



**MI-Access Fall 2013
Grade 4 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: A teacher wants ideas for a class field trip. Describe a place you would like to go on a field trip, and tell why you want to go there. 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

I wanto go to drosat. we ah
will potry. we can pop up on
cheuther. at# we faeime
metehr will fe meand.
she will hitp me a pale. me a vant
At

ANCHOR PAPER 1**Score Point: 1**

The writing shows some evidence of an attempt to respond to the prompt. Errors in language conventions make understanding nearly impossible.

I _____

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

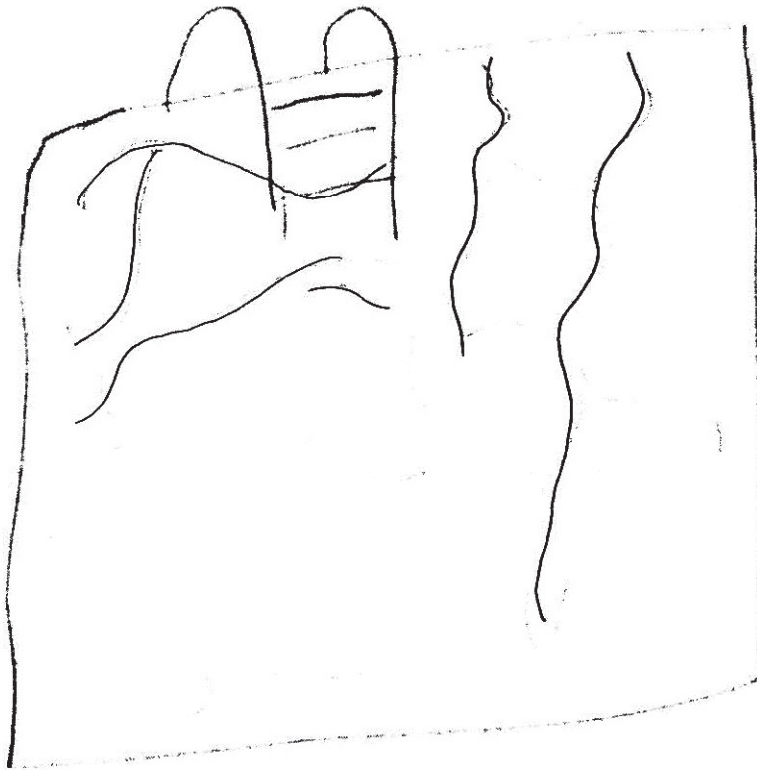
The drawing shows some evidence of an attempt to respond to the prompt, yet we don't know exactly how the picture relates to the prompt.

ZOO TO see animals feed them
Pet them

ANCHOR PAPER 3**Score Point: 1**

The writing shows some evidence of an attempt to respond to the prompt, although there is limited development of the topic and it is not a complete sentence.

the y im re a. I wad wot to jow it
be kos you cad to someg.

**ANCHOR PAPER 4****Score Point: 2**

The writing is somewhat on topic. There is limited development with simplistic details (I wod wot to gow be kos you cod Go Someg). The drawing does not enhance the score.

I Like to go to the
wottr park. Bekuz
I like the wottr
park. You can
swaim in the wottr.
And you can go
bown the slid.
levin you can
go on one of the
rids.

ANCHOR PAPER 5**Score Point: 2**

The writing is somewhat on topic. There is limited development with simplistic details. The ideas become repetitive and the errors in language conventions make understanding difficult.

I want to go to Disneyland
because I would get to go on Roller
Coaster and I would get to go
Swimming to it would be Fun.
and I could bring my
Nerf Gun to the little park
and He would

ANCHOR PAPER 6**Score Point: 2**

The writing is somewhat on topic. There is limited development with simplistic details. The focus starts to wander and then trails off.

The Imagination Station is a field trip. The Imagination Station is fun. At the Imagination Station, there's shops, food, games, a maze, and chairs.

ANCHOR PAPER 7**Score Point: 2**

The writing is mostly on topic. There is limited development with simplistic details or examples.

I think they shid go to
the Kaptlr of Mishik. Bcus
It is usum and i like
BUSNIS and it is fun.

The Kaptlr of Mishik is in
lasing whar the guvin
of Mishik is at
and you git a

torw giud.

ANCHOR PAPER 8**Score Point: 3**

The writing is mostly on topic and although the topic isn't explicitly stated, it can be inferred with little effort. There is some development of the topic with appropriate details and examples (Kaptlr of Mishik is in lasing, you git a torw giud). The spelling errors in the text only slightly interfere with understanding.

I will like to go
on a field trip to
The Zoo to see
all of The animals
So I can have a
lot of fun Lafs and gigol
So we have a graet time
seeing a lang of a grafa and
a zebra and a lien and
Tigra rora rela lood in
Tila I screm
and have a
graet Time at The Zoo.

ANCHOR PAPER 9**Score Point: 3**

The writing is mostly on topic. There is some development of the topic with appropriate details and examples. The text includes an introduction and conclusion and the errors in language conventions only slightly interfere with understanding.

I want to go camping as
the Field Trip. We go
fishing and hiking. We go
on a hay ride. We went
out in the dark. We put our
flash lights on. They had
a horse there. I rode
a horse. Everybody slept
in a cabin. We took
showers. Had a picture
taken.

ANCHOR PAPER 10**Score Point: 3**

The writing is mostly on topic. There is some development of the topic with many details and examples based on the student's prior camping experience. The text reflects a mostly organized structure with an introductory sentence.

I would like to go on a
fieldtrip to Detroit Zoo to look at
all kinds of frogs and tadpoles.
I like looking at frogs and
tadpoles because I like the lifecycle
of frogs. My favorite frog is
the dewed frog they eat fish
- because they are carnivores.

ANCHOR PAPER 11**Score Point: 4**

The writing focuses on the topic. The text includes appropriate details based on the student's prior knowledge. The writing demonstrates mostly precise word choice (life cycle of frogs, dewed frog, tadpoles) and the errors in language conventions do not interfere with understanding.

I think a good place to go for a field trip would be Ligon. There are a lot of team work activities and its a lot of fun. My favorite activity is the one where you have to swing over the ravine with hot lava pirranhas and hot lava alligators. A lot of the kids enjoy it. I think you should go to Ligon because its a great place.

ANCHOR PAPER 12**Score Point: 4**

The writing focuses on the topic. The text includes appropriate details based on the student's prior experience. There is a clear organizational structure with an introduction and conclusion.