



**MI-Access Spring 2017**  
**Grade 7 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 how you get from home to school each day. Does someone drive you there, do you take the bus, or do you walk? Be sure to use at least three details to describe how you get from home to school each day.

## 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

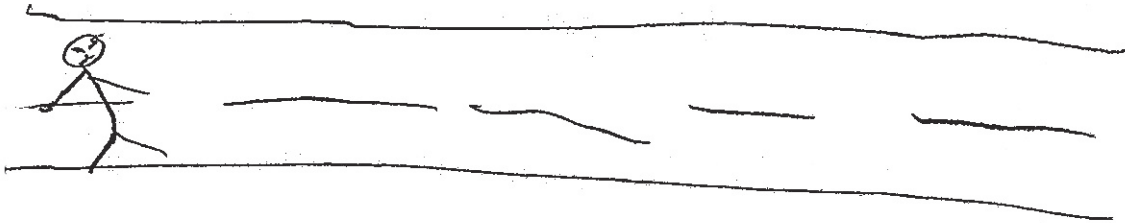
- 5 Needs additional details and/or examples relevant to prompt topic to obtain the highest score point
- 6 Needs stronger organization and connections among ideas to obtain the highest score point
- 7 Needs greater variety in vocabulary and sentence structure to obtain the highest score point
- 8 Needs 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 response consists of a drawing of a person walking that provides some evidence of an attempt to respond to the prompt. There is little development of the topic, and the topic is supported with no written explanation. This visual text lacks organization.

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I RiDe the BUS

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

This one-sentence response (I RiDe the BUS) shows some evidence of an attempt to respond to the prompt, but provides no development of the topic.

The bus picks me up and Drops  
me off back at home.

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

Although this one-compound-sentence response (picks me up and Drops me off) shows some evidence of an attempt to respond to the prompt, there is little development of how you get from home to school each day, with a lack of details or examples.

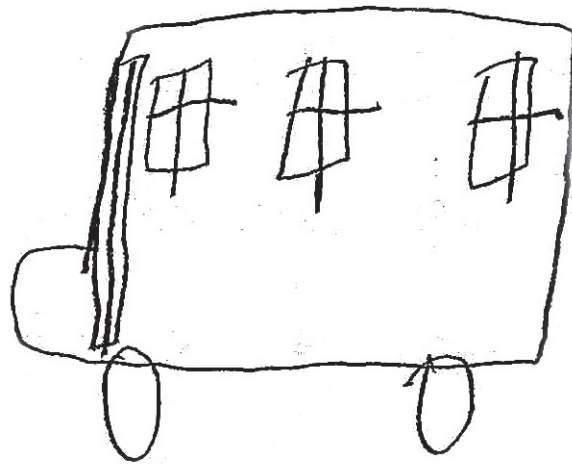


I all ways come to school in my ford mustang or  
are Buwick laser L

**ANCHOR PAPER 4****Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt. A complete thought is presented, but no development of the topic is provided beyond that.

bus  
 He drives  
 It's a short ride  
 I'm on bus BO



**ANCHOR PAPER 5**

**Score Point: 2**

This response about how the student gets to school has limited development with simplistic details (He drives, It's a short ride). The writing lacks a clear organizational structure. The picture does not represent further development.

I ride the bus to school. First, I put my  
socks and shoes on second, I get my backpack  
on. Third, I walk to the bus stop

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

This response demonstrates limited development with simplistic details (I get my Backpack on, I walk to the bus stop). Additional details would be necessary to elevate the score point.

How do I get home to school each day.

My bus take me to school, If I miss the Bus my mom

will take me to school, If I am over my dad house He will

take me to school.

That is how I get to school.

#### ANCHOR PAPER 7

#### Score Point: 2

This response shows limited development by providing simplistic details (If I am over my dad house, If I miss the Bus).

How I get here is that you go left  
and go allway down the street and the you  
turn right and then you keep going then  
you will see the thing say Jay's and  
you keep going tell you see my school  
Hall then turn right then you will  
go and the driveway and turn left  
and you get to my house is you come  
out Hall driveway and turn left then you  
turn left again then you keep going to  
you see Flying Pig then you turn left and  
keep going tell you see a black and  
then you there  
Gray house and turn right

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

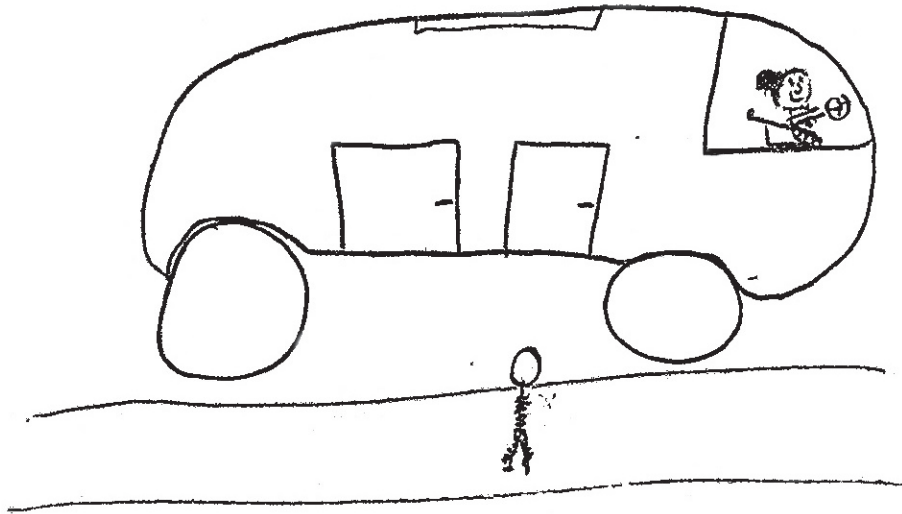
This response about how the student gets to school has limited development with simplistic details as the writer provides a lengthy series of vague directions (go left, turn right, then turn left again).

I ride the bus. It's loud.  
Kids are jumping over the  
seats. The bus monitor is  
mean. She yells at the bad kids.  
I am not a bad kid. I am good.

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

This brief response contains appropriate details that describe the bus ride to school (It is loud, Kids are jumping over the seats). The text reflects a mostly organized structure with an introduction (I ride the bus) and by connecting similar ideas (The bus monitor is mean, She yells at the bad kids). The writing demonstrates some attention to word choice (Jumping, monitor).

How I get home for school? my mom pick me up  
and we drive home. When school ends I walk outside  
past the Bus's to where other kids are waiting for  
there car. I wait until I see my mom's car. That is  
What I do to go home.

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

This response has some development with appropriate details (I walk outside past the Bus's to where other kids are waiting; I wait until I see my mom's car). The writing is mostly organized with an introduction (How I get home for school?), a transitional phrase (When school ends), and a conclusion (That is what I do to go home). The picture does not represent further development.

I take the bus to  
School.

I walk to the bus.

When I get to the bus

I say hi to my bus driver

I take my seat and

listen to music.

I get OFF the bus when

I arrive to school.

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

This response about taking the bus to school has some development of the topic (I say hi to my bus driver, I take my seat and listen to music). A mostly organized structure is demonstrated by a logical flow of events from home to school and includes an introduction (I take the bus to school) and a conclusion (I get off the bus when I arrive to school).



I get drive to school and  
sometimes ride the bus. The  
first thing i do before we leave  
i get my stuff faround and i  
get ready for school and then  
we leave to come to school  
and we sit here before school  
begins and then we go to class.  
The next i do is to get my stuff  
from my locker and go to see friends.  
The thrid thing i do is go to  
school to do good in life and  
i can be a good person. If scribed, initial here: \_\_\_\_\_

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

The response shows some development of the topic (I get ready for school, we go to class, go to see friends) and a mostly organized structure including transitional phrases (The first thing i do, The next i do, The third thing i do), an introduction (I get drive...the bus), and a conclusion (do good in life and i can be a good person).

I take the BUS to School and BACK home. first I Get UP from bed at 6:15 in the morning then I take my meds then I Get my clothes on and make sure my BACKPACK is ready then I put my shoes and SOCKS on then I put my axe spray on then go outside and wait for the BUS.

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

This brief response about taking a bus to school and home focuses on the topic. There is development of the topic with appropriate details (bed at 6:15, I take my meds, put my axe spray on). A clear organizational structure with a smooth flow of ideas is evident that uses transitions (first, then, then), an introduction (I take the Bus to school and Back home), and a conclusion (and wait for the bus).

I ride the bus to school

every day. Some times

I sit by the window

in the front of the bus.

When the bus driver talks to

me about church. The bus got in

a accident by a car running

a stop sign <sup>and running</sup> into the side of

the bus. The car took off a

tire in the back left.

Every one was OK at the

end. The bus is at the

bus garage getting fixed.

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

This response focuses on the topic. Appropriate details based on the student's prior knowledge of his morning ride on the bus to school are provided (I sit by the window in the front of the bus; The bus got in a accident; The car took of a tire in the back left). There is a clear organizational structure with an introduction (I ride the bus to school evry day), a logical sequence of events, and a conclusion (The bus is at the bus gurosh getting fixt).

Before I go to school in the morning I walk  
down to my bus stop and wait until my  
bus comes and pick me and my sister up.  
My bus stop is on my street, two houses  
down on the right. It has a periphery  
garden with roses, tulips, sunflower and more.  
My favorite is the red and pink roses I loved  
them since I was very little. When my  
big yellow bus pulled up to pick me and  
my sister up we had to wait until  
the big black doors opened when  
I said to the bus driver hi he said  
later I was at school  
hi back I sat down and ten minutes

**ANCHOR PAPER 15****Score Point: 4**

This response focuses on the topic and includes appropriate details (It has a pretty garden with rose, tulips, sunflower and more; I loved them since I was very little). There is a clear organizational structure with a nice introduction, a smooth progression of ideas, and a conclusion, resulting in a unified whole. The writing demonstrates use of mostly precise word choice (big yellow bus, big black doors).

The first thing to get to school is say goodbye to my Mom and dad and my dogs. Then Mom or dad depending on the day, one of them will drive me to school. They will drive me in a car or work truck. I do not ride a bus because i live close to the school. My friend <sup>Mrs. Maria</sup> will drive me home after school. Or sometimes Grampa will pick me up at school. Sometimes when it is warm or hot i will ride my bike or walk to school. Also when i get out of school i will ride my bike or walk home, when i get in the house i will say hello to my dogs Thumper and Boss.

In conclusion, ~~Everyday~~ of the week i do the same thing to get to school and get picked up at school, so i can have a good rest of my day!

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

This response, describing the trip to and from school, focuses on the topic. The text includes many appropriate details (Sometimes when it is warm or Hot; I will say Hello to My dogs Thumper and Boss), and has a clear organizational structure using a variety of transitional words and phrases (The first thing; Then; When i get in the House), an introduction (is say goodbye to my Mom and dad and my dogs), and a conclusion (So I can have a good rest of my day!), resulting in a unified whole.