



**MI-Access Spring 2017**  
**Grade 3 ELA: 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:** Describe what you like best about your school. 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 3-8, and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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. Errors in visual conventions make understanding nearly impossible.

I like to has a rcs

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

The response shows some evidence of an attempt to respond to the prompt, although there is no development of the topic.

gym  
 room  
 Library  
 restroom  
 Lunch room  
 Swings  
 Slid  
 doors  
 bus  
 math  
 reading  
 packing up

**ANCHOR PAPER 3**

**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt. The writing is limited to a list of words related to a school day.



"I like cooking and going out  
for recess and computer lab"

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

The writing is somewhat on topic with limited development.

I Like Mrs. Smith. She is  
The best teacher. She  
is not mean. you Let  
us color.

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

This response is somewhat on topic although the topic is not easily inferred. The response lacks a clear organizational structure and is developed with simplistic details.

I Like VBad School is Gym and Rest Stop  
and som Time math and science and  
I like Reading and I stories to stgard  
and they are HAPPY the End

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

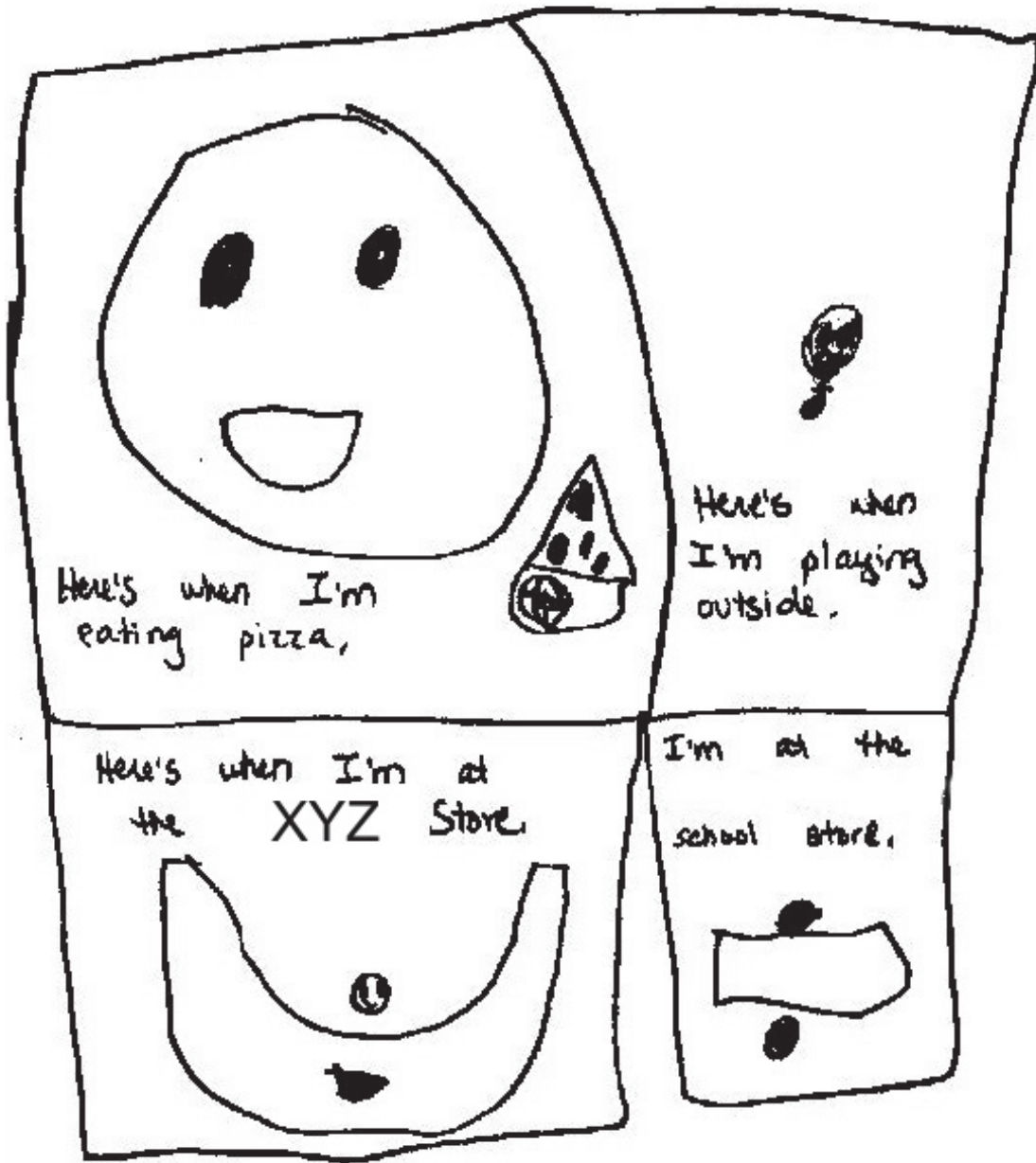
This response is somewhat on topic. There is limited development with simplistic details that reads like a list of subjects the student likes about school.

I like Mobey. I play matching games in my classroom. I watch Mobey movies because he is fun and he is nice to people. Kind because he helps other people to listen. How do you listen to Mobey? You listen to him in the Movie. You listen to him when he tells you to do it nicely. He tells you don't be a bully. If somebody is Bullying you have to tell the teacher and then you got to listen to the teacher and don't yell at the teacher.

**ANCHOR PAPER 7****Score Point: 3**

This response is mostly on topic. The topic is not explicitly stated but can be inferred with little effort. There is some development of the topic with appropriate details. The response needs stronger organization to help keep the focus wandering from Mobey to bullying.

You get to eat pizza  
every Monday. You get  
to play outside everyday  
during recess. You get  
to buy a toy from the  
XYZ Store on Fridays.  
You get to go to the  
school store on Thursdays.



**ANCHOR PAPER 8**

**Score Point: 3**

This response is mostly on topic. The topic is not stated but can be inferred with little effort. There is some development of the topic; however, the response needs stronger organization and connections among ideas to receive a higher score. The drawing helps support the text but does not enhance it with additional details.

The best thing is  
Reading and doing  
PLANET. The Best thing  
at ResSES is Swinging  
on the swings and  
making sand surchar  
of the titanic wreck.  
and play with micenze.  
The Best thing about  
school is the end of the  
DAY.

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

This response is mostly on topic. There is some development with appropriate details. The response reflects a mostly organized structure with a concluding sentence. The writing demonstrates some attention to word choice, and the errors in language conventions only slightly interfere with understanding.

I like art best. we do cool things in art.  
we draw in art we paint in art we draw  
leaves. we play silent ball. we play snake  
board games together. I like art because  
it is cool art is my favorite subject.  
we hang pictures on the wall art pictures  
are nice. we paint pictures. we do lots  
of things in art.

**ANCHOR PAPER 10****Score Point: 4**

This response focuses on the topic, and although the topic is not explicitly stated, it can be easily inferred. The writing includes appropriate details and examples, and demonstrates some attention to word choice. The errors in language conventions do not interfere with understanding.



What I like about my school  
is that my school is bully free.  
If a teacher sees a kid bullying  
another kid, busted that is a scary  
why we have be nice days  
here at ABC School. We  
never let anybody get  
hurt here at ABC School  
so this is a fantastic school  
for your children just  
thought I would let  
every single parent  
know in this whole world.

**ANCHOR PAPER 11****Score Point: 4**

This response focuses on the topic. The writing includes appropriate details and examples based on the student's prior experience. There is a clear organizational structure with an introduction, a conclusion, and the use of a transition. The response demonstrates the use of mostly precise word choice, and the errors in conventions do not interfere with understanding.

How are MY Teachers  
What I like about  
MY school is TEACHERS. MY  
Teachers give me treats  
also MY Teachers hates  
us play games there  
explaining nicely to me.  
some of MY Teachers like  
SPORTS and so do I. All our  
Teachers are the BEST.

**ANCHOR PAPER 12****Score Point: 4**

This response focuses on the topic. There is development of the topic with appropriate details and examples based on the student's personal experience. There is a clear organizational structure with a beginning, a middle, and an end. The errors in spelling do not interfere with understanding.