



**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

one time - I showed my
ship that I made by my
self 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.

I special because my birthday
is on desember. Sometime I get like
the time I got a basket ball it was side
by Iverson. It was 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
thats 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 my. 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!!!

Anchor Paper 6**Score Point: 2**

This writer addresses the prompt by writing about Granny's special ability to make cornbread. Ideas and content are underdeveloped (tasted like no other, best cornbread 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 yee 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 speeial. 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 used 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 hot 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 clucing 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 every 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 anime.

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 utensil 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 PPP'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 she 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 + the other team 2. On a game once she was so good got

3 goals! The other team was amazed. We had won 6-2! The other team was up-set. 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 ~~spishell~~ was

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 already 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 I 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 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.

^{ke}
Come on Roxy the gym opens in
a half an hour" Haley 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. Haley opened
the double doors and Roxy and Haley
gaped. "This gym is as big as the Atlantic
ocean" Roxy thought. A helper from
the gym welcomed the girls and
asked them what they wanted to
start on. Roxy and Haley only had time
for one of the events and they
picked floor exercises. The manager
said "You should try the triple back

hand spring, aerial, japaize twist, double arabian flipp and ~~there~~ front handsprings. "Now that's confusing" Roxy 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 you'd landed all the things I told you to land. Roxy smiled excitedly. 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.