ was furious with me. I got all red and walked to my next class. What did I do wrong? The only thing I could think of was dirty, no- good rumors.*) The writer shows a mature command of language, including precise word choice (*brain-stormed, nervous-as-a-newborn-puppy, material, logical*) and sentence variation, which results in a compelling piece of writing. Tight control over language and mastery of writing conventions contribute to the effect of the response.