



MEAP Fall 2011
Grade 7 Informational Writing
Scoring Guides for Ideas,
Organization, Style,
and Conventions





MEAP Fall 2011
Grade 7 Informational Writing
Ideas Scoring Guide



INFORMATIONAL WRITING

DIRECTIONS:

In this part, you will be asked to write an informational response about cause-and-effect relationships. It is important to remember that the **cause** is the reason and the **effect** is the result. Sometimes there can be several effects. Your audience will be interested adults.

You must write your response on the lines in Day , Part of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

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

INFORMATIONAL WRITING

Lunch break is too short! The hallways are too crowded! My teacher gave me more homework! Our locker room is too small! The team needs new uniforms! The band needs better instruments! These are the kinds of complaints heard in school hallways all over the country.

Describe one problem in your school and provide possible solutions.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- _____ Did I stay focused on the topic and the task?
- _____ Did I develop my ideas with details and examples?
- _____ Did I use logical order so my writing makes sense?
- _____ Did I use a variety of words, phrases, and sentences?
- _____ Did I spell, capitalize, and punctuate correctly?

**Michigan Educational Assessment Program (MEAP) and MEAP-Access*
Analytic Rubric
Informational Writing
Grades 4 and 7**

	0	1	2	3
Ideas (points doubled)	Ideas are not focused on the task and/or are undeveloped.	Ideas are minimally focused on the task with limited details and examples.	Ideas are somewhat focused on the task and are developed with some details and examples.	Ideas are clearly focused on the task and are thoroughly developed with relevant details and examples.
Organization	No organization evident.	Organization and connections between ideas are weak.	Organization and connections between ideas are logical.	Organization and connections between ideas are clear, logical and appropriate for the context.
Style	Ineffective use of language for the writer's purpose and audience.	Limited use of language, including lack of variety in word choice and sentences, may hinder the effectiveness of the writer's purpose and audience.	Adequate command of language, including accurate word choice and clear sentences, is effective for the writer's purpose and audience.	Command of language, including precise word choice and varied sentence structure, is highly effective for the writer's purpose and audience.
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Updated 01/04/12

The Kids Push in the hallways! The Bathrooms
Need Better Stalls! By asking The Principal
to fix the problems.

ANCHOR PAPER 1**Ideas Score Point: 0**

This undeveloped response mentions two problems (kids push in hallways; bathrooms need better stalls) and one solution (ask principal to fix problems) with no details or examples for either.

One problem we have in are school is the locker rooms are to small. Another thing thats wrong with are school is that the hallways are crowd. A third thing that is a problems is that are lockers are to close. A fifth problem is that some of are bathroom stalls are to small. A fifth problem is that some of are class rooms are way to small. A sixth problem is that we need new instrumnts for are school. A seventh problem is we need help raising money for are school. last but not least are whole school is to small. There are a couple problems that we have at are school and need help fixing them.

ANCHOR PAPER 2

Ideas Score Point: 0

This undeveloped response lists eight problems without any details or examples and a minimal solution (need help fixing them).

The one problem in my school is that bad stuff is always happen in the hallways. Now I think I can stop it by being a hallway monitor. I think it would work cause I know everybody. I could stop the bad stuff from happen.

ANCHOR PAPER 3**Ideas Score Point: 1**

Ideas in this response are minimally focused on a problem (bad stuff happens in hallways) and a solution (being a hall monitor) with only a limited detail (he knows everybody).

In my complaint I feel that teachers are giving out to much homework to kids.

I do feel we need homework to learn, I just fell like each day one teacher sould have a turn at giving out homework.

I don't like it when one one day each teacher has to alot of homework. When I get a bt of homework I feel stresed, confused, sad and ect. I just feel we need a little less homework.

ANCHOR PAPER 4**Ideas Score Point: 1**

Ideas in this response are minimally focused on a problem (too much homework) with a limited detail (writer feels stressed, confused, sad with so much homework). A solution follows (have less homework) with a limited detail (each day one teacher should have a turn at giving out homework).

Our lunch is nasty some times it does not taste good its gross, the chicken is pink from the inside! The teachers give us to much homework I can't even do my work at home cuz of all the work that they give us in school every day. The lockers are broken my locker is mest up from the inside it is smashed and I struggle to open it every day!

ANCHOR PAPER 5**Ideas Score Point: 1**

This response lists three different problems (lunch is nasty; too much homework; broken lockers) with a limited detail for each problem (chicken is pink; can't do work at home because of the work at school everyday; lockers are smashed). There is no solution mentioned.

One thing to make is lunch break. One thing we could do is make all of our hours shorter. Two minutes shorter in each class could give us another 14 to 16 minutes to play outside.

Another way is to add 14 minutes on to the school day. Just add 2 minutes on to each hour and the good thing is we can get out of school gets out a lot 2 weeks early.

ANCHOR PAPER 6**Ideas Score Point: 1**

This response presents a problem (lunch is too short) which is implied from the two solutions (make all hours shorter; add 14 minutes to school day). Each solution contains a limited detail demonstrating a minimal focus of ideas.

One problem I have had are how tightly packed the lockers are. When it is time to go home I am always bumping into other people who are also trying to leave. I think that they should spread them out more. If they can't do that then maybe they could make them wider and shorter, sortive like our high school. Maybe the school could make a thin wall in the hallway to place more lockers. To pay for it we could do local bake sales and other stuff like that.

ANCHOR PAPER 7**Ideas Score Point: 2**

This response is somewhat focused on one problem (lockers are tightly packed) and one solution (they should spread them out more). The solution is developed with some details (always bumping into others; make them wider and shorter like high school; add a thin wall for more lockers).

Our hallways are way too crowded. Every time the bell rings, a whole bunch of kids pour out of their classrooms into the hallway! You can barely move! I wouldn't doubt if people were getting hurt from the hallways. Teachers sometimes try to manage the mob of students, but there are too many people in this part of the school. I heard the other wing of the school is ten times worse, because it's a smaller wing. I think a way of solving this issue is by getting a lot more teachers out there and directing the hallway traffic, because I am so sick of being late to my classes because of the hallways. This problem needs to be fixed!

ANCHOR PAPER 8**Ideas Score Point: 2**

This response is somewhat focused on one problem (hallways are too crowded) with some details describing the problem (kids pour out when bell rings; people get hurt; teachers try to manage mob). A single solution is offered (get more teachers to direct traffic) with no additional detail.

Well I think a problem in my school is the staircases. Every day people decide that they want to take one out of two staircases. They love to use the staircase closer to the office. It really frustrates me because they like to push and shove and they don't care who or what you are they just push you. Then they'll stop at the top of the staircase and spit on you, then yell on the top of their lungs just crazy stuff then all the people that were just walking up the steps or were the ones that were getting spit on get in trouble and the people who were just take off running. Also people love to slide down the railing and when they do, if your arms on

it they will push it off
so they can slide down. That's
usually not a problem. That is
why the staircase is a
problem at A.B. M.S.

ANCHOR PAPER 9**Ideas Score Point: 2**

This response is somewhat focused on a problem (bullies on the staircase) with some details and examples. There is no solution which limits this response to a score point 2.

There are problems running through our school. A main problem is that lunch is too short. Below are supporting details how.

Kids need more time to eat because of such long lines. There are only two choices of food and a bunch of kids. If you end up at the end of the line, by the time you get your food people are already heading outside. A possible solution to this may be have one or two extra food choices. Or they might just have to make lunch longer.

Another thing is, if lunch did get extended we should have more outside time. It seems like 5 to 10 minutes we get to be out there. That's too short if a time of kids are still eating. We are suppose to get fresh air. A solution to the problem might be making outside time almost a half an hour so everyone can go outside.

The final problem to lunch being too short is that kids may go hungry. Kids complain because once they get their food they get shoved outside. Being hungry causes kids not to focus. If kids don't focus they fail. That would mean no kids are valid for sports. That would be bad for our school. A solution to the problem might be making lunch longer or more kids bring home lunches.

There are problems running through our school. A main problem is that lunch is too short. These are problems and solutions written throughout this essay.

ANCHOR PAPER 10**Ideas Score Point: 3**

This response is clearly focused on one problem (lunch is too short) and then develops reasons for the problem with relevant details and examples (lines too long; no time for recess; kids go hungry). Solutions are described based on each of these reasons.

My school has a problem with our cafeteria. There is barely any healthy food at all in any of the lunch lines! There is a main lunch line, which sometimes has a few fruits and vegetables in it, the sub line, which just has the foods that people have in subs, but there's only white bread for the subs, and then there's the snack line, which has no healthy food whatsoever. This is a big problem, because kids' brains can't function very well on fruit roll-ups and rice crispy treats. The kids at our school need to make better food choices, but it would be a lot easier to do if there wasn't so much tempting, sugary, greasy food there that most kids consider a meal. Just putting out a few fruits and vegetables each day won't do much. I think that there are many possible solutions. One of them is that in the snack line, they could take out some of the unhealthy foods and replace them with foods that kids like, but that are also healthy. They could run a survey each year to see what each kid's favorite fruits and vegetables are, then take the top 3 or 4 of each one, and put them in the snack line instead.

of the other unhealthy foods. Another thing that they could do would be to put things that are actually made with real, organic fruit instead of things with artificial colors and flavours. I think that making the snack line, and the other lunch lines healthier would really make a big difference on how well we do in school, because like I said, our brains need healthy foods to function well.

ANCHOR PAPER 11**Ideas Score Point: 3**

This response thoroughly develops the problem of not enough healthy food in the lunch line with relevant and specific details (sub line only has white bread; few fruits and vegetables; too many fruit roll-ups and rice crispy treats). The solution (making better food choices) is also developed with relevant and specific detail (survey to find favorite foods and vegetables; take the top three choices).

Informational Writing - Grade 7 Ideas

Released Items Fall 2011

Anchor Paper 1	
Ideas	0
Organization	0
Style	1
Conventions	1

Anchor Paper 7	
Ideas	2
Organization	2
Style	2
Conventions	2

Anchor Paper 2	
Ideas	0
Organization	0
Style	1
Conventions	1

Anchor Paper 8	
Ideas	2
Organization	3
Style	3
Conventions	2

Anchor Paper 3	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 9	
Ideas	2
Organization	2
Style	2
Conventions	2

Anchor Paper 4	
Ideas	1
Organization	1
Style	1
Conventions	2

Anchor Paper 10	
Ideas	3
Organization	3
Style	2
Conventions	3

Anchor Paper 5	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 11	
Ideas	3
Organization	3
Style	3
Conventions	3

Anchor Paper 6	
Ideas	1
Organization	1
Style	1
Conventions	2



MEAP Fall 2011
Grade 7 Informational Writing
Organization Scoring Guide



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Lunch break is too short! The hallways are too crowded! My teacher gave me more homework! Our locker room is too small! The team needs new uniforms! The band needs better instruments! These are the kinds of complaints heard in school hallways all over the country.

Describe one problem in your school and provide possible solutions.

CHECKLIST

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The Kids Push in the hallways! The Bathrooms
Need Better Stals! By asking The Principal
to fix the problems.

ANCHOR PAPER 1**Organization Score Point: 0**

This brief response states only a problem and solution without any details demonstrating no evidence of organization.

WE need more spirit weeks. To make this happen
we can all be good students and if we are
we can get a spirit week. Another thing we need
is more dances and dances for the whole school not
just one for 5th grade. To make this possible we
can sell tickets, fundraisers, help buy supplies. And
the last thing is new bathrooms because are
sinks are broken they splatter everywhere and we need
new stalls for that we can do more activities
to raise money

ANCHOR PAPER 2**Organization Score Point: 1**

This response goes back and forth between problems and solutions with a weak connection between one problem (need new bathrooms) and the detail that follows (sinks are broken and splatter).

Our lunch is nasty some times it does not taste good its gross, the chicken is pink from the inside! The teachers give us to much homework I can't even do my work at home cuz of all the work that they give us in school every day. The lockers are broken my locker is mest up from the inside it is smashed and I struggle to open it every day!

ANCHOR PAPER 3**Organization Score Point: 1**

This response lists three problems (lunch is nasty; too much homework; broken lockers) with weak connections between each problem and the details that describe the problem.

In our school it is way too crowded. But our school doesn't have enough money to build anything on to our school to make it bigger. So I think more tax money should go to all schools. Or we should have more budget cuts. For example paper for homework. We all ready have enough of it, we don't need more.

ANCHOR PAPER 4**Organization Score Point: 1**

This response presents the problem (school too crowded) followed by the solutions (more tax money needed; have budget cuts) with weak connections between ideas.

Well I think a problem in my school is the staircases. Every day people decide that they want to take one out of two staircases. They love to use the staircase closer to the office. It really frustrates me because they like to push and shove and they don't care who or what you are they just push you. Then they'll stop at the top of the staircase and spit on you, then yell on the top of their lungs just crazy stuff then all the people that were just walking up the steps or were the ones that were getting spit on get in trouble and the people who were just take off running. Also people love to slide down the railing and when they do, if your arms on

it they will push it off
so they can slide down. That's
usually not a problem. That is
why the staircase is a
problem at A.B. M.S.

ANCHOR PAPER 5**Organization Score Point: 2**

This response contains a brief introduction of the problem (bullies on the staircases) with a logical progression of ideas to the conclusion of why this is a problem. Simple transitions (then, also) help connect the ideas.

One problem I have had are how tightly packed the lockers are. When it is time to go home I am always bumping into other people who are also trying to leave. I think that they should spread them out more. If they can't do that then maybe they could make them wider and shorter, sortive like our high school. Maybe the school could make a thin wall wall in the hallway to place more lockers. To pay for it we could do local bake sales and other stuff like that.

ANCHOR PAPER 6**Organization Score Point: 2**

This response groups ideas under the problem (tightly packed lockers) followed by the solution (spread them out more) with logical progression throughout.

The lockers are too close! Around the hallways, students are struggling to get to their lockers. There's pushing, and shoving and squeezing and wcesing! The lockers are a good size, but we need a little elbow space! Everyone has to squeeze through everyone, just to get to their locker. While your trying to get to your locker, theres always a stampede of people, rushing to there classes.

I think that the school could separate the lockers from everyone's just a little bit. I'm sure the school dosent want there students to have a clostraphobic attack! I think the school should just tell the kids, to not gather around anyones lockers and talk. Sometimes I cant even get to my locker, because theres kids gather around it.

I'm not trying to say it's a bad school I love L.M.S, but they could make a few changes. When people who have a locker next to you sometimes they sit in front of your locker area they sit there books down right where you are. It's not like they do it on purpose but it drives me crazy! Sometimes when you open your locker some random people sometimes you don't even know them they go and shut your locker when your not even done putting your books away. all I ask is to separate the lockers.

ANCHOR PAPER 7**Organization Score Point: 2**

This response begins with the problem (lockers are too close) with a logical progression of ideas. However, after developing ideas within the solutions, the response returns to additional ideas about the problem disrupting the organizational plan.

When that bell rings for lunch, all of a sudden a rush of kids sprint down to the Cafeteria to get in the lunch line. This is the problem that my school has, too long of lunch lines. There are many solutions for this problem, one is we could make the area where you buy your lunch bigger. Though it'll cost money more kids would buy lunch knowing they wouldn't have some kids elbow poking them. Another solution is we could make multiple stations, like salad line, pizza line, and so forth. This would add a unique look to the cafeteria, and again lines will be cut shorter. This is a problem my school has, and I think it should be resolved. So hopefully the next time the lunch bell rings there aren't a bunch of kids racing to get in line.

ANCHOR PAPER 8

Organization Score Point: 3

This response progresses logically with smooth transitions throughout (this; though; another; again). The connection between the beginning (when that bell rings for lunch) and the conclusion (next time the lunch bell rings) is evidence of a clear plan.

Here at North Parkway middle school there is a problem with the locker space. Our hallway lockers are not big enough for all of the things we need for classes. The lockers are also too short. There are two ways the school could fix this problem.

First the school could order new lockers. These lockers should be wider with more space. Because now it is super hard to fit my backpack, binders, text books, and other things. I would be more organized with bigger lockers. This would also help me be ready for class when the bell rings.

Second the school could have taller lockers. This would also help give us more space. I am a very tall kid, so when I open my locker I have to bend down to see the combination. I would really enjoy shorter lockers.

North Parkway middle school has
to short and skinny lockers. I + would
keep people organized if the lockers could
be taller and wider. I would enjoy the
lockers if they had no problems.

ANCHOR PAPER 9**Organization Score Point: 3**

This response demonstrates a clear organizational plan. Each paragraph proceeds logically with clear and cohesive internal transitions. The response is coherent as a whole with ideas related to the problem (lockers not big) proceeding logically into descriptions of solutions for wider and taller lockers.

Anchor Paper 1	
Ideas	0
Organization	0
Style	1
Conventions	1

Anchor Paper 6	
Ideas	2
Organization	2
Style	2
Conventions	2

Anchor Paper 2	
Ideas	1
Organization	1
Style	2
Conventions	2

Anchor Paper 7	
Ideas	3
Organization	2
Style	3
Conventions	2

Anchor Paper 3	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 8	
Ideas	3
Organization	3
Style	3
Conventions	3

Anchor Paper 4	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 9	
Ideas	3
Organization	3
Style	2
Conventions	3

Anchor Paper 5	
Ideas	2
Organization	2
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Style Scoring Guide



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Describe one problem in your school and provide possible solutions.

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The Boys and The girls eat Loesn the Tseher
on The Lunch pecais The doYS
and The girls ned to taeck. and The
Tseher go Taeck The pronsbol. The
pronsbol come and The Boys and The
girls bockwut.

ANCHOR PAPER 1**Style Score Point: 0**

This response requires substantial decoding (loesn; tseher; bockwut) demonstrating ineffective use of language for the writer's purpose and audience.

The one problem in my school is that bad stuff is always happen in the hallways. Now I think I can stop it by being a hallway monitor. I think it would work cause I know everybody. I could stop the bad stuff from happen.

ANCHOR PAPER 2**Style Score Point: 1**

This brief response demonstrates limited use of language including lack of variety in sentences and word choice (stuff).

In our school it is way too crowded. But our school doesn't have enough money to build anything on to our school to make it bigger. So I think more tax money should go to all schools. Or we should have more budget cuts. For example paper for homework. We all ready have enough of it, we don't need more.

ANCHOR PAPER 3**Style Score Point: 1**

Most sentences in this response are short and choppy demonstrating little sentence variety and lack of cadence and rhythm. There is limited use of language and lack of voice which hinder the effectiveness of the writer's purpose.

In my complaint I feel that teachers are giving out to much homework to kids.

I do feel we need homework to learn, I just fell like each day one teacher sould have a turn at giving out homework.

I don't like it when one one day each teacher has to alot of homework. When I get a bt of homework I feel stfresed, confused, sad and ect. I just feel we need a little less homework.

ANCHOR PAPER 4**Style Score Point: 1**

The same sentence structure (I feel that) repeats throughout this response limiting the sentence variety.

One problem I have had are how tightly packed the lockers are. When it is time to go home I am always bumping into other people who are also trying to leave. I think that they should spread them out more. If they can't do that then maybe they could make them wider and shorter, sortive like our high school. Maybe the school could make a thin wall wall in the hallway to place more lockers. To pay for it we could do local bake sales and other stuff like that.

ANCHOR PAPER 5**Style Score Point: 2**

This response contains a variety of short and long sentences as well as some complex sentences. Some specific vocabulary (tightly packed; bumping into) also contributes to the adequate command of language.

There are problems running through our school. A main problem is that lunch is too short. Below are supporting details how.

Kids need more time to eat because of such long lines. There are only two choices of food and a bunch of kids. If you end up at the end of the line, by the time you get your food people are already heading outside. A possible solution to this may be have one or two extra food choices. Or they might just have to make lunch longer.

Another thing is, if lunch did get extended we should have more outside time. It seems like 5 to 10 minutes we get to be out there. That's too short if a time of kids are still eating. We are suppose to get fresh air. A solution to the problem might be making outside time at least a half an hour so everyone can go outside.

The final problem to lunch being too short is that kids may go hungry. Kids complain because once they get their food they get shoved outside. Being hungry causes kids not to focus. If kids don't focus they fail. That would mean no kids are valid for sports. That would be bad for our school. A solution to the problem might be making lunch longer or more kids bring home lunches.

There are problems running through our school. A main problem is that lunch is too short. These are problems and solutions written throughout this essay.

ANCHOR PAPER 6**Style Score Point: 2**

Sentences in this longer response vary in length and structure demonstrating adequate command of language that is effective for the writer's purpose.

When that bell rings for lunch, all of a sudden a rush of kids sprint down to the Cafeteria to get in the lunch line. This is the problem that my school has, too long of lunch lines. There are many solutions for this problem, one is we could make the area where you buy your lunch bigger. Though it'll cost money more kids would buy lunch knowing they wouldn't have some kids elbow poking them. Another solution is we could make multiple stations, like salad line, pizza line, and so forth. This would add a unique look to the cafeteria, and again lines will be cut shorter. This is a problem my school has, and I think it should be resolved. So hopefully the next time the lunch bell rings there aren't a bunch of kids racing to get in line.

ANCHOR PAPER 7

Style Score Point: 3

Precise word choice (sprint; elbow poking; unique look) enhances the clarity of this response. Varied sentences add to fluency. Command of language is highly effective for the writer's purpose.

Barker

Junior High doesn't have many problems, but there is one that bothers me. Crowded Hallways! It can be crazy trying to get to your class. Especially after lunch, that is insane. People push, pull and don't stop for anything and run right into you. I'm very tall but those 9th graders are giants. They're the biggest pushers.

I think there are a few ways to solve these problems. Shrink the 9th graders! OK we can't do that but I think they should dismiss the 7th graders separately from the 8th and 9th graders. We could enlarge the hallways but that would be difficult. All of those ideas would be awesome, if they could come true.

ANCHOR PAPER 8

Style Score Point: 3

Voice is evident in this humorous response (bother me; that is insane; shrink the 9th graders) which helps the writer connect to the audience. Varied sentence structure also enhances the effectiveness of the writer's purpose.

Anchor Paper 1	
Ideas	1
Organization	1
Style	0
Conventions	0

Anchor Paper 6	
Ideas	2
Organization	3
Style	2
Conventions	2

Anchor Paper 2	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 7	
Ideas	3
Organization	3
Style	3
Conventions	3

Anchor Paper 3	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 8	
Ideas	2
Organization	2
Style	3
Conventions	3

Anchor Paper 4	
Ideas	1
Organization	1
Style	1
Conventions	2

Anchor Paper 5	
Ideas	2
Organization	2
Style	2
Conventions	2



MEAP Fall 2011
Grade 7 Informational Writing
Conventions Scoring Guide



INFORMATIONAL WRITING

DIRECTIONS:

In this part, you will be asked to write an informational response about cause-and-effect relationships. It is important to remember that the **cause** is the reason and the **effect** is the result. Sometimes there can be several effects. Your audience will be interested adults.

You must write your response on the lines in Day , Part of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

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

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part of the test **ONLY**. Do **NOT** look at any other part of the test.

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

INFORMATIONAL WRITING

Lunch break is too short! The hallways are too crowded! My teacher gave me more homework! Our locker room is too small! The team needs new uniforms! The band needs better instruments! These are the kinds of complaints heard in school hallways all over the country.

Describe one problem in your school and provide possible solutions.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- Did I stay focused on the topic and the task?
- Did I develop my ideas with details and examples?
- Did I use logical order so my writing makes sense?
- Did I use a variety of words, phrases, and sentences?
- Did I spell, capitalize, and punctuate correctly?

**Michigan Educational Assessment Program (MEAP) and MEAP-Access*
Analytic Rubric
Informational Writing
Grades 4 and 7**

	0	1	2	3
Ideas (points doubled)	Ideas are not focused on the task and/or are undeveloped.	Ideas are minimally focused on the task with limited details and examples.	Ideas are somewhat focused on the task and are developed with some details and examples.	Ideas are clearly focused on the task and are thoroughly developed with relevant details and examples.
Organization	No organization evident.	Organization and connections between ideas are weak.	Organization and connections between ideas are logical.	Organization and connections between ideas are clear, logical and appropriate for the context.
Style	Ineffective use of language for the writer's purpose and audience.	Limited use of language, including lack of variety in word choice and sentences, may hinder the effectiveness of the writer's purpose and audience.	Adequate command of language, including accurate word choice and clear sentences, is effective for the writer's purpose and audience.	Command of language, including precise word choice and varied sentence structure, is highly effective for the writer's purpose and audience.
Conventions	Ineffective use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation.	Limited use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Adequate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Consistent, appropriate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.

Any condition code will result in a score of 0 for all traits: A is Off-topic; B is Illegible or written in a language other than English; C is Blank; D is Insufficient to rate.

*The same rubric is applied to both MEAP and MEAP-Access responses. However, the MEAP and MEAP-Access papers are scored by separate range finding committees that interpret the rubric in light of the populations that take each assessment.

**Standard English is the form of English most widely accepted for writing in schools.

The Boys and The girls not Laesn the Tseher
on The Lunch pecais The dOYS
and The girls ned to taeck. and The
Tseher go Taeck The pronsbol. The
pronsbol come and The Boys and The
girls backwute.

ANCHOR PAPER 1**Conventions Score Point: 0**

This response requires significant decoding (laesn; tseher; pecais; taeck; pronsbol) demonstrating ineffective use of conventions of Standard English.

The one problem in my school is that bad stuff is always happen in the hallways. Now I think I can stop it by being a hallway monitor. I think it would work cause I know everybody. I could stop the bad stuff from happen.

ANCHOR PAPER 2**Conventions Score Point: 1**

This brief response contains a variety of errors including omitted verbs, missing word endings (keep bad stuff from happen), misspellings, and incorrect words (everybodies) demonstrating limited use of conventions of Standard English.

In our school it is way too crowded. But our school doesn't have enough money to build anything on to our school to make it bigger. So I think more tax money should go to all schools. Or we should have more budget cuts. For example paper for homework. We all ready have enough of it, we don't need more.

ANCHOR PAPER 3**Conventions Score Point: 1**

Sentence-level errors (fragment and comma splice), misspellings of common words (are/our, dosent), and missing apostrophes (dont; dosent) demonstrate limited use of conventions in this response.

we should not have to be quiet at lunch because everytime the 5th-6th grade use the hallway there food we shouldn't have to be quiet just because were in a higher grade everybody expects us to be good but we are just kids we have a whole life to learn thoughts rules its just everybody expects greatness from us like were the role model but sometimes we are sick of being the role model and we just want to have some fun. the solution is that maybe everybody should just stop making feel like this because it goes to our brain and we think we can boss everybody around and do anything we want. Everybody thinks we are the role model but that not true we just want to be kids we just want to have fun with our friends stop pushing us. we are not the role model the 8th grade is so busy then not us. Next year will be role models next year you can buy us but for right now we just want to sit back and relax is that to much to ask for.

ANCHOR PAPER 4

Conventions Score Point: 1

This longer, limited response contains incorrect sentence formation throughout. The lack of end punctuation results in one long run-on sentence. Spelling is mostly correct with a few minor errors. 4

One thing to make is lunch break. One thing we could do is make all of our hours shorter. Two minutes shorter in each class could give us another 14 to 16 minutes to play outside.

Another way is to add 14 minutes on to the school day. Just add 2 minutes on to each hour and the good thing is we can get out of school gets out a hole 2 weeks early.

ANCHOR PAPER 5**Conventions Score Point: 2**

Although this brief response contains some common misspelled words (or/our; hole/whole), there are no sentence-level errors demonstrating adequate control of conventions.

Our hallways are way to crowded. Every time the bell rings, a whole bunch of kids pour out of their class rooms into the hallway! You can barely move! I wouldn't doubt if people were getting hurt from the hallways. Teachers sometimes try to manage the mob of students, but there are too many people in this part of the school. I heard the other wing of the school is ten times worse, because it's a smaller wing. I think a way of solving this issue is by getting a lot more teachers out there and directing the hallway traffic, because I am so sick of being late to my classes because of the hallways. This problem needs to be fixed!

ANCHOR PAPER 6**Conventions Score Point: 2**

This response has one run-on, several misspellings (to/too; where/were), and a missing apostrophe (its), but otherwise demonstrates correct sentence formation and adequate control of conventions.

The lockers are too close! Around the hallways, students are struggling to get to their lockers. There's pushing, and shoving and squeezing and wcesing! The lockers are a good size, but we need a little elbow space! Everyone has to squeeze through everyone, just to get to their locker. While your trying to get to your locker, theres always a stampede of people, rushing to there classes.

I think that the school could separate the lockers from everyone's just a little bit. I'm sure the school dosent want there students to have a clostraphobic attack! I think the school should just tell the kids, to not gather around anyones lockers and talk. Sometimes I cant even get to my locker, because theres kids gather around it.

I'm not trying to say it's a bad school I love L.M.S., but they could make a few changes. When people who have a locker next to you sometimes they sit in front of your locker area they sit there books down right where you are. It's not like they do it on purpose but it drives me crazy! Sometimes when you open your locker some random people sometimes you don't even know them they go and shut your locker when your not even done putting your books away. all I ask is to separate the lockers.

ANCHOR PAPER 7**Conventions Score Point: 2**

The syntax in this longer response is mostly correct with only two run-ons. There are various errors in spelling (there/their; your/you're; somtines), missing apostrophes (theres; anyones; cant), and incorrect word endings (locker(s); gather(ed)). However, there is enough evidence of conventions done correctly (I'm; it's; don't) to demonstrate adequate control of language.

Barker

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I think there are a few ways to solve these problems. Shrink the 9th graders! OK we can't do that but I think they should dismiss the 7th graders separately from the 8th and 9th graders. We could enlarge the hallways but that would be difficult. All of those ideas would be awesome, if they could come true.

ANCHOR PAPER 8

Conventions Score Point: 3

This shorter response demonstrates consistent control of conventions including correct sentence formation, commas in a series, and use of apostrophes. Two spelling errors and one incorrect apostrophe do not detract from the overall appropriate use of conventions.

When that bell rings for lunch, all of a sudden a rush of kids sprint down to the Cafeteria to get in the lunch line. This is the problem that my school has, too long of lunch lines. There are many solutions for this problem, one is we could make the area where you buy your lunch bigger. Though it'll cost money more kids would buy lunch knowing they wouldn't have some kids elbow poking them. Another solution is we could make multiple stations, like salad line, pizza line, and so forth. This would add a unique look to the cafeteria, and again lines will be cut shorter. This is a problem my school has, and I think it should be resolved. So hopefully the next time the lunch bell rings there aren't a bunch of kids racing to get in line.

ANCHOR PAPER 9

Conventions Score Point: 3

Sentence construction is consistently correct in this response with only a few minor spelling errors (to/too; by/buy) and a missing apostrophe (wouldnt) balanced by correct use of apostrophes and commas in a series. Consistent and appropriate use of conventions is evident.

There is many problems in our school. One I think is most important is teachers give to much homework. If they do give us a lot. He could give us time in class. Some teachers are nice about giving homework but most teachers aren't. Here are three good reasons why I think that.

My first reason is most people have after school activities. Like soccer, softball, baseball, basketball, football and many more. Most people don't get home till 7:00 or 8:00 o'clock and they have to shower and stuff. There in bed by 9:00 or 9:30 for a average teenager.

My second reason is if teachers give us time in class to do our homework, we don't have to worry about having to do it

after a long day of school and other things. If teachers gave us more time in class to do homework, I think life would be a lot easier. Especially for the middle schoolers because that's when school sports start.

My last reason is that a lot of students have missing or are turning in a lot of late work. If teachers gave us time in class and not so much homework that wouldn't be happening. Students would get the work in on time and it would not turn out to be missing.

Those are three reasons why I think teachers should give us less homework and more time in class.

ANCHOR PAPER 10**Conventions Score Point: 3**

Some spelling errors (there/they're; to/too; haveing), an incorrect apostrophe (thats), and a subject/verb agreement error (there is many problems) as well as a fragment do not detract from the overall correct use of conventions throughout this lengthy response.

Anchor Paper 1	
Ideas	1
Organization	1
Style	0
Conventions	0

Anchor Paper 6	
Ideas	2
Organization	3
Style	3
Conventions	2

Anchor Paper 2	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 7	
Ideas	3
Organization	2
Style	3
Conventions	2

Anchor Paper 3	
Ideas	1
Organization	1
Style	1
Conventions	1

Anchor Paper 8	
Ideas	2
Organization	2
Style	3
Conventions	3

Anchor Paper 4	
Ideas	2
Organization	1
Style	2
Conventions	1

Anchor Paper 9	
Ideas	3
Organization	3
Style	3
Conventions	3

Anchor Paper 5	
Ideas	1
Organization	1
Style	1
Conventions	2

Anchor Paper 10	
Ideas	2
Organization	2
Style	2
Conventions	3