



MI-Access Spring 2017
Grade 6 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 your favorite time of the day. 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

	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

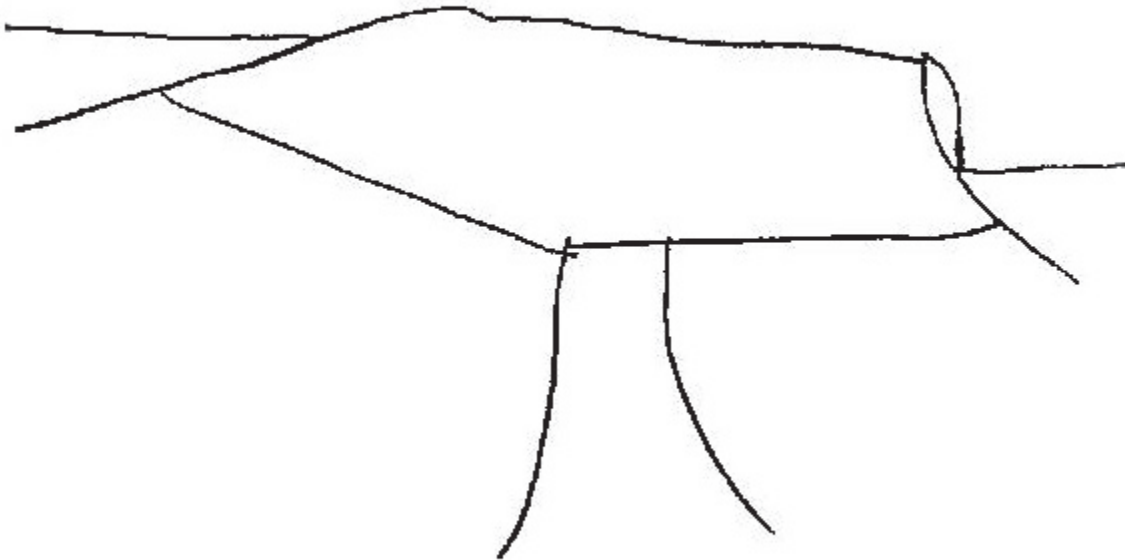
Score 2

- 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 wet to the
CS

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

This response shows evidence of an attempt to respond to the prompt. The text is limited to a few words and does not include a complete sentence. The errors in visual conventions (composition, perspective, shape, and clarity) make understanding nearly impossible.

reading play.
reading through.
watching TV.

ANCHOR PAPER 2**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt. The vocabulary is limited, and there is no development of the topic.

~~my Favouite part it is to parte~~
~~not in the maring in the~~
~~night time~~

ANCHOR PAPER 3**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt with no direction or development of the topic.

mi facit w/ the daey I haig wot with mue
fand and we owas goo two the park
be kus he is mie fand, and his is
terry.

ANCHOR PAPER 4**Score Point: 2**

This response is somewhat on topic. There is limited development, and the errors in language conventions make understanding difficult.

I love Recess cuz I get
to talk with my friend Susan
we always talk a Bout some
thing and we always play with
each other and we talk in gym
class we play in gym a
lot and we fight sometimes.
we get over it.

ANCHOR PAPER 5**Score Point: 2**

This response is somewhat on topic. There is limited development with simplistic details. The response lacks a clear organizational structure, and the focus wanders from the subject of recess to fighting with a friend.

My favorite part of the day is
6:00 because The Simpson come
on. That is My favorite part
of the day.

ANCHOR PAPER 6**Score Point: 2**

This response is somewhat on topic and includes an introductory and a concluding sentence. However, the response lacks development and needs more details and examples to obtain a higher score.

I like to play my video
game with my brothers. Because it's
fun to play with some body
then your self. We play for hours
together.

ANCHOR PAPER 7**Score Point: 2**

This response is somewhat on topic, although the topic is not explicitly stated and not easily inferred. There is limited development with insufficient details, and the writing lacks a clear organizational structure.

My favrite part of the
day is gym. Why YOU ask
because you get to play game
have fun talk to pals. the
response is nothing is beteer
then gym.

ANCHOR PAPER 8**Score Point: 3**

This response is mostly on topic. The writing reflects a mostly organized structure with a beginning, middle, and conclusion. The response needs additional details and examples to receive a higher score.

My favorite part of the day is the afternoon. Like gym because I like dodge ball. This is how you play dodge ball so you try to hit somebody with a dodge ball. Then if you hit them that person is out of the game.

ANCHOR PAPER 9**Score Point: 3**

This response is mostly on topic and includes an introductory sentence. There is some development of the topic (Like gym because I like dodge ball.) The writing needs additional details relevant to the afternoon rather than dodge ball in order to obtain the highest score.

My favorite fact of the day is
Voleball praktis. Vleball praktis is
So much fun. I am good I
Spik the ball, I bump the ball,
and I serve the ball. Voleball
is the best. That is why
I love Voleball.

ANCHOR PAPER 10**Score Point: 3**

This response is mostly on topic, and it includes some development with appropriate details and examples. The writing reflects a mostly organized structure with a beginning, middle, and end. The response needs more details and greater variety in sentence structure in order to receive a higher score point.

My favorite part of the day is when
I come home from school that is my favorite
part of the day because I can lay down get
some recs and talk on the phone. for an
example when I come home I do my
home work and go outside. I think
it is a break for me because I can do
mostly what ever I want and I think
that is my time to get a break from
school in teacher because you really dont
have to go and the house and do your homework
so that is the most fun existing favorite
part of the day for me.

If needed, initial here: _____

ANCHOR PAPER 11

Score Point: 3

This response is mostly on topic. There is some development of the topic with appropriate details. The writing reflects a mostly organized structure with an introduction and conclusion, but needs stronger organization and connection among ideas to obtain a higher score point.

My favorot part of the day is night
Time beause we get to go next door
and partylike listen to the music
and dance and play the wii and
play with my cuzens. Then once it's
time to go home I get on twitter.
Then stay up all night and listen
to the radio.

ANCHOR PAPER 12**Score Point: 4**

This response focuses on the topic. The writing includes appropriate details and demonstrates mostly precise word choice. Errors in language conventions (grammar and spelling) do not interfere with understanding.

My favorite time of the day
is in the morning. I like early
morning when it's not so bright.
I like to get up early so I can
eat breakfast. I like to have
time before school to watch TV
and fix my hair. On the week
ends I like to get up early to
get on the computer. My sister
and big brother like to get up
with me, but my parents like to
sleep in.

ANCHOR PAPER 13**Score Point: 4**

This response shows a strong focus on the topic and includes a clear introductory sentence. The writing includes appropriate details based on the student's experience. The response demonstrates precise word choice, and the errors in spelling do not interfere with understanding.

My favorite part of the day is lunch recess. The reason why I choose lunch recess is because you get to run & scream. Also you get all the energy out. So when you go to your next class you won't be so hyper for your teacher. And your teacher won't get mad if your not so wound up.

I like pesses beacuse you get
wonder all over the place.
The other reason I like
pesses is that you get to
play games like tag, hide and
seek freeze tag fribe.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the topic. The writing includes appropriate details and examples based on the student's prior knowledge and experience. There is an organizational structure with the use of a transition, and the errors in language conventions do not interfere with understanding.