



MI-Access Spring 2017
Grade 8 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 one of your friends. Describe what you and your friend like to do together. Be sure to use examples and details 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

Henry Leo JOE Chris
Mary Allie JON JONNY

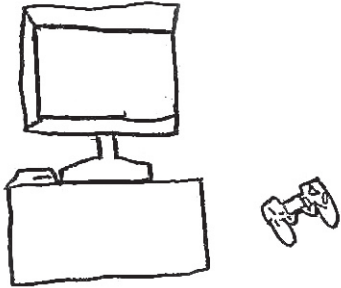
ANCHOR PAPER 1**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt with a random list of names of friends (Henry, Leo, Jonny), but the topic is not developed with details describing what the writer likes to do with a friend.

Me and Jane like to go to
the park

ANCHOR PAPER 2**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt. This response is a complete thought, but it is not developed beyond the name of the friend and where they like to go.



Me and my friend Jacob play
'Call of Duty Black ops 3'
together.

ANCHOR PAPER 3

Score Point: 1

This response shows some evidence of an attempt to respond to the prompt by mentioning the game (Call of Duty Blackops 3) that the writer and a friend play together, although there is little development of the topic. The drawing does not provide enough additional development or detail to elevate the score.

Kathy is my Friend we
Play with barbies together.

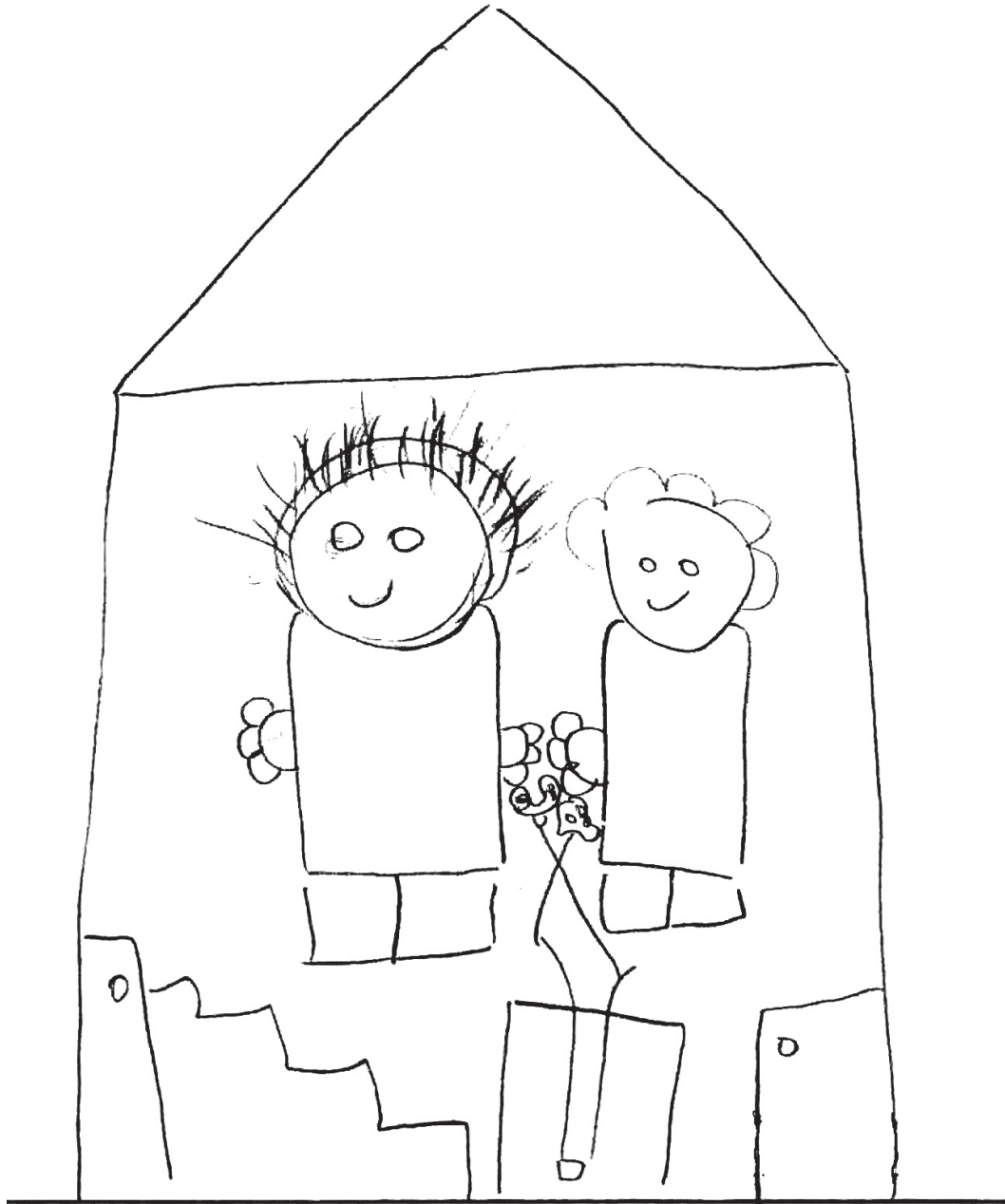
ANCHOR PAPER 4**Score Point: 1**

Although this brief response shows some evidence of an attempt to answer the prompt with one detail (we play with barbies together), there is no further development of the topic.

Me and my friend like talking to
each other and we also hang out together

ANCHOR PAPER 5**Score Point: 2**

This response shows limited development with two simplistic details (talking to each other and we also hang out together).



ANCHOR PAPER 6

Score Point: 2

This drawing without labels is developed with limited details (friends smiling, playing a video game, basement stairs). Errors in visual conventions make understanding difficult.

We like to play.

We talk on the phone.

We are going to the mall.

We love to go to the movie.

We like to go outside.

We like to ride our bike.

We are best friend.

We are going to my house.

We are happy go to the store.

We are going to the park.

We can be friend for rest of the day.

We like to talk.

We are going to get wet.

ANCHOR PAPER 7

Score Point: 2

This response of a list of activities that the writer and his friend like to do together (We like to play, We talk on the phone) is somewhat on topic. The list, without an introduction, a conclusion, or transitions to connect the ideas, reflects a lack of a clear organizational structure.

Abby let me stay the night and
we watched movies had a little
bit of ice cream and went to
the park she is really nice

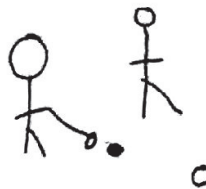
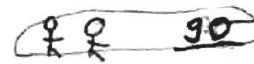
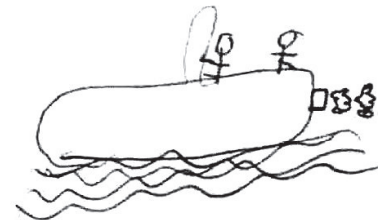
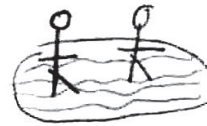
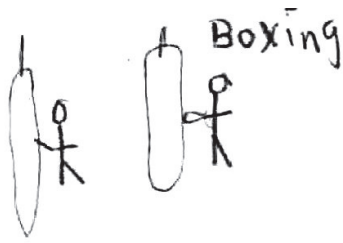
ANCHOR PAPER 8**Score Point: 2**

This brief response about staying the night at Abby's house has limited development, and only simplistic details are provided (we watched movies, she is really nice). Without an introduction or any transitions, the writing lacks a clear organizational structure.

Me and Denise · we Play
dress up, we Do nails · we talk
on the Phone · we Dance · we
Wach Movies we eat Popcorn
we go to the mall · we have
Pratys · we go every wrae
together.

ANCHOR PAPER 9**Score Point: 3**

The writing in this response is mostly on topic. There is some development with a list of what the student likes to do with her friend (we play dress up, we talk on the phone). This response has a brief introduction (Me and Denise) where the writer mentions a specific friend.



ANCHOR PAPER 10
Score Point: 3

This response consists of a drawing showing a variety of activities and is mostly on topic. There is some development of the topic with multiple examples of what the writer likes to do with a friend present in the drawing (swimming, golfing, fishing) and partial support through labels (Boxing, go).

One of my friend's is my
 Sister Brenda. She and I
 do many things together.
 We go on walks, we watch
 T.V. together sometimes, One time
 we go to the movies
 together. We do all
 sorts of things together.

ANCHOR PAPER 11

Score Point: 3

This response is mostly on topic and shows some development with appropriate details (We go on walks, We watch T.V. together). An introduction is included (One of my friend's Brenda; do many things together) which connects the activities, as well as a conclusion (We do all sorts of things together), reflecting a mostly organized structure.

One of my friend name is
Charlie me and him Play a lot
of game's like Call of duty
Swator and Battlefield 4. We
Some time's get my other
friend to Play but we get
in fight's. But me and Charlie
never fight he is like a
borther to me. So that
is of my best friend.

ANCHOR PAPER 12**Score Point: 3**

This response about the writer playing with his friend Charlie is mostly on topic. There is some development of what he and his friend do, with appropriate details (Play a lot of game's, Call of duty, Battlefield 4). The text reflects a mostly organized structure with an introduction (One of my friend name is Charlie) and a conclusion (So that is of my best friend).

First my friend and I
go swim together and we will
have so much fun at the pool.

Next my friend and we go
back to his house and to
put on some clothes.

Then me and my friend will
go the movies to see the new
Alein and the Chipmunks.

Finally we go back to his
house and play his 2K16
games on his Xbox one and we
had so much fun.

If scribed, initial here: _____

ANCHOR PAPER 13**Score Point: 4**

This response focuses on the topic. The text is developed and includes appropriate details (Alein and the Chipmunks, play his 2K16 games on his Xbox one). There is a clear organizational structure that uses a variety of transitions to order the activities chronologically (First, Next, Finally) and a conclusion (had so much fun).

One of my best friends is Koven
he live down the street from me it
take 15 seconds to get to his house.
He's like family because we
do alot of things together. When we
get back home from school we
play the game together on black
ops 3 on the ps4. On fridays we
go to places like ABC. After
friday when it's saterday we
play the game until like three
o'clock in the morning. When its sun-
day we both go to the

Same church then on munday we go back
to school.

ANCHOR PAPER 14**Score Point: 4**

This response about a best friend focuses on the topic of what the writer and his friend do together. It includes many appropriate details (we play the game together on black ops 3 on the ps4; we go to places like ABC) and is clearly organized with an introduction, varied transitional phrases (When we get back home from school, After friday, then on Monday), and a conclusion, resulting in a unified whole.

My friend's name is Trevor. I like Trevor because he likes stuff I like, he is funny, and he is smart. Trevor and I play basketball, soccer and baseball at his house. We also like to eat a lot of food like pizza, steak, chicken, and beef. But most of all we like desserts like ice cream, cookies, and snacks. We even like to go to the park and ride bikes and scooters.

Trevor and I have a lot of fun together. The more we play sports the better we get at sports. We also have fun eating a lot of food. I hope we can be friends forever. I hope we have more time like that again.

ANCHOR PAPER 15**Score Point: 4**

This response, describing details about a friend Trevor, focuses on the topic. The text includes appropriate details based on the student's prior knowledge and experience (eat a lot of food like pizza...beef; desserts like ice cream, cookies, and snacks). There is a clear organizational structure with an introduction, a conclusion, and a logical progression of ideas, resulting in a unified whole.

My best friend is more like a brother to me but sadly I moved and he lives in Texas.

I remember right after school we would walk around, play video games, go to the park, or just hang out and talk. He has been at my side since day one he helped me through everything I love him like he's family. To this day we still talk my other "friends" were not there for me at all. Me and him both have the same goal in life being the greatest friends to everyone and the best person we can be. I love my brother more than anything on this earth and I honestly

don't know what I would do without
him.

ANCHOR PAPER 16**Score Point: 4**

This response about a friend who is more “like a brother” to the writer is focused on the topic and includes many appropriate details (right after school we would walk around, play video games, ...or just hang out and talk). It is clearly organized with an introduction (My best friend is more like a brother to me) and a conclusion (I love my brother more then anything on this earth and I honstely don't know what I would do without him), resulting in a unified whole.