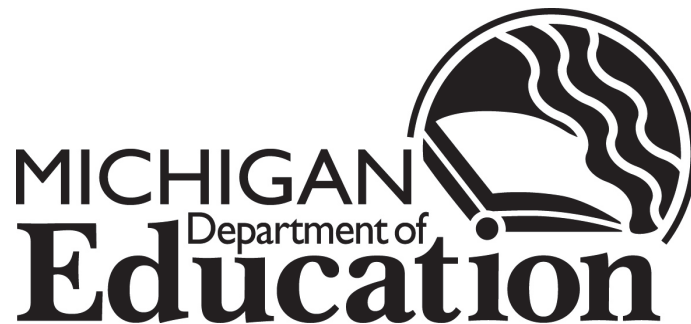




**MI-Access Spring 2014
Grade 11 Expressing Ideas
Scoring Guide**



EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

Prompt: Tell about the proudest moment in your life and why you felt proud. Be sure to include specific details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

Scoring Rubric - Grades 4, 7, and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Expressing Ideas Comment Codes

Score 4

- 1 Shows strong focus on the prompt topic
- 2 Supports ideas with appropriate details and/or examples
- 3 Contains clear organization of ideas and/or arrangement of figures
- 4 Demonstrates adequate control of word choice and language/visual conventions

Score 3

- 5 Needs additional details and/or examples relevant to prompt topic to obtain the highest score point
- 6 Needs stronger organization and connections among ideas to obtain the highest score point
- 7 Needs greater variety in vocabulary and sentence structure to obtain the highest score point
- 8 Needs tighter control of language/visual conventions to obtain the highest score point

Score 2

- 9 Lacks clear focus on the prompt topic
- 10 Shows limited development with insufficient details and/or examples
- 11 Lacks clear organization of ideas and/or arrangement of figures
- 12 Contains errors in language/visual conventions that interfere with understanding

Score 1

- 13 Shows little focus and development of the prompt topic
- 14 Lacks organization and/or arrangement of figures
- 15 Demonstrates little or no control over vocabulary or sentence formation
- 16 Contains errors in language/visual conventions that make understanding nearly impossible

My proudest moments watching
t.v. play on the computer
play video games

ANCHOR PAPER 1**Score Point: 1**

The writing shows some evidence of an attempt to respond to the prompt, with no development or direction. The writing is a listing of the student's proudest moments (watching t.v., play on the computer, play video games).

It is a beautiful flower that you watering
in a garden. Because it can grow in May. So I'll
~~put~~ the seeds in the sand, then I watering in the
sand.

ANCHOR PAPER 2**Score Point: 1**

The writing describes growing a flower and is considered an attempt to respond to the prompt.

I MY prompt from
me come to school. I
like to come to school
becaes like totlak to MY
teh k. I felt Happy.

ANCHOR PAPER 3**Score Point: 1**

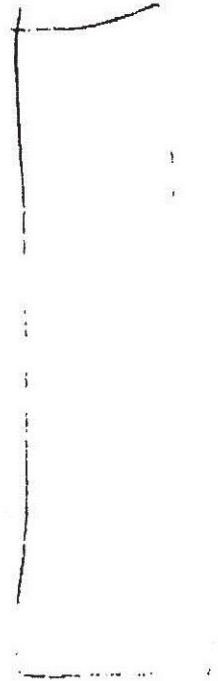
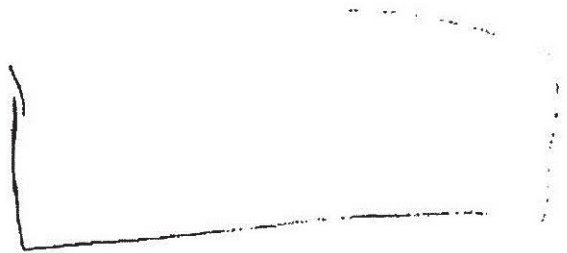
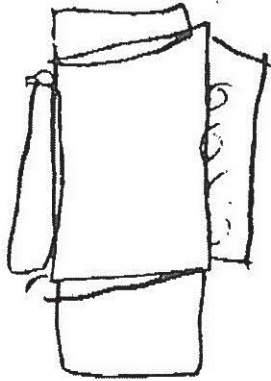
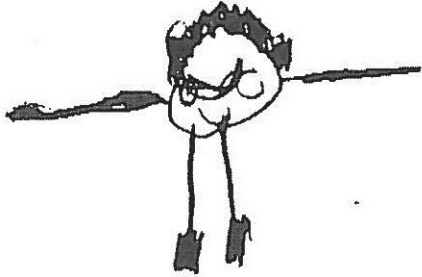
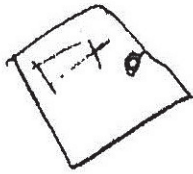
The writing shows some evidence of an attempt to respond to the prompt, with little development of the topic.

Getting a merit badge. I did
good in a school test. And
had one of the best birthday
partys ever had.

ANCHOR PAPER 4**Score Point: 1**

The writing is a listing of the student's proudest moments with no development of any of the examples.

I got a job. The name is Big
Boy. I get more money. I do bus
tables and clean up the dishes. I
cook. My boss name is John.



ANCHOR PAPER 5

Score Point: 2

The writing is somewhat on topic, and the topic is inferred. The writing shows limited development with a few listed details. The drawing does not enhance the score.

I feel Proud of my life because when
i do something good for someone or for
my dad and mom. Then love when i
do something for them or for someone
else Cause it make's me feel good
inside if i help other People out.

ANCHOR PAPER 6**Score Point: 2**

The writing is on topic. The development of the topic is limited with generic details (do something good for someone or for my dad and mom).

when i got my nappers cat out
of the tree the cat was hi
up there i star to clim the
tree then the cat went
hier so fill's when i frap the
cat i scap it and stree to
clim done when i got to the
body m my napper thank me
so must.

ANCHOR PAPER 7**Score Point: 2**

The writing is on topic, and the topic is inferred. The details and examples are appropriate, but errors in language conventions, including run-on sentences and many mistakes in mechanics, make understanding difficult.

When I went for a ride
in Mrs A yellow car. It was
a cool fast yellow 9 to 11
Went to The Mechanics to
pick up Bills work close.
The car had a cop tracker
so Mrs A would know he limit.
it was fun.

ANCHOR PAPER 8**Score Point: 2**

The writing shows limited development with simplistic examples, and the topic is not easily inferred. The errors in language conventions interfere with understanding.

The proudest moment in my life was when last year my mother lived through cancer and move on. Another proudest moment is when I found out how to draw I felt happy when I found that out. But the proudest moment was when I became a successful person doing the year. Truly I can say my proudest moments were funny, hard and sometimes easy but happy all the time. Some of my proudest moments involved everything I care about and became successful.

ANCHOR PAPER 9**Score Point: 2**

The writing is somewhat on topic; however, the student wrote about three proudest moments without developing one proudest moment beyond a score point of 2.

The proudest moment in my life was when my bestfriend asked me out. He has been my bestfriend forever, even though we are broken-up he still likes me still. He doesn't say he likes me to my face but he says it online.

ANCHOR PAPER 10**Score Point: 2**

The writing is on topic, but the focus wanders. There is limited development.

The proudest moment in my life was when
i got to come back and live with my
mom, i felt really accomplished, i felt accomplished
because i have had a ruff life and
i finally get what i want

ANCHOR PAPER 11**Score Point: 3**

The writing is mostly on topic, and the topic is explicitly stated. There is an organized structure with a concluding sentence. The writing demonstrates some attention to word choice (acomplished).

The proudest moment in my life was
watching my self doing good in school
When i was little i use to be bad i didnt
like to listen to the teacher so i would
talk back to her and get smart i would do
it every day But then i started being good
for some reason and then i just felt proud
and that was the proudest moment of
my life.

ANCHOR PAPER 12**Score Point: 3**

The writing is mostly on topic. There is an organized structure that includes some transitions between ideas. There are appropriate details and examples. Errors in language conventions do not interfere with understanding.

The proudest moment in my life is finally learning how to read and write when I was in the 4th grade. I had a hard time ~~discussing~~ talking to the teacher. It wasn't until the 8th grade I discovered my love for reading.

I learn to read in 4th grade but I wasn't good at it. But as soon as I got in the 8th grade my mind wanted to expand. So now I read two books a week.

ANCHOR PAPER 13**Score Point: 3**

The writing is mostly on topic. Appropriate details and personal examples provide some development of the topic. The text reflects an organized structure with transitions.

The proudest moment in my life would be
when I got my room finished. I took me
two years to finish it. Because
I had to paint it twice and put
all the details on my wall.
Now my room is the way I want it
to be

ANCHOR PAPER 14**Score Point: 3**

The writing is mostly on topic with appropriate details and examples. The text is organized with an introductory sentence, transitions, and a conclusion.

Well not to long ago we I go a good
report card. This is a proud moment because I got
better grades than my sister. The last time that
had happen was in second grade. I'm now in the
11th grade. So This is a big moment for me.

ANCHOR PAPER 15**Score Point: 3**

The writing is on topic. Appropriate details and examples provide some development of the topic. There is an organized structure with transitions, and there is some attention to word choice.

my proudest moment was when
I got my job as a camp counselor.
I got to help kids have fun with
their life safely. The kids have bleeding
disorders. There are a lot of bleeding
disorders and it limits you on what
you can do. So I help some of those
kids and show them how to have
fun.

ANCHOR PAPER 16**Score Point: 4**

The writing focuses on the topic. The text includes appropriate details and examples based on the student's experience. There is an organized structure to the writing with transitions between ideas. Errors in language conventions do not interfere with understanding.

I had many proudest moments in my life but I'm going to tell you about one of them it was when I got my first job. That was my proudest moment. First reason that it was an experience because I got taught a lot of ways to count change faster. Second reason was that I got to meet new people. Third reason was I got to learn how to work with people I didn't like. These were the proudest moments in my life.

ANCHOR PAPER 17**Score Point: 4**

The writing focuses on the topic, and the text is organized with an introductory sentence, transitions, and a conclusion. The topic is developed with appropriate details and examples based on the student's experience.

The proudest moment in my life was the day I made it on the Freshman cheerleading team. I was so proud because out of all of the girls that tryed out I made it. When I was trying out I had My bestfriends try out with me, and we both made the team. That Freshman team was the best Freshman team anyone ever saw. We have amazing stunts, and great gymnists. That was my most proudest moment ever.

ANCHOR PAPER 18**Score Point: 4**

The writing focuses on the topic with appropriate details and examples based on the student's experience. There is an organized structure, including an introductory sentence, transitions, and a conclusion. Errors in language conventions do not interfere with understanding.