



**MI-Access Spring 2018
Grade 11 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 a problem that sometimes happens at your school, such as a locker that won't open, not liking food choices in the cafeteria, or not following the dress code. Use details to explain the problem and how you might try to fix it.

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

On the pizza in the lock
room is to ghere

ANCHOR PAPER 1**Score Point: 1**

This brief response shows some evidence of an attempt to respond by indicating the pizza is the problem at school. The writing is a complete thought but provides little development of the topic.

or not following the
 dress code i see a all
 for perrealr not
 following i not love ti
 to a petair and i de even
 i will mak my bealw

ANCHOR PAPER 2

Score Point: 1

This response shows some evidence of an attempt to respond to the prompt by identifying the dress code as the problem at school. The text shows minimal sound/letter correspondence and use of language conventions (perrealr, bealw). Errors make understanding nearly impossible.

If There was some Thing

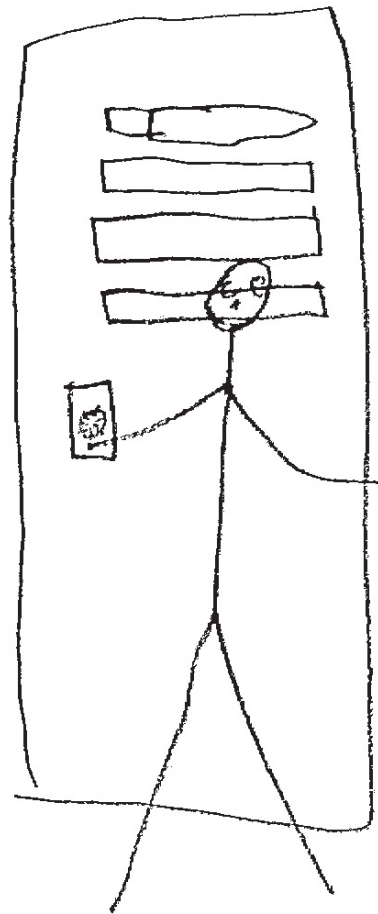
I do not like at school

I would tell some one

ANCHOR PAPER 3**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt. A specific problem at school is not identified, and there is little development of the topic.

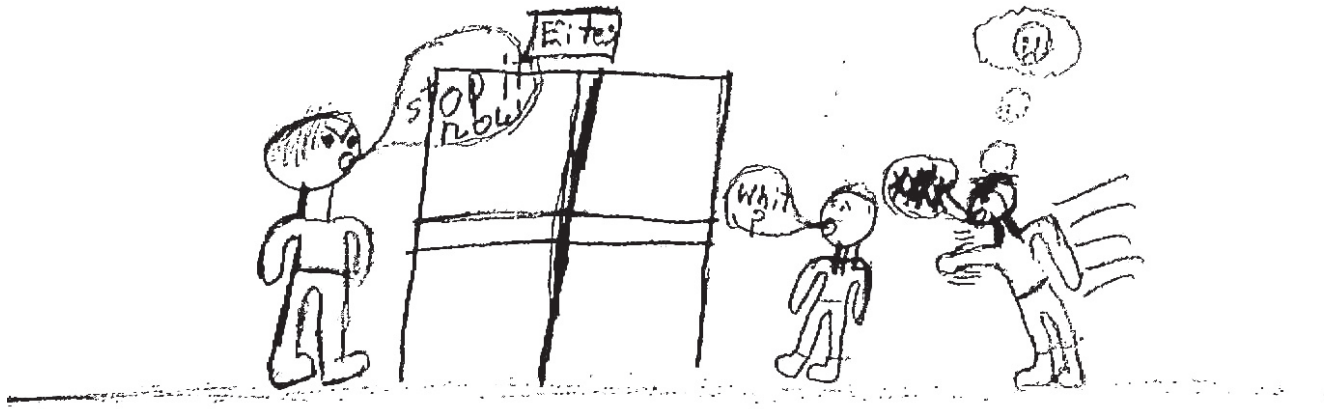
Locker wont open
 use cumination
 fin your right to orde to open
 qsk your tecther



ANCHOR PAPER 4

Score Point: 2

This response is about a locker that won't open and demonstrates limited development with simplistic details (Locker wont open; use cumination). The drawing depicts a student in front of a locker but does not present further development of the topic.



ANCHOR PAPER 5
Score Point: 2

This response consists of a drawing that is somewhat on topic, but the topic is not easily inferred. The drawing provides limited development with simplistic details depicting a student getting yelled at by an authority figure and includes some labeling (stop it now). The visual text lacks a clear structure and arrangement of figures, and errors in language and visual conventions make understanding difficult.

not liking food choices in the cafeteria
well you can bring your own lunch
and when your locker won't open get
a teacher to help you open it and
people not following the dress code
you can reward the people that
follows the dress code

ANCHOR PAPER 6**Score Point: 2**

This response addresses more than one problem at school. There is limited development and simplistic details provided about each problem (not liking food choices...you can bring your own lunch). The writer does not connect the several problems with an introduction, conclusion, or transitions, demonstrating a lack of a clear organizational structure.

Sometime the liking food choices in the
cafeteria is whole grain food because they put to
much wheat in there food. I would solve it by
telling someone about it like a principal

ANCHOR PAPER 7**Score Point: 2**

This response about not liking the food choices provides limited development with simplistic details (whole grain food, Wheat). More development is needed to obtain a higher score.

It's too crowded in my fourth
hour class because there is
too many kids. I can talk to my
friends in there so it don't
effect me none. My fourth
hour class is always making
the time going too fast.
Me, Taran, Angel and Tara go to lunch
at 10:44. I just ignore them.

ANCHOR PAPER 8**Score Point: 2**

This response is about a crowded classroom. Although some details are provided (fourth hour class, talk to my friends), the writing lacks a clear organizational structure, and the ideas wander.

If my locker can not open
then I would go and get
help from a Adultt Such as
A teacher then i can go and
Get my locker Switched to
another combination.

ANCHOR PAPER 9**Score Point: 3**

This response identifies a locker that will not open as the problem at school and provides some development with appropriate details about the problem and how the student would fix it (locker can not open, switched to another combination). The response is mostly organized with an introduction and includes transitions between ideas (then).

A problem that happens at my school is having to open lockers with combination, we also have hall sweeps where if you're late you get sent back to the lunch room even if you're 30 seconds late, which I'm not a big fan of it. Our dress code I don't really like especially if it's summer too, you can't really wear it to school so it kinda sucks.

ANCHOR PAPER 10**Score Point: 3**

This response addresses multiple problems at school. There is some development of each problem with appropriate details (hall sweeps, even if you're 30 seconds late). A mostly organized structure is demonstrated with details grouped together by the problem, and a transition between ideas (also).

The problem I see at my school
a lot is people not liking the
school food. I think it is cause
they searve a lot of pizza and its not
good pizza its really greasy and not
that good of freash it kinda tasts like
its microwaved pizza.

ANCHOR PAPER 11**Score Point: 3**

This response about school food provides some development with appropriate details describing the problem (its really greasy, tasts like microwaved pizza). The text reflects a mostly organized structure with an introduction (The problem I see at my school) and details that are connected to the issues with the pizza. There is some attention to word choice (searve, freash).

The Start of the School day is
way too early. School starts at
7:30. Think we should have
Block Classes when school
should start about 9:00 am
so people can sleep in longer
and take care of their business
like taking care of their grandma
or their family members. Because
they might be sick, dieing,
injured or in the hospital.

ANCHOR PAPER 12**Score Point: 3**

This response identifies the early start time of school as the problem. Some development is provided with appropriate details (School starts at 7:30, we should have block classes). The text reflects a mostly organized structure with an introduction and a transition between ideas (so) to connect ideas. There is some attention to word choice (Business, injured).

I don't like some of the food at the Clio High School
like the Sweet and Sour chicken the chicken is good its the rice
that taste terrible. It taste less like rice and
more like your eating a bowl of cat food. I
think the way we should fix it is by changing
the recipe for the rice. Who knows if we change
the recipe people would eat it and make it
a lot better.

ANCHOR PAPER 13**Score Point: 4**

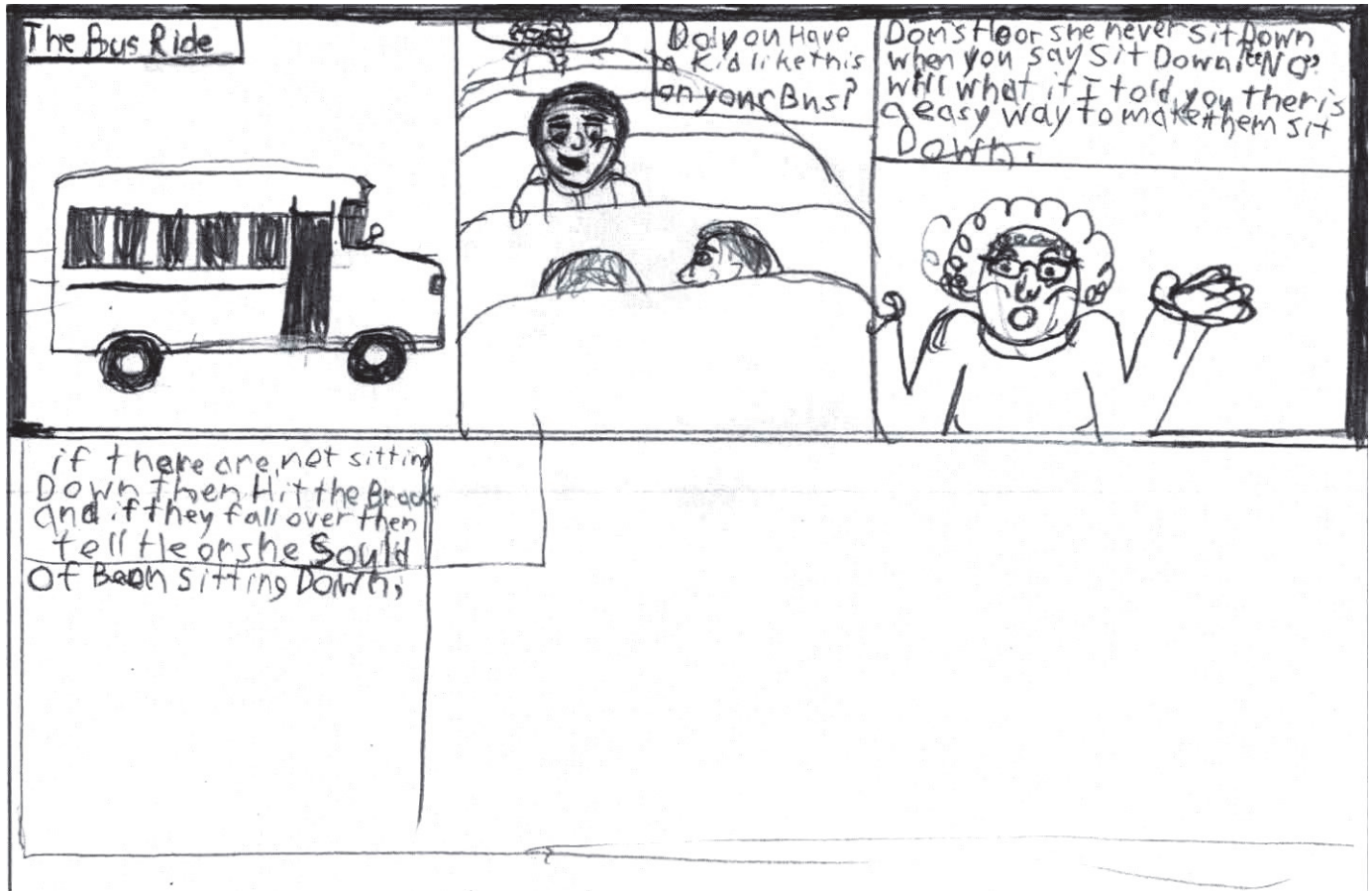
This response about cafeteria food focuses on the topic. The text includes appropriate details about the problem (It taste less like rice and more like...cat food) and how the student would fix it (changing the recipe). There is a clear organizational structure with an introduction and a conclusion resulting in a unified whole. The writing demonstrates mostly precise word choice (taste terrible, recipe) and syntax.

If there was problems at school, like not being able to open my Locker, not liking the food choices in the cafeteria and not following the dress code. So if I could not open my locker I will talk to a friend or teacher. If they can open it I will try again and work hard to try to get it open. If I don't like the food choices in the cafeteria I can start bring Lunch from home on that day or I can get jimmy jons or something like that. If I don't have money or forget to bring a Lunch I can just eat very little of it. Then finally I don't have much problem with the dress

Code but if I did and IF I think I am going to
get yelled at for it just bring other clothes to change
into.

ANCHOR PAPER 14**Score Point: 4**

This lengthy response focuses on three problems at school and includes appropriate details about the problems and how the student would fix them (not liking the food choices, get jimmy jons). A clear organizational structure is present with an introduction that presents the three problems and includes transitions between ideas (So if, Then finally), resulting in a unified whole.



ANCHOR PAPER 15

Score Point: 4

This response consists of a drawing that focuses on the topic. The drawing depicts a student who does not sit down when riding the bus as the problem at school and a solution to the problem. The drawing includes pertinent details based on the student's prior knowledge and experience that are enhanced through written explanation. The visual text presents a logical organization and arrangement of figures. The writing demonstrates use of mostly precise syntax that includes dialogue (Do you Have a kid like this on your Bus?).

the Dress code really gets under my skin I do
not like when other girls or guys Don't get
caught Nothing really happens to them BUT when
I wear a pair of yoga pants everyone gives me
Dirty looks or teachers say something to me about
what I wear I honestly don't see why it
"distracts" the boys if it does that's there problem
theres really nothing I can do to fix it BUT
just Don't wear them or wear a long shirt
with the yoga pants it was never an issue
till now its rude and not fair that girls
get the Blame for something the guy is
Doing. they should be the ones talked to.

If scribed, initial here: _____

ANCHOR PAPER 16**Score Point: 4**

This lengthy response about the dress code focuses on the topic and includes many appropriate details (wear a pair of yoga pants, gives me Dirty looks). There is a clear organizational structure in place with an introduction, conclusion, and transitions between ideas (but, when), resulting in a unified whole. The writing demonstrates mostly precise word choice ("Distracts," issue) and syntax.