



**English Language Arts
Grade 4
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. Use only a No. 2 pencil.

Use the checklist for Part 3 to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

Turn the page and follow along as I read the prompt to you.

WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: CHANGE**

Your life changes as you get older. For example, you can now do things you could not do before. Think about things that have changed in your life. Write about change.

Do **ONLY ONE** of the following:

describe something that changed in your life and tell how it worked out

OR

tell about a time when you or someone you know had to make an important change

OR

describe how someone you know has changed over time

OR

write about change in your own way.

PART 3: 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 3 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 or insufficient

B – Written in a Language other than English or Illegible

C – Blank

my close change every day.

My life changed when grand
died.

My life changed when my
uncle died in war war I.

My life changed when I
went in't school.

My life changed when
I do meaps.

My life chaged when I
went in't mee papers
room.

my life changed when
I moved out of my
old house.

Anchor Paper 1

Score Point: 1

This unfocused response consists of a list of changes (clothes change, life changed when my uncle died . . . when I moved), but the ideas are not developed or connected. There is no evidence of organization as the sentences could be placed in any random order and not alter meaning.

When I was nine I could
not go to the store
or around the corner with
my sister and cousins.
But, now that I'm ten
I can go to the
store and go around the
corner. It is good that
now I can go to the
store and around the
corner.

Anchor Paper 2**Score Point: 1**

This brief response provides a single change (could not go to the store and around the corner... now I can go to the store and around the corner) but lacks development. This response just repeats the original idea and thus receives a score of 1.

When I first came to this school I thought
that every body was going to be mean but they
not mean they is nice I really love my Best friends and
That's how my life change.

Anchor Paper 3**Score Point: 1**

This brief response attempts to focus on the change of thinking everyone at the new school would be mean but they were nice. The ideas and content are vague and undeveloped with no details or organizational structure.

My mom change

My mom have change by not
smoking any more she still
drink beer, wine, champagne. I still love my mom
because she donot stay out that long.

My mom have change
my playing with us! Have yours?
If they did that's good! mom's
give a pat on the back!

Thank you
mom's!

Anchor Paper 4

Score Point: 2

This response is only occasionally clear and focused (mom not smoking . . . mom playing with us), but the ideas and content are underdeveloped. Organizational structure is lacking, and control over writing conventions (My mom have change . . . Have yours?) and vocabulary is limited.

My life changed because i was very mean to people but now i know that i don't want to be mean no more because i want to have friends and a family and a perfect life just like my friends. I don't like being mean because i don't like to show my evil face. i don't like my mean face. I don't want to be mean to my friends or my family no more. i want to stay nice all my life so i can be a good person to every one. i don't want to grow up on the streets and get beat up by people. i want to have a house a family and friends to play with and i want to keep my mom and dad forever. i don't want to be mean no more. I want a good life just like my family and friends. i want to stay nice. i hope that every one else be and stay nice just like me.

That's how my life changed, I was mean to people but now I'm nice. I hope I stay that way so I can not be mean. I love the way I am and that's being nice to people. Not mean like bad people and I'm not a bad person, I'm a good person. Just like my mom and dad taught me to be, which is a good person just like my teachers and family.

Anchor Paper 5**Score Point: 2**

This longer response is occasionally clear and focused on a change (from being mean to being nice), but the ideas and content are underdeveloped with only vague and general details (want to have a house and family and friends . . . be good . . . stay nice). There are redundant phrases (don't want to be mean) and no evidence of organizational structure.

Something changed in my life
was my dad he was spending more time
with someone else and i didn't like that
so we had a talk about it and it
changed and i was happy and he spend
time with me and on the week day when
i was at school he spend time
with that person and on the week
end he spent time with me.
and i was very happy because
it work out. The end

Some thing else changed in my
life again once apon a time
i got taken from my mommy
so i went to my aunt house
i went to school there but i went
to court and my mommy got me back.
we was so happy that my mommy
got me back and she was crying.

Anchor Paper 6

Score Point: 2

This response is occasionally clear but shifts focus from dad spending time with someone else to getting taken away from mom. Ideas and content are underdeveloped with minimal details and limited vocabulary (went to my aunt's house, went to school, went to court).

I did not like Motorcycles. I thought they were wheet boyish. But that all changed. My Dad Brung a red pocket razer home from down State. I road it everyday. Then a year later 2005 Sept. on my B-day party at midnight... he Brung home a choper moter cikle! It was chrome put littel flames on it. It takes two oil fule. We all ride it. (all of us.)

Anchor Paper 7**Score Point: 3**

This response is focused on one idea (the change from not liking motorcycles to liking them), but the development of that idea is only partially successful with specific but limited details (red pocket racer, chrome, little flames). Although there is a logical progression of ideas, the brevity of the writing limits the response.

To Me change is something that happens over a period of time. When you are born you were little. Now you get bigger in time because you are changing. It is like a butterfly. It starts out as a caterpillar then it forms a cocoon and in time it is changing into a butterfly. It will attend to keep changing sizes and abilities as the time in its life goes on. Our world is changing right before our own eyes. In Iraq the war is changing. The time for them was running out. We now are taking it over in the time that we have. It took a lot of change, time, and patients, but we still did it. I has all changed since that has happened.

Anchor Paper 8**Score Point: 3**

This somewhat clear response focuses on two different changes (getting bigger and the Iraq war) which are developed by partially successful use of examples (a caterpillar changing into a butterfly, time running out). Organization is ineffective, and vocabulary is basic.

I changed when I moved up to competition for dance. Now I have to go to two classes a week instead of one. On Tuesday I have Ballet for a hour and a half. On Friday I have forty-five minutes of Jazz and forty-five minutes of Tap. I also have to compete against other groups. Another big change is I have to go to a National Competition, which means a competition out of Michigan. This year it's in Illinois. Also, instead of just one big performance, I have seven. One of the biggest things that's changed is how hard dance is. Dance use to be simple. Now it's harder. I like it that way. Dance has changed my life in many ways.

Anchor Paper 9**Score Point: 3**

This somewhat clear response focuses on a list of changes related to a single idea (dance competition), but the development is only partially successful with insufficient details and examples (have to go to two classes, have to compete against other groups).

Organizational structure is ineffective, as items on the list could be interchanged without altering meaning.

My life changed when I was about 4 or 3 years old my cousin he was only 30 years old and he died it was very sad and part of my family weren't really happy. Once I was 6 years old I went to first grade I had to make some new friends and it wasn't that easy because I barely had any friends the closes friends that I only had was _____ and _____ they were my only closes friends I had. So every recess I played with them. Now i'm 9 years old in fourth grade I made lots of friends there, there names are

they are the best friends. One day later on Wensday the fith my mom and dad started fighting I was so scared so I screamed then they looked around like there eyes were popped out of the heads then they said "its ok". Then my mom said "their

living with me and my dad said
no thier living with me. A few
hours they went to court and the
judge said that we are living
with my dad when he said
that I was so glad because if
I lived with my mom I would
have to live in _____ and go to
a diffrent school where you would
have to ware uniformes. So I
thinked alot of things changed in
my life so far.

Anchor Paper 10

Score Point: 3

This somewhat clear and focused response has only limited development of content. The writer provides a list of unrelated changes and develops one of those with partially successful use of details (started fighting, going to court, living with my dad). Organizational structure is ineffective, and vocabulary is basic.

How I Change

Things change in your life a lot. Like when you are grown up you can drive, work, and go to collage. When I was younger I could not ride a 4 wheeler by myself. My mom would drive me around then I would drive with her on. After a few years later I could drive the 4 wheelers. Now I am so happy I can drive one so I can have fun. My uncle was even nice enough to let me ride the 4 wheeler. My aunt said "ride slow I will go get a balment!" So that day I road and road then I loved riding 4 wheelers. It is my hobbie I love it! I even get to ride in the woods. Every time I go up to my uncle I ride the 4 wheeler for fun. I ride on like a dirt road but it was a driveway. Everytime I ride the dogs bark and try chasing me. That's how I change.

Anchor Paper 11**Score Point: 4**

This generally clear response has a single focus (couldn't ride a four-wheeler when I was younger but now I can), and the ideas and content are developed with relevant details (ride slow. . . get a helmet. . . dogs bark). Organization is functional, and the use of transitions (later, now, so) adds to its coherence.

This is a real story about how my cousins came to live with me and my family. On Saturday August 21, 2004 my grandma came over for a few papers and brought my cousins and . They came because they were spending the night at my grandma's house. After church on Sunday August 22, 2004 my uncle (my mom's brother) was coming to get them because (my mom's brother's wife) wanted them back. When we got them we were a few minutes early so my grandpa got out some colors and nail polish so we could paint our nails and color pictures. When my uncle got them they got into a fight but after 2 hours he said "Just take them home I don't care." So when we took them home we shaved their head because they had lice. After that they got in the shower one by one. I still love and care about them. That is my story for how my life changed.

Anchor Paper 12**Score Point: 4**

This generally clear and focused response is about the change that occurred when cousins came to live with this family. Relevant details and examples (after church on Sunday, paint our nails, shaved their head) contribute to the development of the writing. Organization is functional as it progresses logically with the use of transitions, and word choice supports meaning.

The Change in My Life

Do you like change? Did you ever think that change is hard? Well, I will tell you what happened in my life that changed.

First, I was going to Ohio for the summer to visit my dad. He told my sisters and myself that we were going to move from Ohio to Ohio. My dad told us to start packing our clothes up, then he said to leave two outfits and two pairs of clean undergarments.

Ohio is 25 minutes away from our old house. We started packing up pots, pans, food, and clothes into the moving truck. The next day we started to move furniture into the apartment.

Secondly, we had to go get the pictures and put them in the apartment. My dad made us his Tomaroni pasta it was very delicious. Then, we got back to work we had to put the final equipment in the apartment. The apartment looked really nice my dad, my sisters, my stepmom, my stepbrother, and I went to the clubhouse to see a movie we saw "Winnie the pooh and the Haffalump. Then we went swimming at the clubhouse. When we were getting out of the pool we went out to eat at Red Lobster. We then went to the apartment.

Third the next day we went to Art Van to get three beds. Then, we went to sleep on the floor because we were

sleepy. The floor was carpeted it was very comfortable. We then woke up and ate at Subway then we went to the mall to get some more clothes. The girls went and got some jewelry and the boys got some shoes. We ended the day by going back to the apartment.

I learned that change is not so bad. Change is actually fun and exciting. Sometimes you can feel sad and happy at the same time. When I was moving I had butterflies in my stomach I felt kind of sick.

P.S. The ~~three~~ beds came and they are very comfortable.

Anchor Paper 13

Score Point: 4

This generally clear response focuses on a single change (moving from _____, Ohio to _____, Ohio) and is developed with relevant details and examples (pack two pair of clean undergarments . . . pack up pots, pans, food . . . eat at Red Lobster). The writing is generally coherent, showing functional organization through the effective use of transitions (first, second, then).

Not a Good Morning Sight

One week ago my sister had her room trashed. All I could hear was bang crash bang from her throwing things off her bed onto the floor. My mom, who got so mad with hearing bang and crash she got up and asked my sister what she was doing. She said "trying to find my care bear" "Well have your sister help you" my mom said. "No I don't want help" (That's my mom's name.) My mom's mouth dropped wide open 50 feet! She said "what did you just call me!" "my sister said "I want this room cleaned by the time that I get home." my mom said very strictly. My sister said "make me"!! My mom stormed off into the living room. By the time my mom got home _____ was playing games not cleaning her room. As soon as she saw my mom come in the door, she

hurried up shut her door and ran into the bathroom to hide. My mom came in and asked my dad where _____ was. My dad said "outside". She yelled _____ name outside but she didn't come. _____ heard her name being called so she ran out of the bathroom. Not paying any attention she bumped into my mom. My mom asked her "is your room cleaned" _____ said "yes." My mom went to check and it wasn't. Mom said "I thought you had cleaned it you lied to me." My mom made her clean it. "You've got to make a change and clean your room every day all right" "okay" _____ said.

Anchor Paper 14**Score Point: 5**

This clear, focused response progresses fluently from trashing your room to finally cleaning it. It is well developed with relevant details (throwing things off her bed, trying to find my Care Bear, bumped into my mom) and precise word choice (trashed . . . bang, crash, bang . . . stormed out). Language is well controlled, and effective use of dialogue (Make me ! . . . What did you just call me?) adds voice to the response.

When I was in first grade ^{at home}, I was afraid of those mystery TV shows, so every night I am afraid to go sleep, but after a long time, I overcame that, here's the story of how I changed.

"Hey want to watch Mystery Genies kid?" My brother asked. "UM..... no thanks." I said a little shaky. "Oh well I am going to watch it on my own." My brother said "NO!!" I yelled. But it's too late, my brother flip to that channel and waited for it to show up because it's not the time yet. The reason I don't want my brother to see it is because that everytime when my brother watch it, I get interested in watching it too, and then I am going to see another dead person (which is what I am afraid of). What am I going to do?

I started to run outside but got caught by my brother. "Where do you think you are going Mr. Scardy cat?" When I heard the word I yelled. "I am not a scardy cat!" "Oh Yeah! Well you have to Prove it, go watch Mystery Genies kid NOW!!!" My brother yelled back. I stood freezing. "I can't watch it, it's too scary!"

I whispered slowly, "Ha Ha!" such a scardy cat" My brother laughed, then stopped. "You need some series training." My brother suggested. Suddenly he pushed me into the TV room and said: "It's okay. They aren't real." Those words echoed around my head. "Ohhhh" I said, closed my eyes. "Open your eyes and look at them, don't you want to be brave, on a scardy cat?" My brother forced me to open my eyes and asked, "I want to be brave!" I gasped. "Then try to look at the screen." My brother said eagerly. I did, at first I was afraid, then my brother's words echoed around my head again, it ain't real, it ain't real, it's okay. I looked at the TV again, I was still afraid of it, and I don't think it's working. "Comon, try to fight over it!" My brother said loudly. I tried and tried and tried. I opened my eyes again, and this time, I determined to get it over, and after a short time, I want to look away, but I fight over it and when it's near the end my brother said, "how'd it?" "Ahhhhh! Much better!" I said happily. "Well good for you, I guess you are not a scardy cat after all." It's from that day, I changed, from scared to brave.

Anchor Paper 15**Score Point: 6**

This exceptionally clear response is focused on changing from being scared of mystery television shows to being brave about watching them. Ideas and content are thoroughly developed with specific details and precise word choice (flipped the channel, stood frozen, words echoed around my head, gasped) which enhances the fluency and natural progression of the narrative. A mature command of language with effective use of dialogue (“Oh yeah. Well, you have to prove it . . . Where do you think you’re going, Mr. Scaredy Cat?”) adds voice and contributes to the compelling effect of the response.