



MI-Access Spring 2018
Grade 3 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 game to play. Describe the game and tell why you like to play it. 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

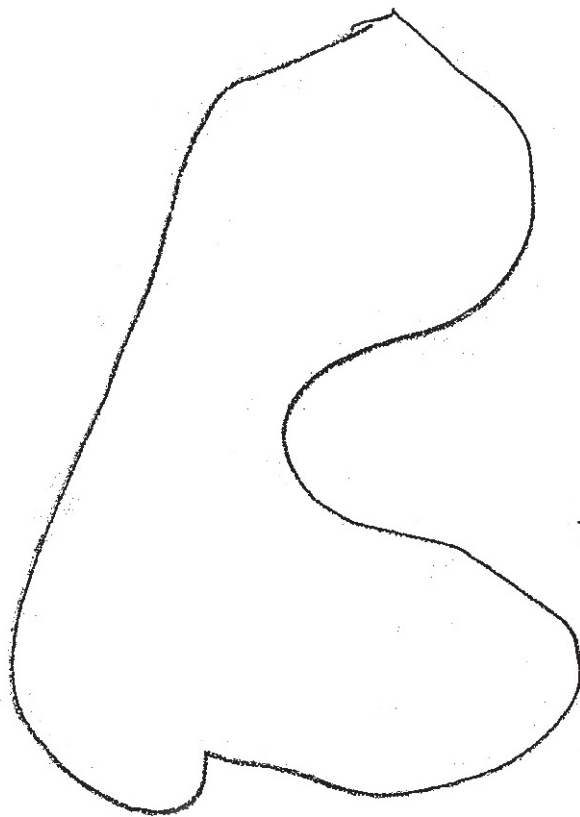
Score 2

- 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

Boxing . golf

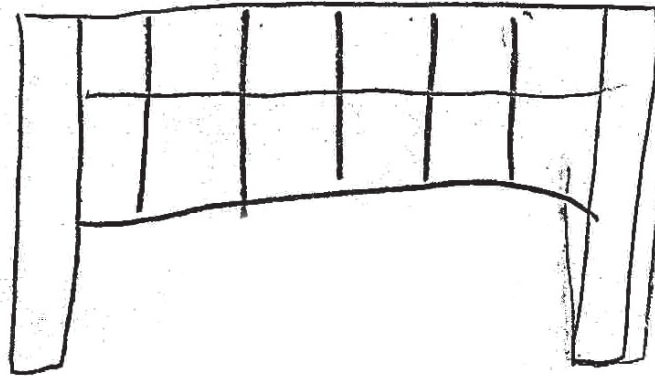
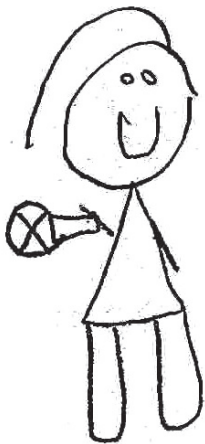


Swimming pool

ANCHOR PAPER 1

Score Point: 1

This response shows evidence of an attempt to respond to the prompt. There is no development of the choice of games, and the vocabulary is limited to a few words. The drawing provides an additional example, but does not give enough detail to receive a higher score point.



ANCHOR PAPER 2

Score Point: 1

The drawing in this response shows an attempt to respond to the prompt by depicting a game with rackets or paddles and a net with two participants. There is not enough drawn detail or written explanation of the game to develop the topic.

I look Ball
I look to pay tag
I look to pay most
I look pay

ANCHOR PAPER 3

Score Point: 1

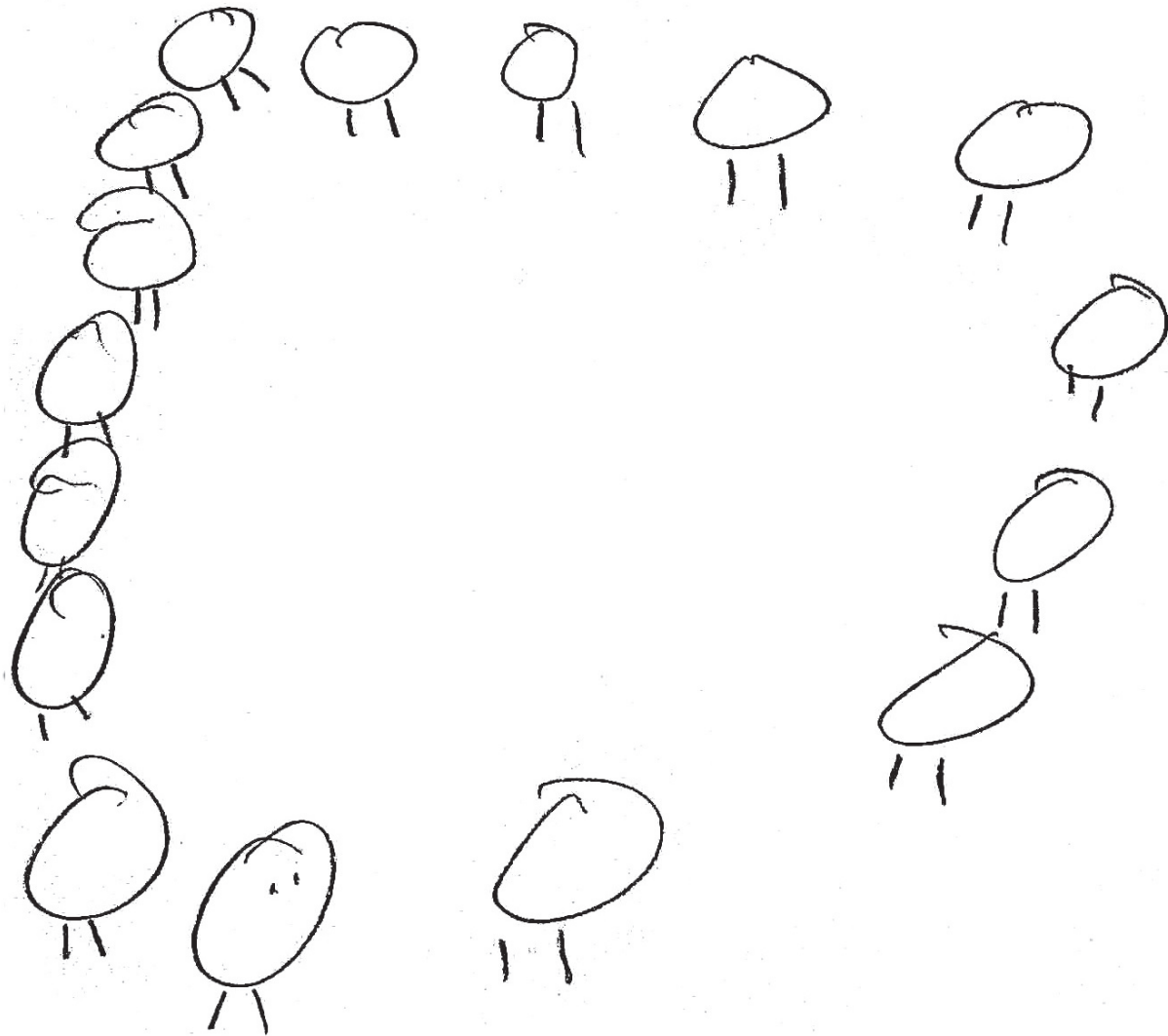
This response shows an attempt to respond to the prompt (I look Ball, I look to pay tag). There is no development of the choice of games, and the text shows only minimal use of language conventions.

rabbids go home
Luigi's mansion dark moon
new super mario Bros. 2
rabbids 2
goat simulator
Deer hunter
Plants vs Zombies
Spongebob plankton robotic ^{thing}
lego Star War 3 the clone wars
Skylanders trap team
Dino hunter
rabbids 4
lego batman the videogame

ANCHOR PAPER 4**Score Point: 1**

This response shows an attempt to respond to the prompt. There is a list of games provided without development or details, such as how a game is played or why it is a favorite. The list shows minimal use of language conventions.

PUCK DUCK GOOSE



ANCHOR PAPER 5

Score Point: 2

This response shows more than an attempt to respond to the topic. The drawing is developed with limited details or examples as to how the game of duck, duck, goose is played. The drawing lacks a clear structure, though it did show an attempt to illustrate how the game is played. There is some difficulty in understanding the depiction.

I Like to play Games
on my xbox like
Mortalkombat

ANCHOR PAPER 6**Score Point: 2**

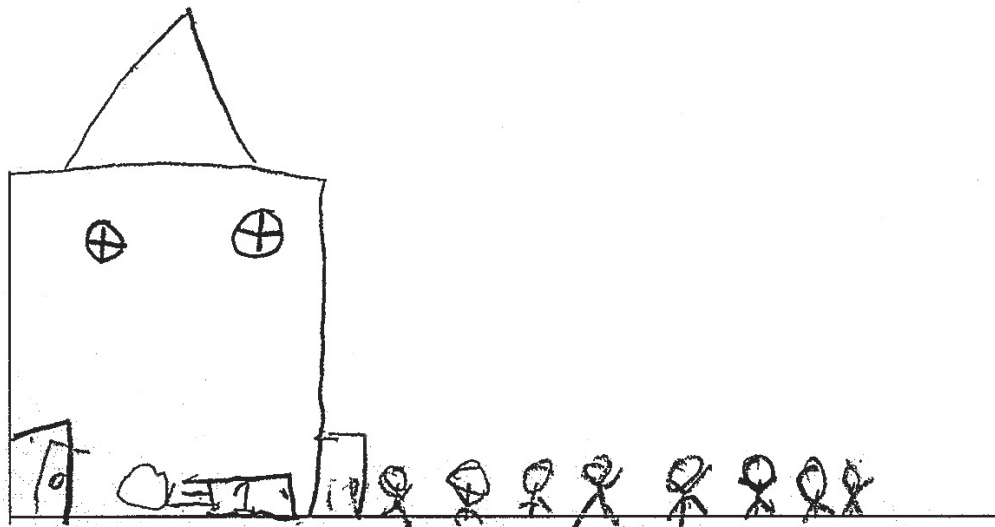
This brief response is somewhat on topic. There are limited, simplistic details provided about a game and how it is played (on my xbox, like mortalkombat).

my Favorit Game is
hide and go seek I like when
they hide.
I like when I hath to
fide them.

ANCHOR PAPER 7**Score Point: 2**

This response is somewhat on topic and is developed with limited details about why the game of hide and go seek is liked (I like when they hide, I like when I hath to fide them). Errors in language conventions (e.g., spelling and punctuation) interfere with understanding.

Play a game. Play racing game
I play call of duty - Black Ops.
I'll play midnight club. I
play soccer. I'll play
baseball. I'll play football.
I like to play fruit ninja.
And I like to play my Wii
and X-Box 360.

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

This response is somewhat on topic. An expanded list of games is provided with some information provided in sentence form with an indication of favorites (I like to play fruit ninja). Details and development for other games on the list are limited to the specific names of games (I'll play baseball, I'll play football). The focus in this response wanders. The drawing does not enhance the text.

I like to play football because I like
to take people and getting a touchdown and I like to
sack the corderback.

ANCHOR PAPER 9**Score Point: 3**

This brief response focuses on the game of football. Details are provided that help describe the game and why it is liked (I like to take people and getting a touchdown and I like to sack the corderback). Errors in language conventions only slightly interfere with understanding.

Minecraft. They have monsters
and stuff. You can make
stairs and stuff. You can
kill animals. You can fight
some animals. My favorite
is creeper. He can walk
around. You can build houses.

ANCHOR PAPER 10**Score Point: 3**

This response is mostly on topic. It starts with one word (Minecraft) and remains focused. Details about the elements in the game and the animals encountered while playing the game are provided. One animal is identified as the favorite (My favorite is creeper, He can walk around). Convention errors only slightly interfere with understanding.

My favorite game is bowling.
You can roll the ball and
someone came up next. Then
they roll the ball and try
to get a score. You roll the
ball and get all the pins down
and get a score.



bowling

ANCHOR PAPER 11**Score Point: 3**

This response focuses on the game of bowling. Details are provided in sequence with transitions (Then they roll the ball) describing how the game is played. While the ideas are organized, the organization lacks a flow leading to a unified whole. Errors in language conventions only slightly interfere with understanding. The drawing does not enhance this response beyond the score point of 3.

My favorite game is trouble. The reason I like trouble is it's my favorite game. And another reason I like trouble is because me and my mom play it together and when it's board game night we play all kinds of board games and the first game we play is sorry and the next game we play is candyland. Then the last game we play is trouble.

ANCHOR PAPER 12**Score Point: 3**

This response focuses on a favorite board game. Details are provided about the reason they like board games (me and my mom play it together) and the order of the games they play. The text reflects a mostly organized structure using transitions (first, next, last). Errors in conventions only slightly interfere with understanding.

I like ABCya, PBS Kids and Sumdog.
Sumdog is my favorite game
because it has a lot of
games on it. On the garbage
game you stack up garbage.
The bird smashes the garbage.
The black bell smashes the
garbage too. It all falls down.

ANCHOR PAPER 13**Score Point: 4**

This response identifies a favorite game (Sumdog) and develops details about the game and how it is played. The details are organized in sequence with an introduction (Sumdog is my favorite game because) and a conclusion (It all falls down). Precise word choice (The bird smashes the garbage) helps to achieve a clear understanding of the response.

My favorite game to play is
Disney Infinity. It is a building game.
You can fly and make a home. You can
use special powers to defeat villains.
You can use different powers for
different characters. It is fun
to play.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the game Disney Infinity and develops details about the game (You can fly and make a home, you can use special powers to defeat villains). Organization includes an introduction (My favorite game . . .) and a conclusion (it is fun to play), leading to a clear, unified whole. Errors in language conventions do not interfere with understanding.

My Favorite Game Is Minecraft!

First, I like Minecraft because you can mine. You can build houses in the sky. You can have villagers.

Second, there are flat lands where there is no water. Flat lands go on forever. If you dig deep in flat lands you may find a block that looks like a zebra and it will end your life.

Third, in hilllands I like making houses in the hills. The slide hills are easier to build into. Using hills is much easier than building houses.

Finally, building houses under water is hard because you put blocks inside your houses to get rid of water. Building mansions in the sky takes you days to build at a time. Building bunk beds on the ground is a little hard but can be easy too!

ANCHOR PAPER 15

Score Point: 4

This response begins with a clear focus on the game of Minecraft. Details about the game are provided in a clear organizational sequence with transitions that support the ease in reading and understanding (First, I like Minecraft because; Second, there are flat lands; Third, in the hills; Finally, building houses). Very few convention errors are present, and they do not interfere with understanding.