



**MI-Access Spring 2017  
Grade 5 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:** Tell about a time when you received or bought something you really wanted. Be sure to include at least two 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

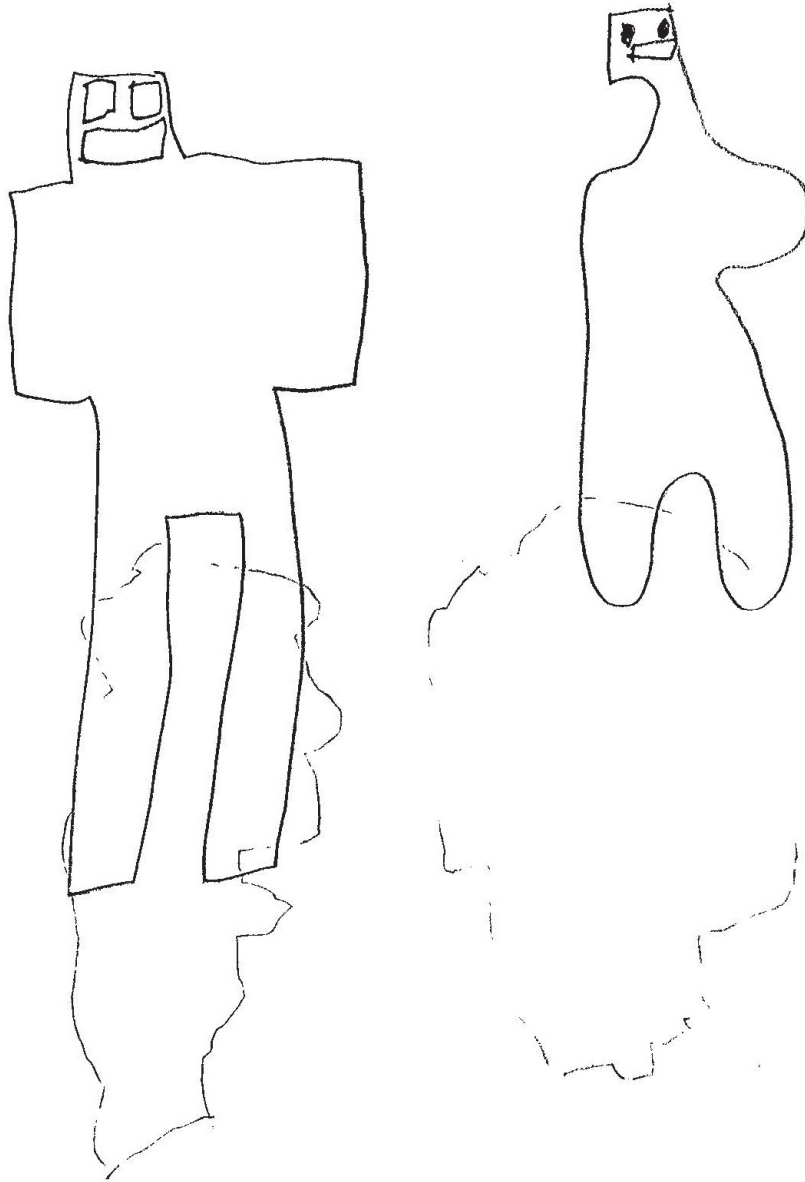


**ANCHOR PAPER 1**

**Score Point: 1**

This drawing of a person holding a phone shows some evidence of an attempt to respond to the prompt, but it presents little development of the topic.

TRAS FOMRS



**ANCHOR PAPER 2**

**Score Point: 1**

This brief one-word response (trasfomrs) shows some evidence of an attempt to respond to the prompt. The drawing presents little development of the topic and does not provide enough additional details to elevate the score.

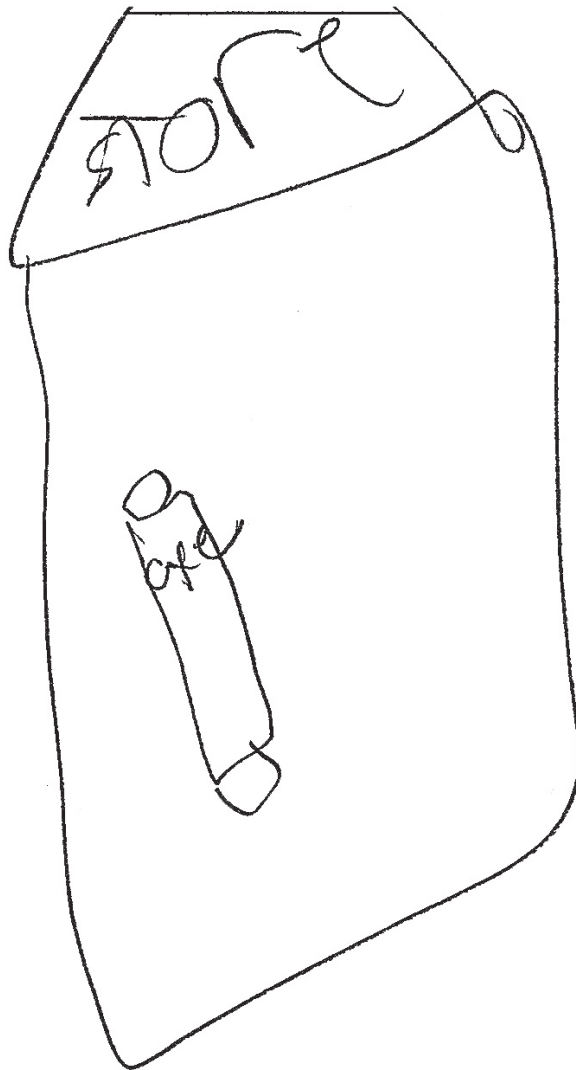
I have want a new toy  
for my B  
and I want new home.

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

This response shows some evidence of an attempt to respond to the prompt by listing two items wanted (new toy, new home). There is no development of the topic, and the text shows minimal use of language conventions.



I got some Axe soap from the store.



**ANCHOR PAPER 4**

**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt by naming something bought (Axe soap). The drawing supports the written text but does not provide enough additional development to enhance the score.



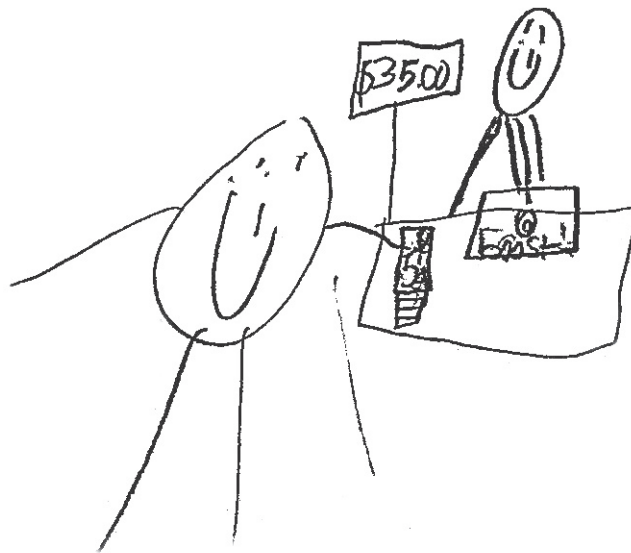
**ANCHOR PAPER 5**

**Score Point: 2**

This drawing is somewhat on topic but is developed with limited details present in the drawing (a cake and a smiling person holding a phone). Additional development is needed to elevate the score.

I bought a Phone.

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**ANCHOR PAPER 6**

**Score Point: 2**

The score of this brief response (I bought a phone) is elevated by the accompanying drawing. The drawing is developed with limited details and supported through minimal written explanation about the cost of the phone and the name of the provider (\$35.00, boost).

When my mom bought me a pras for my birthday  
and then my mom bought me that pras because I really  
want that pras so bad then my mom bought it then  
I was so happy and my mom bought me some more  
stuff how did she get that stuff. I cleaned my  
room to earn to get the stuff. and then I was  
happy. and I had a lot of fun with my stuff.  
and then we had to go home and eat some food.  
and go to sleep. so I can get up for the  
next day for school in the morning and I had  
a lot of fun with toys. Very lot of fun with  
stuff.

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

This longer response about receiving a present for a birthday gift has limited development with simplistic and general details (I want that pras so bad, I was so happy, I had a lot of fun). The writing lacks a clear organizational structure, and conventions make understanding difficult.

A teddy bear. It's soft.

My mom gave it to me.

It has eyes, a nose,  
feet, a mouth.

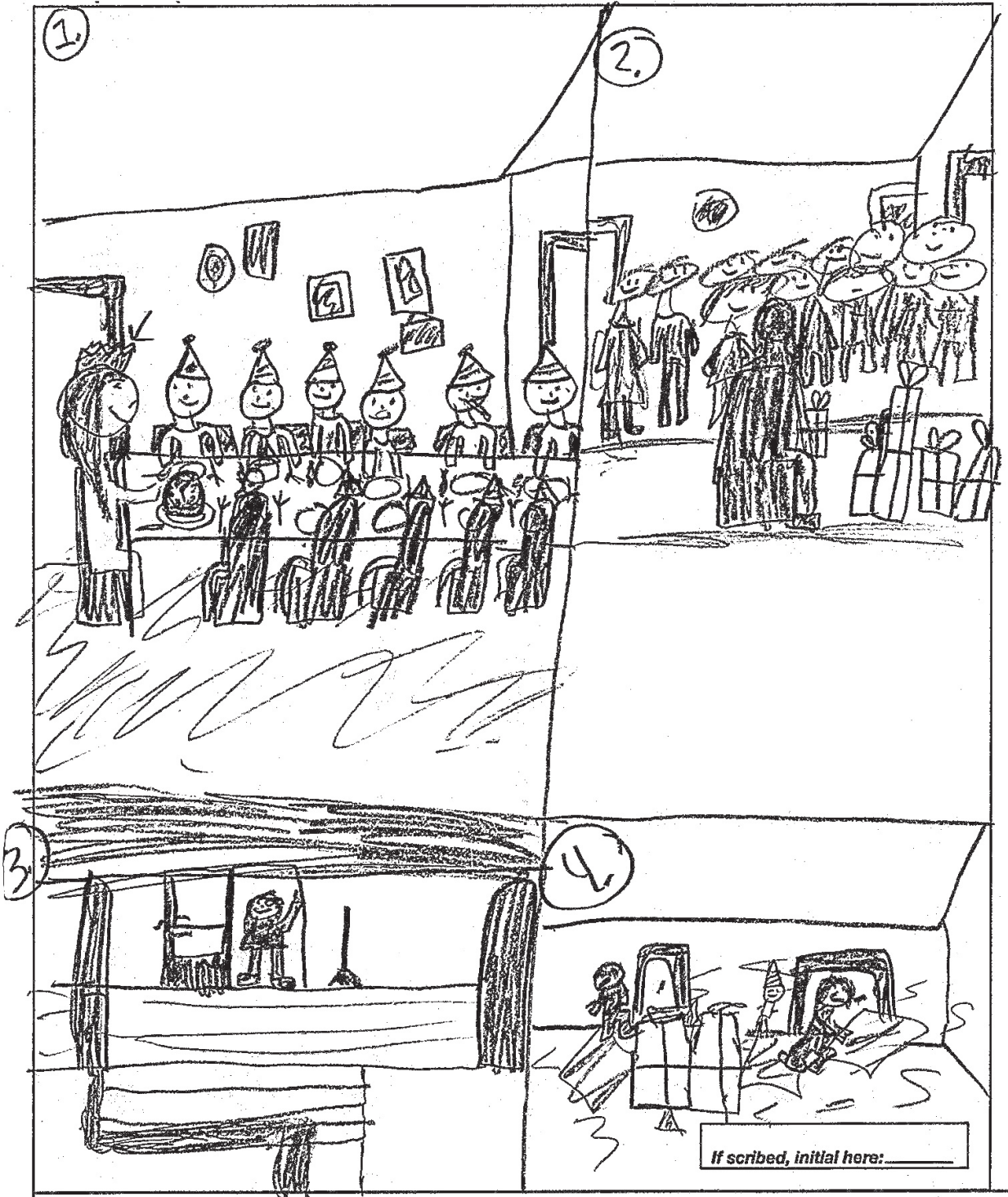
I like stuffed animals.

I got it at Easter.

It has a tail. A mouth.

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

This response about receiving a teddy bear has limited development with simplistic details (It's soft, mom gave it to me, It has eyes). The writing lacks a clear organizational structure as details are given in no particular order.



**ANCHOR PAPER 9**

**Score Point: 3**

This drawing contains some details (children at a birthday party with party hats on, the birthday child is wearing a crown, there are wrapped gifts). Four different scenes are chronologically sequenced with numbers, presenting an attempt at logical organization and arrangement of figures.



I went to the store  
in a car with my mom  
and dad. I bought a box  
of honey buns. They were  
round and had swirls.  
I went home and  
ate two of them.  
They were tasty.

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

This response about buying honeybuns has some development with appropriate details (bought a box, round, ate two of them). The text reflects a mostly organized structure and includes an introduction (I went to the store) and a conclusion (I went home). The writing demonstrates some attention to word choice (swirls, tasty).

I riley wanted a now move  
insideout. I ask my stepmom  
for the move insideout and she  
said yes. I went to kamart  
to buy the movie. My stepmom  
got candy for her to buy.  
I ask my stepmom for  
pop. then we go to buy the  
icecream after dinner. My stepmom  
let me to get a corn dogs  
to eat for dinner. then we  
go to buy our stuff and  
we go in the car. we went  
to watching the movie. I wanted  
the movie because it is so cold.  
it was a good movie.

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

This longer response about purchasing a movie has some development with appropriate details (wanted a now move insideout, went to Kamart). The text reflects a mostly organized structure and includes an introduction (I riley wanted a now move) and a conclusion (it was a good move), as well as some transitions (then). Errors in conventions slightly interfere with understanding.



My feet were getting small with my old shoes and I told my mom that I needed new shoes she said... We will get new shoes soon a couple weeks later. Mom when are we going to get me some new shoes my mom said mabe this weekend a couple weeks after that I said the same things and my mom said lets go and then I got my new pare of shoes.

**ANCHOR PAPER 12****Score Point: 3**

This response about receiving new shoes has some development with appropriate details (feet were getting small, old shoes, needed new shoes). The text reflects a mostly organized structure that includes an introduction (I told my mom that I needed new shoes), a conclusion (then I got my new pare of shoes), and transitions (a couple weeks later, after that, then). The writing demonstrates some attention to syntax that includes dialogue (she said... We will get new shoes soon, my mom said mabe this weekend).

the onu thing I wanted was  
a Kittin. wll on day that thing  
came tru My friend had a Kittin I  
fell in love with her She was only  
6 weeks old She was ~~be~~ tiny and she  
was Not in a good home she was ifesid  
with flys but we prout her home  
and littl I knew her name was Amber  
she is now 10 months old and a vary  
happy 10 month old Kittin She  
is so sweet she loves to play she  
sleps with me evry Night and she  
is almost a yere old.

**ANCHOR PAPER 13****Score Point: 4**

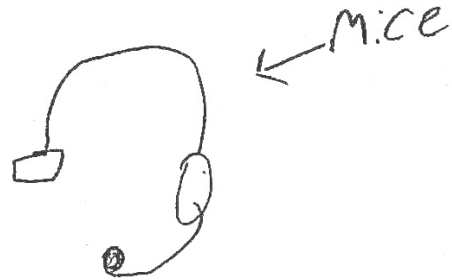
This response focuses on receiving a kitten and includes many appropriate details (6 weeks old, name was Amber, sleps with me). There is a clear organizational structure with an introduction (the onu thing I wanted), a conclusion (she is almost a yere old), and transitions between ideas (oun day, but, now), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (so tiny, ifesid with flys, so sweet). Errors in conventions do not interfere with understanding.

I bought a Wrestling Man. I got the money for my birth day. I went to family dollar. I saw this wrestling toy. my granama gave me the money. I went with my mom. She said I can't buy it. Then we left. On the next day my granama take me to family dollar. Then thats when I bought the Wrestling toy. I made the Wrestling toy fight the other wrestling toys. Then I took the Wrestling toy to my mama house. Then I made made Wrestling toy fight my other Wrestling toy. I drive Wrestling to in my remoki control truck. I flew my Wrestling man on my haliicopter the Wrestling nane was Crusher. Then Wrestling, man broke.

**ANCHOR PAPER 14****Score Point: 4**

This response focuses on the purchase of a Wrestling Man toy and includes appropriate details (got the money for my birth day, went to family dollar, wrestler name was Crusher). A clear organizational structure is demonstrated by including an introduction (I bought a Wrestling Man), a conclusion (Then Wrestling man broke), and transitions (On the next day, Then thats when), resulting in a unified whole.

one Day I wanted a mic for my  
PSS so I ask They send "maybe"  
so when we went to the stor  
I ask "can we look at The mics"  
"fine" my mom said so we looked  
and we found one at a good  
price and we got it That was  
Fun when we got home  
I was excited I checked  
and that it was The mc and  
I played it in it work  
I was so happy That  
it worked and



Thats how F  
got a PS3  
mic..

**ANCHOR PAPER 15**

**Score Point: 4**

This response focuses on the purchase of a microphone and includes appropriate details (mic for my PS3, good price, I was to happy That it worked). There is a clear organizational structure present with an introduction (one Day whanted a mic), a conclusion (Thats how I got a PS3 mic), and transitions (so when, when we got home), resulting in a unified whole. The writing demonstrates syntax that includes dialogue (They send “maybe”; I ask “can we look at the mics”; “fine” my mom sand).

When I was 6 I won a really cool doll. My game and my family were celebrating Christmas at my game house. The next day it was Christmas eve we played w/ a lot of moves it was time to eat dinner. After we ate ice cream. Then we went to bed. The next morning I woke up and ran down the steps I saw my game, mom and dad I ate first. Then I opened my gifts there was a gift that I did not open so I opened it. It was the doll I wanted and I still have it today.

**ANCHOR PAPER 16****Score Point: 4**

This response about receiving a doll for Christmas focuses on the topic and includes many appropriate details (celebrating Christmas at my game house, w/ a lot of moves, ate ice cream). There is a clear organizational structure that includes an introduction (When I was 6 I won a really cool doll), transitions (The next day, After, The next morning), and a conclusion (I still have it today), resulting in a unified whole. Errors in conventions do not interfere with understanding.