



**MI-Access Fall 2013
Grade 7 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 a time when you or someone you know was a leader to others. Be sure to include 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

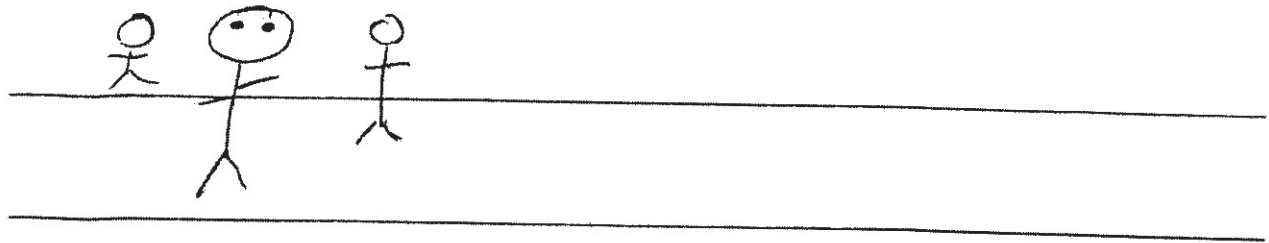
- 5 Needs additional details and/or examples relevant to prompt topic to obtain the highest score point
- 6 Needs stronger organization and connections among ideas to obtain the highest score point
- 7 Needs greater variety in vocabulary and sentence structure to obtain the highest score point
- 8 Needs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

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

The drawing shows some evidence of an attempt to respond to the prompt, yet it presents no development of the topic.

jayson was a leader to mick and
my mom dad.
jayson was a leader to me.

ANCHOR PAPER 2**Score Point: 1**

There is an attempt to respond to the prompt with no development of the topic.

my mom to my gramun and
Dad my mom tell me to get
my sistem and gramun tell me
to get food and my Dad tell
me to get Home and to Do
it.

ANCHOR PAPER 3**Score Point: 1**

There is an attempt at naming a leader (Mom & Dad).

I am a leader
at home.
I tek care of my
cat

ANCHOR PAPER 4**Score Point: 2**

The writing shows some evidence of an attempt to respond to the prompt with one detail (I tek care of my cat).

I was a leader on my football team
yesterday. We was down the street
in the field. It was me and all
my cousins and friends.
we was the Steelers they was Vikings.
we had throw a quarter in the air to
see who won they had went first.
At first they was beating us 21-14
Then we had tied it up 28-28. After
that we stopped playing football and
went to play basket ball.

ANCHOR PAPER 5**Score Point: 2**

The first introductory sentence (I was a leader on my football team yesterday) keeps this response at a score point of 2. The rest of the text starts to wander off and lose focus describing a recent football game.

I help my sister out
with her homework
I help my sister read
her book I make my sister
feel better I help
my dad feel better
I help my dad when
he gets up in the morn
ing

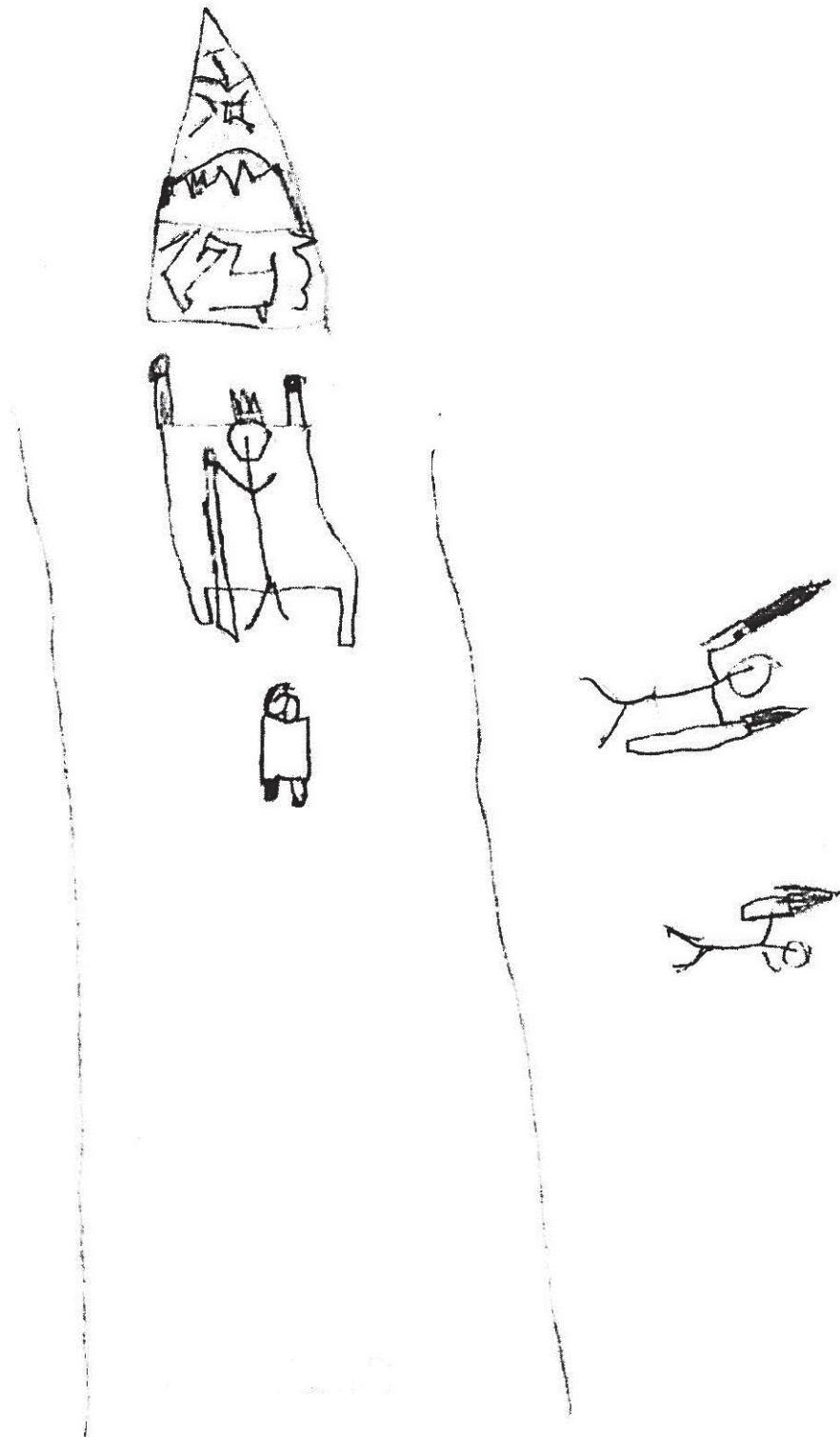
ANCHOR PAPER 6**Score Point: 2**

The writing is somewhat on topic and the topic may not be easily inferred. The reader can infer that the writer is the leader. The text lacks structure and is repetitive (I help... I help, etc.).

I wosza leader one time.
I Had a small GroP we mest
up a lot. But I had a
lot offun leadin the
Gr op. I Loved That
GroP a lot so fun.

ANCHOR PAPER 7**Score Point: 2**

The writing is somewhat on topic. There is limited development with simplistic details. The errors in language conventions slightly interfere with understanding.



ANCHOR PAPER 8

Score Point: 3

The drawing is mostly on topic. Some details are present in the drawing (a king with a scepter & crown; a person kneeling or bowing down to the king). The visual text presents an attempt at logical organization (a path to the king, figures of people with swords off to the side of the path).

Some one I think would be
a good leader is my brother
mikey. one of the things I
look up to him is all the things
he does. well one of the things
is hes not afraid to eat
food in a half container
with a knife. also hes not
afraid of sleeping with
a lot of weapons in his
room.

ANCHOR PAPER 9**Score Point: 3**

The writing is mostly on topic. There is some development of the topic with appropriate details and an introductory sentence. The text is mostly organized and includes some transitions.

My leader was ~~reger~~ are
teacher he is a very nice teacher
he tells us when we can go
something and when your done
he tells you what to do with it
like math he helps us
he tells us what we need
to and when your done the
helpers will check it and
see how you done My Reger
leads us everything to the
computer to a bus when we have
field trips and alot more

ANCHOR PAPER 10**Score Point: 3**

The writing is mostly on topic. The text is developed with many details. Errors in language conventions slightly interfere with understanding.

my vollyball coach was a leader
She help us percateer hard so we can
be good at it. She was nice to us
She taught us over hand & under hand.
We do excise everyday.

ANCHOR PAPER 11**Score Point: 3**

The writing is mostly on topic. The writing is developed with details and an introduction. Errors in language conventions do not interfere with understanding.

My sister Elizebeth is a better leader than I am because she's smarter, faster, and stronger than I am.

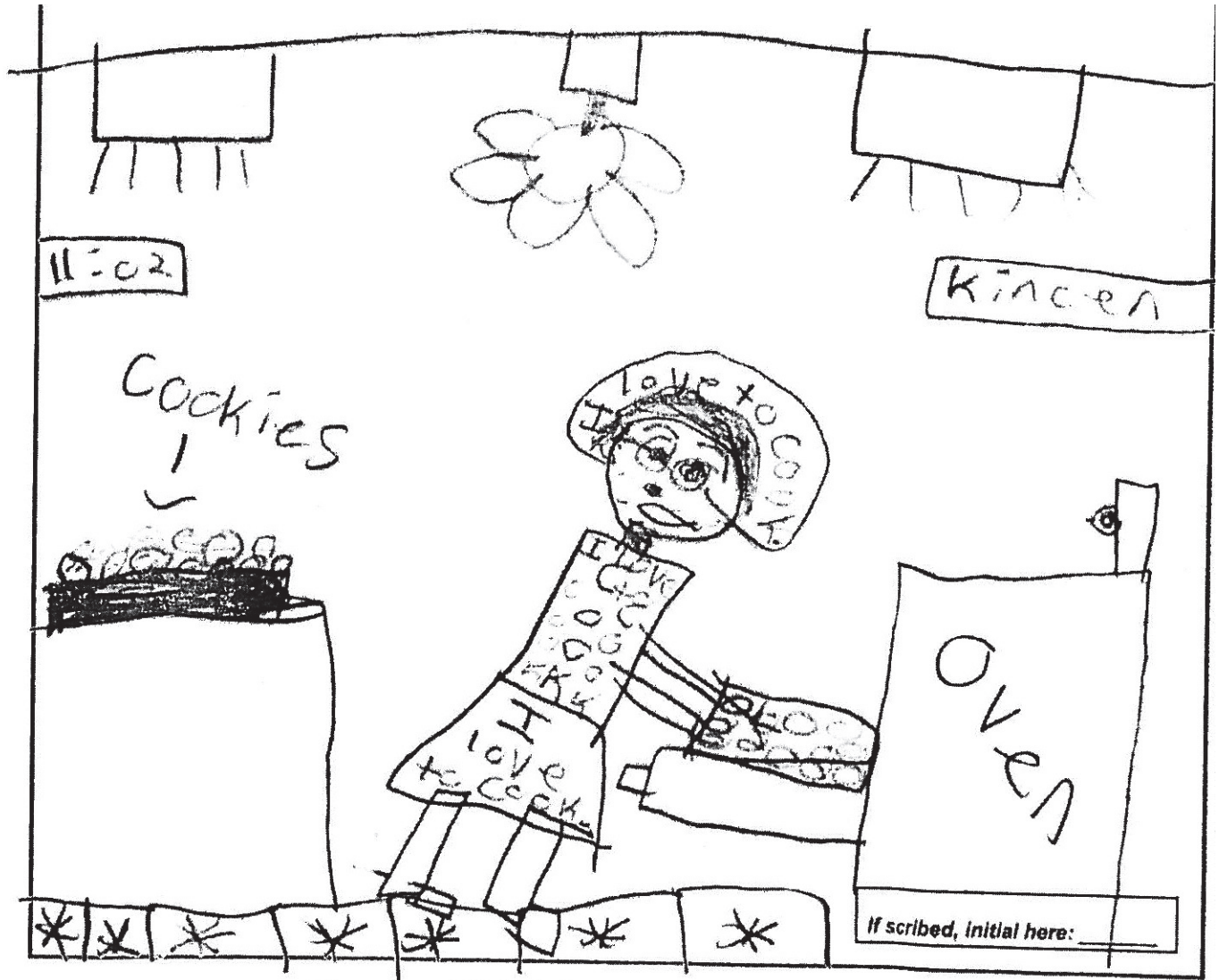
She doesn't suffer from lack of empathy! I'm just a leader that would lead everyone off a cliff!!!

Cerspat!!!!!!!! Game over for me!!!

ANCHOR PAPER 12**Score Point: 4**

The writing focuses on the topic. The paragraph is organized with an introduction and conclusion. The text includes appropriate details and precise word choice.

My grandma was to be the lunch
lady for Tach high school. She used to
be the base of lunch. She worked there
for 8 years. From 1974 to 1982.
She liked working there. She went
to school there when she was young.
That way I think my grandma is a
lady.



ANCHOR PAPER 13

Score Point: 4

The topic isn't explicitly stated but it can be inferred. (The Grandma is the leader by working for eight years as a lunch lady.) The drawing enhances the score with the many different details not found in the text (Cookies, oven, 11:02). The errors in language conventions do not interfere with understanding.

I knew someone he was my friend
He's 19 and he's in Afghanistan right now.
I don't know when or where
he is coming back but I know is that
he's fighting for something he loves to
do. His name Warner Cody Warner.
Last time I talked to him was
September 29, 2010 the first thing
he said was "I'm a leader I am now
leading but I might not be home
Christmas," and "I said why?" "because
the first day I was I got shot
for trying to help someone.

"Where at on your body?" "My neck well I have to go because I'm tired. it's 1:00 A.M. here so bye." "Ok bye be safe." that's a day I knew someone who was a leader.

ANCHOR PAPER 14**Score Point: 4**

The writing focuses on the topic. The text includes examples and details based on the student's prior experience. There is a clear organizational structure and errors do not interfere with understanding.