English Language Arts
Grade 3
Scoring Guide for
Released Item # 31
Writing from Knowledge
and Experience
Fall 2008
PART 3

WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:
You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Your answer must be written with a No. 2 pencil on the lines provided. Only the writing on the two lined pages will be scored. No additional paper may be used.

Turn the page and follow along as I read the information to you.
WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: BEING SPECIAL

Each of us is special. We are all good at doing different things and we all have special abilities.

Do ONLY ONE of the following:

- tell about a time when you showed everyone how you are special
- OR
- describe the first time you knew that someone else had a special ability
- OR
- write about being special in your own way.

Use this checklist to help you with your answer.

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
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 or insufficient
B – Written in a Language other than English or Illegible
C – Blank
Once, I showed my ship that I made by myself and that made me feel special because the ship made me feel lucky.

Anchor Paper 1
Score Point: 1

This one-sentence response attempts to address the theme (that made me feel special), but is unclear. The response is too minimal to demonstrate focus or organization.
It's special because my birthday is in December. Sometimes I get like the time I got a basketball. It was signed by Iverson. That's why my birthday is special.

Anchor Paper 2
Score Point: 1

The response attempts to address the theme (I special because my birthday) with one undeveloped example of the gift the writer received (I got a basketball... signed by Iverson).
I am so special because
I am good.
My mom is so special.
My sister is very special.
My brother is special.
My grandma is special.
My uncle is special.
My cousin is special.
My friend is special.
My dad is special.
My mom give me things,
my dad give me stuff,
my Grandma give me toys
that's why am special.

Anchor Paper 3
Score Point: 1

This response demonstrates no noticeable organizational structure, which is evidenced by the interchangeability of the sentences. The topic of being special is addressed, but the details provided are simply listed (brother is special, grandma is special, auntie is special) without development.
My special ability is Basketball. Basketball is great for energy. And when I get energy I will eat plenty of food. Also I like my family for being special and for who they are.

Anchor Paper 4
Score Point: 2

The response is occasionally focused (basketball) and there are details (energy, exercise) but there is not enough development to warrant a higher score. The introduction of a new topic (family) shows a lack of organization.
I'm special at dancing. Dancing is so easy to me. I started dancing when I was three. My sister and I are so close to dancing. We started back last Saturday. I always wanted to dance. I'm glad my mom put me in dance class. Sometimes I mess up but I still keep going. It's so fun to be at dance class. I do tap, jazz. That's my story of dancing.

Anchor Paper 5
Score Point: 2

The writer states the special ability (dancing) and gives a number of details to develop the theme. The details are almost entirely interchangeable within the response, though there are details that demonstrate some evidence of organization (I always wanted to dance. I'm glad my mom put me in dance class).
The first time when I knew that someone else had an special ability was when I tasted my granny's corn bread. It tasted like no other corn bread! That was the best corn bread in the world!!!
One thing that makes me special is I am a really good chess player. I know strategies that a lot of people don't know. Once I got second place in a chess tournament. My brother taught me how to play chess. As can you. I know a lot about chess.

Anchor Paper 7
Score Point: 3

This response is somewhat clear and focused on chess and is developed with partial success. Limited details flow in a somewhat organized fashion (I know strategies, I got second place in a chess tournament) and show a progression of ideas. The next sentence (my brother taught me) is improperly placed in the response showing weakness in organization.
Everyone is special. Let me tell you about a time that I showed everyone how I am special. I am special because I am good at dancing. I was put in a little kids class one year. I was like the only one who knew the dance. When we went out on stage all the girls were looking at me. That was one time I showed everyone how I am special.

Anchor Paper 8
Score Point: 3

The response addresses the prompt by telling how the writer is special due to being good at dancing. There is evidence of organization in the presentation of ideas (…put in a little kid’s class. I was the only one who knew the dances. When we went on stage all the girls were looking at me.) A progression of ideas moves the reader along and shows organization. A limited number of details are used to partially develop the ideas.
I have shown my friends I am special at helping sick/hurt animals. Once I helped a sick cat get to the vet. Another time I help a little duck and my friend was there watching me put the little duckling back in its family if I didn’t the duckling would have died or something bad would have happened to the poor duckling and I wouldn’t be at all proud of myself. I’m glad I did save it. I’m glad the black-white & brown cat got to the vet because the vet found out the cat was very sick and hurt.

Anchor Paper 9
Score Point: 3

The central idea of the response (special at helping sick/hurt animals) is developed with partially successful details. Placement of details demonstrates an ineffective organizational structure and limits the overall effectiveness of the response.
My special ability is playing soccer. I've been playing for 4 years. This is my fifth year. My dad yoused to coach us. We learned so many things that we won all our games. I was the best player on our team. I always made at least two goals. Now I play travel soccer. We get to travel to places that are four hours away. I am still the best player on our team. My coach lets me play the goal game. Soccer is my favorite sport and I will always play it.

Anchor Paper 10
Score Point: 4

This response is generally clear and focused on the special ability of soccer. While the details sometimes seem list-like, the chronological development is functionally organized to move the reader from past to present in the student’s soccer career. Overall, content is developed with relevant details.
When I was in kindergarden, I don't know how but I made this cluing noise sometimes I used todo it nere my friends who have nerver herd it they would ask me what was that noise I told them it was me they would ask me if I had any gum and I would say
no I don't have gum it's
just my tongue they would
ask me. how do you do. it
I Just hit the top of my
mouth with my tongue one
of my friends practise doing
It her name is now
she can do it now I am
in third grade and I still
can do it.

Anchor Paper 11
Score Point: 4

This response addresses the special ability to make a clucking noise. There is a
clear focus which is developed with relevant details. Some details are developed
efficiently through dialogue which gives the response voice (they would ask me
“what was that noise?”). The writing is functionally organized in chronological
order going from kindergarten to 3rd grade. Lapses in writing conventions are not
distracting.
I am special because I can draw really really well. I take art classes and in November we have an Art Show. I enter it and I can just remember something and draw it. Sometimes when my family members either have a birthday or their sick or on Christmas, I draw them a card. I even have my own pro-drawing table. I also draw different styles of art. It is fun and interesting learning about different kinds of art. I also draw portraits of people and I like to draw them.
Anime is a Japanese style of cartoon art. The thing I am best at drawing would be people. I've been drawing since I was three. I draw every single day. Drawing is my life. I also paint. I use oil pastels, markers, crayons, colored pencils, chalk pastels, basically every Art supply there is. Drawing is the best.

Anchor Paper 12
Score Point: 4

This response is generally clear and focused on the writer's special abilities in art. There are relevant details, although they are not always evenly developed. The organization is functional.
was a new girl in school. On our soccer team. On the first day she was at school I waited to see how well she did on PPr's. She got all answers correct. When I asked her how she knew them, she said that she did math a lot and so after thinking a bit, she knew the answers. At soccer practice that night, I was even more surprised. When we did a hard drill that was timed, she did it perfectly and was the fastest runner. On the scrimmage we were on the same team. We had a lot of fun. We scored 5 goals and the other team 2. On a game once she was so good, I got
3 goals! The other team was amazed. We had won 6-2! The other team was upset. They had won 15 games in a row. But we had still beat them! We then had a 17 game winning streak because of her. It was great!

I think I was surprised.

Anchor Paper 13
Score Point: 5

This response is clear and focused on the new girl. The writer moves the reader effectively through the text with connections between ideas (I was even more surprised when...). Relevant details and examples are presented in an organized fashion.
It was the most exciting time in my life. A time I showed everyone how special I am is when I made my one-handed cartwheel. I could all ready do my cartwheel with both hands but not with one! I was always trying to do it but I never could. Then one day I tried it and said if I don't make this I'm going to scream. So I tried it and... I made it! I made it! I made it! I couldn't believe it. Did I do what think I did? Luckily my sister was down in the basement with me to answer my question. She said I did! I ran upstairs to tell my mom she came downstairs to see. I did it again I was so glad. Now I do my one-handed cartwheel every day. That's how I showed how I was special.

Anchor Paper 14
Scorepoint: 5

The writing is clear, focused, and well developed in this tightly written response about the one-armed cartwheel. The language is well controlled and suited to the story. The short sentences (I made it! I made it! I made it!) are effective in setting the tone of excitement. Some compositional risk is also used successfully (if I don't make this, I'm going to scream) and (Did I do what I think I did?). The writer effectively uses chronological organization to move the reader through the text.
"Come on Roxy, the gym opens in a half an hour," Hailey said. "I'm coming," Roxy said as she put on the last of her make-up for gymnastics. As the two girls got into the car, Roxy had a good feeling inside about gymnastics. They pulled into the parking lot of LAGG "Los Angeles Grand Gym". The prom of butterflies began in the girls' stomachs. Hailey opened the double doors and Roxy and Hailey gasped. "This gym is as big as the Atlantic Ocean," Roxy thought. A worker from the gym welcomed the girls and asked them what they wanted to start on. Roxy an Hailey only had time for one of the events and they picked floor exercises. The manager said, "You should try the triple back..."
hand spring, ariel, japansie, twist, double
arabian flipp and three front
handsprings. "Wow that's confusing," Roy
said. "Just try," the manager said.
Of course Haley went first and
fell on the first back handspring.
I don't think Haley's special ability
is gymnastics. Then it was Roxy's
turn. Roxy closed her eyes and ran
as fast as she could. The last
thing Roxy remembered was landing
on her feet and hearing everybody
cheer. All of a sudden the manager
said your landed all the things I told
you to land. Roxy smiled widely. Roxy
looked over at Haley. Haley's mouth
was wide open. It looked like the
whole entire gym could fit in her mouth.
That was the day Roxy found her special
ability.
Anchor Paper 15
Scorepoint: 6

This response is exceptionally clear and focused. The text is thoroughly developed with relevant details and examples including a successful use of dialogue ("Come on Roxy the gym opens in a half an hour", "Wow that's confusing", "just try"). The chronological organization moves the reader smoothly and naturally through the text. There are clear connections between the ideas. The mature command of language makes for compelling text, as the writer demonstrates precise use of vocabulary and mastery over writing conventions.