



**MI-Access Spring 2018**  
**Grade 4 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 the best trip you ever took. What made it the best trip? 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

|          | <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

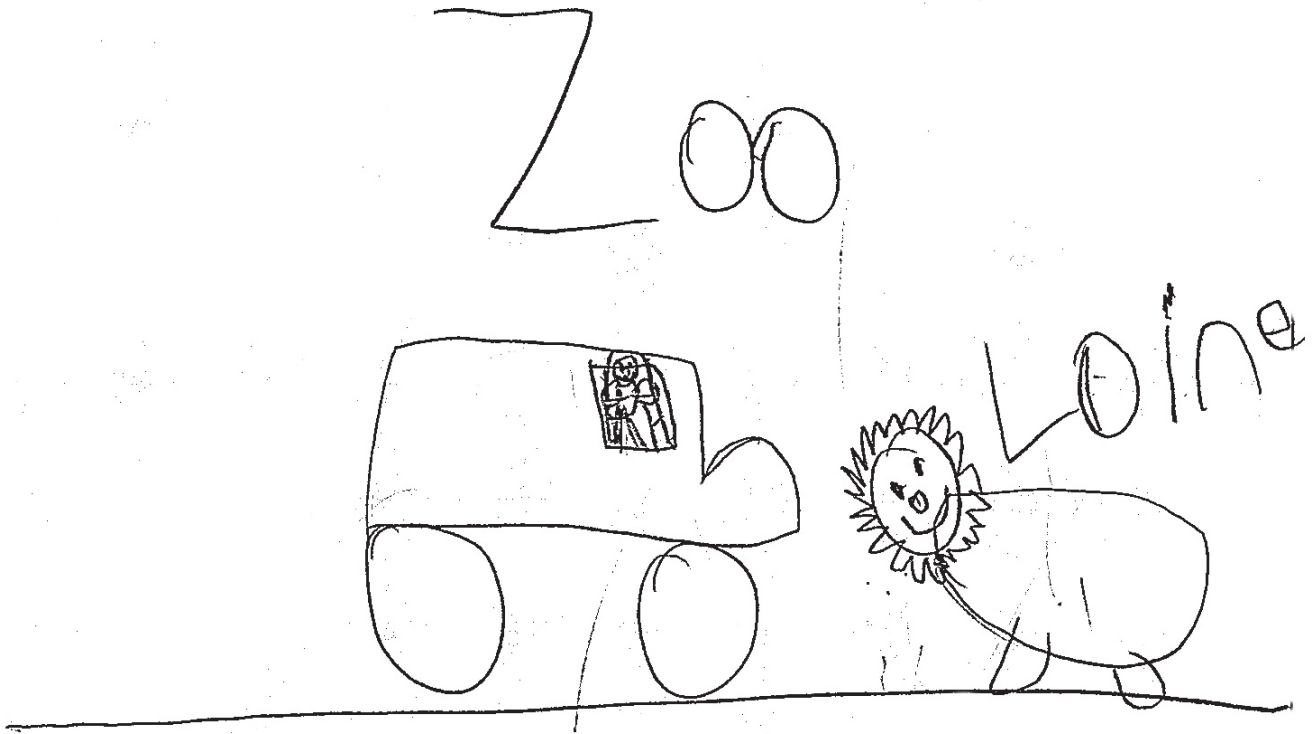
### Score 1

- 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

Beach. The bounce house.

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

This response shows some evidence of an attempt to respond to the prompt. There is no development of a description of a trip, and the vocabulary is limited to a few words (Beach, The bounce house), not a complete sentence.



**ANCHOR PAPER 2**

**Score Point: 1**

This response consists of a drawing only. The drawing shows an attempt to respond to the prompt by depicting a vehicle and an animal, with the captions (zoo) and (Loine). There is not enough drawn detail or written explanation to support the drawing of the trip to develop the topic.

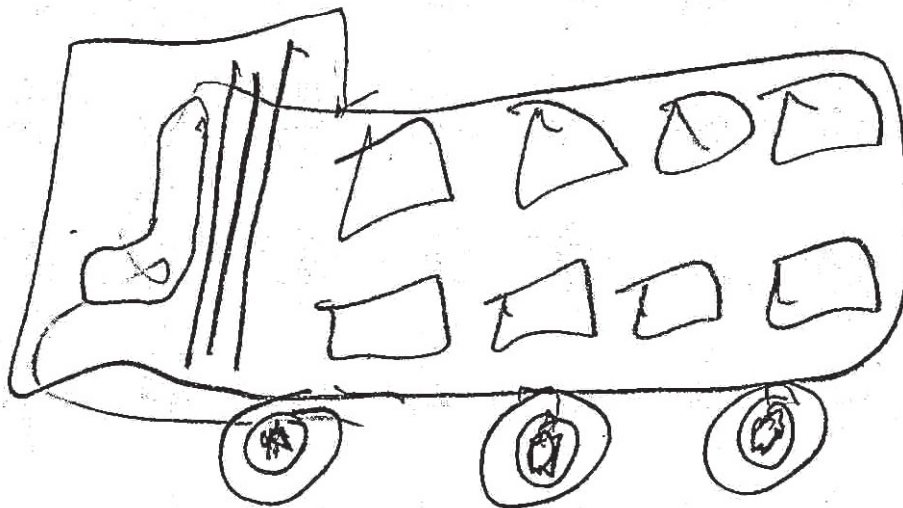
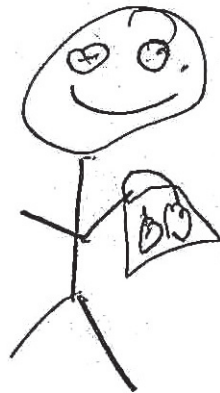
I see my mom at The zoo.

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

This response shows some evidence of an attempt to respond to the prompt. However, there is no development of the topic since the response lacks details and/or examples describing a trip to the zoo.



I am go win to  
The bus wef my  
Fins

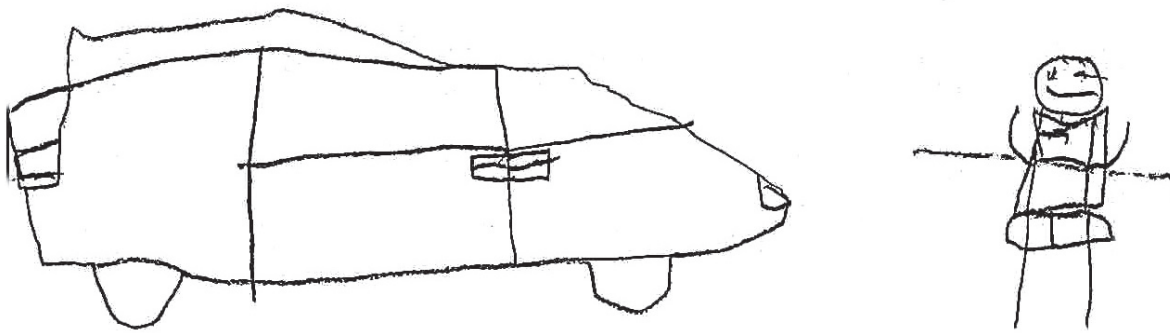


**ANCHOR PAPER 4**

**Score Point: 1**

This response includes a brief text with a drawing showing some evidence of an attempt to respond to the prompt. However, a description of a best trip is not developed with an identified location or other details about the trip beyond a short sentence (gowin to the bus wef my fins) and a drawing of a bus.

Out of town.  
 To got my dad.



**ANCHOR PAPER 5**  
**Score Point: 2**

This response has limited development with simplistic details (To got my dad), and a location, although vague, is identified (Out of town). The drawing provides an added detail of a vehicle approaching a person, which identifies that a vehicle was used on the trip and helps support the score point. The visual text lacks a clear structure and arrangement of figures.

going on the BUS

Field trip

CRANBROOK MUSEUM

DINOSAURS

BONES

earth

planet

science

JUPITER

MARS

SATURN

VENUS

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

This response describing a trip to Cranbrook Museum is somewhat on topic. A list of things seen at the museum provides limited development and simplistic details about the trip (Dinosaurs, Bones, earth). Errors in language conventions make understanding difficult.

I went to camp.  
I ckwat a fish at camp, I  
went swim at camp. I  
rost the smarmalow at  
camp. I went padlboating at  
camp. I cook bule bairy at  
camp. I went to the art. I  
clime on the rock wall at  
camp. I went fishing at camp.  
I walk on the rats at  
camp. I saw my and Dad  
at camp.

**ANCHOR PAPER 7****Score Point: 2**

This longer response about a trip to camp has limited development and simplistic details provided about the trip (I went swim, I clime on the rock wall). The response lacks a clear organizational structure by failing to organize the details in any sequence, and some details are repetitive.

The best trip I ever took was to the  
nature center. We got to see a screech  
owl and a bunny. We got to see a  
snake.

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

This brief response provides limited development with simplistic details about a trip to a nature center (got to see a screech owl and a bunny). The writing does not show a clear organizational structure.

My bast trip was Disne Wold.  
We whint to the roalre coder.  
I whint with my granddad.  
We whint swing at the howtal,  
And we got ice crem. We  
had pizze for diner.

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

This response about a trip to Disney World has some development and provides appropriate details (We whint to the roalre coder, I whint with my granddad, And we got ice crem). The structure of the response is mostly organized with an introduction. Errors in language conventions slightly interfere with understanding.



All my family went to the zoo.

The Gorillas broke the glass and came out, then we had to run out the zoo. Then the animal catcher put undestructable glass so it couldn't get out and the people could see. There was a little baby lion it was so cute. We ate burgers and ice cream. That why the zoo my best trip.



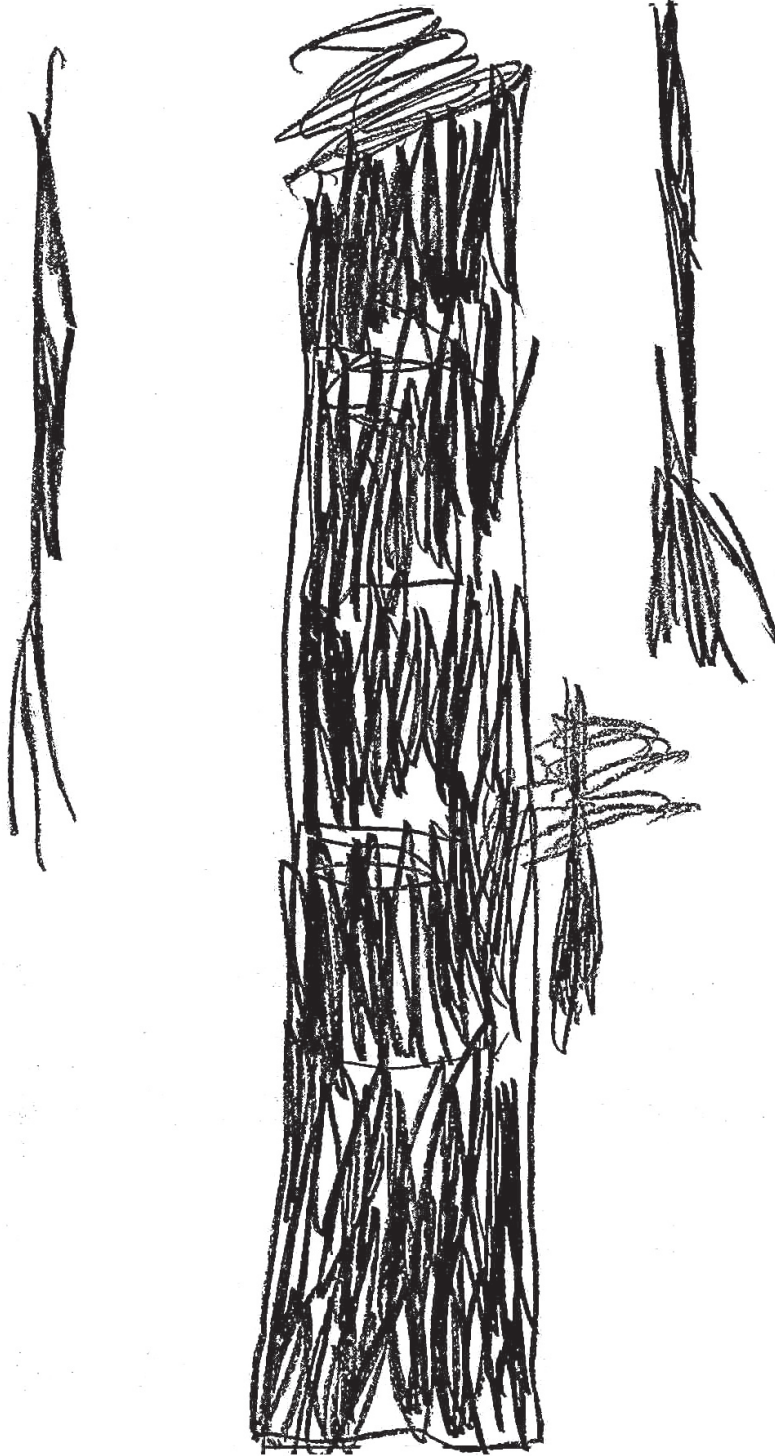
**ANCHOR PAPER 10**

**Score Point: 3**

This response describes an imaginative incident on a trip to the zoo. The response includes some appropriate details (animal catcher, undestructable glass), and the structure is mostly organized with an introduction, a conclusion, and transitions (then, Then, That why). An added drawing does not enhance the score.



I went to Arizona to  
pick up Erin. I went  
swimming. We leave the hotel  
and went to another hotel.  
We went swimming again.  
The pool was warm and  
the hot tub was hot.  
Me and mom were in the  
hot tub. We went to  
Erin's home I eat Wheaties  
and then Jack in the Box.  
Mom showed me a U Tube video  
of the Tornado in Oklahoma.

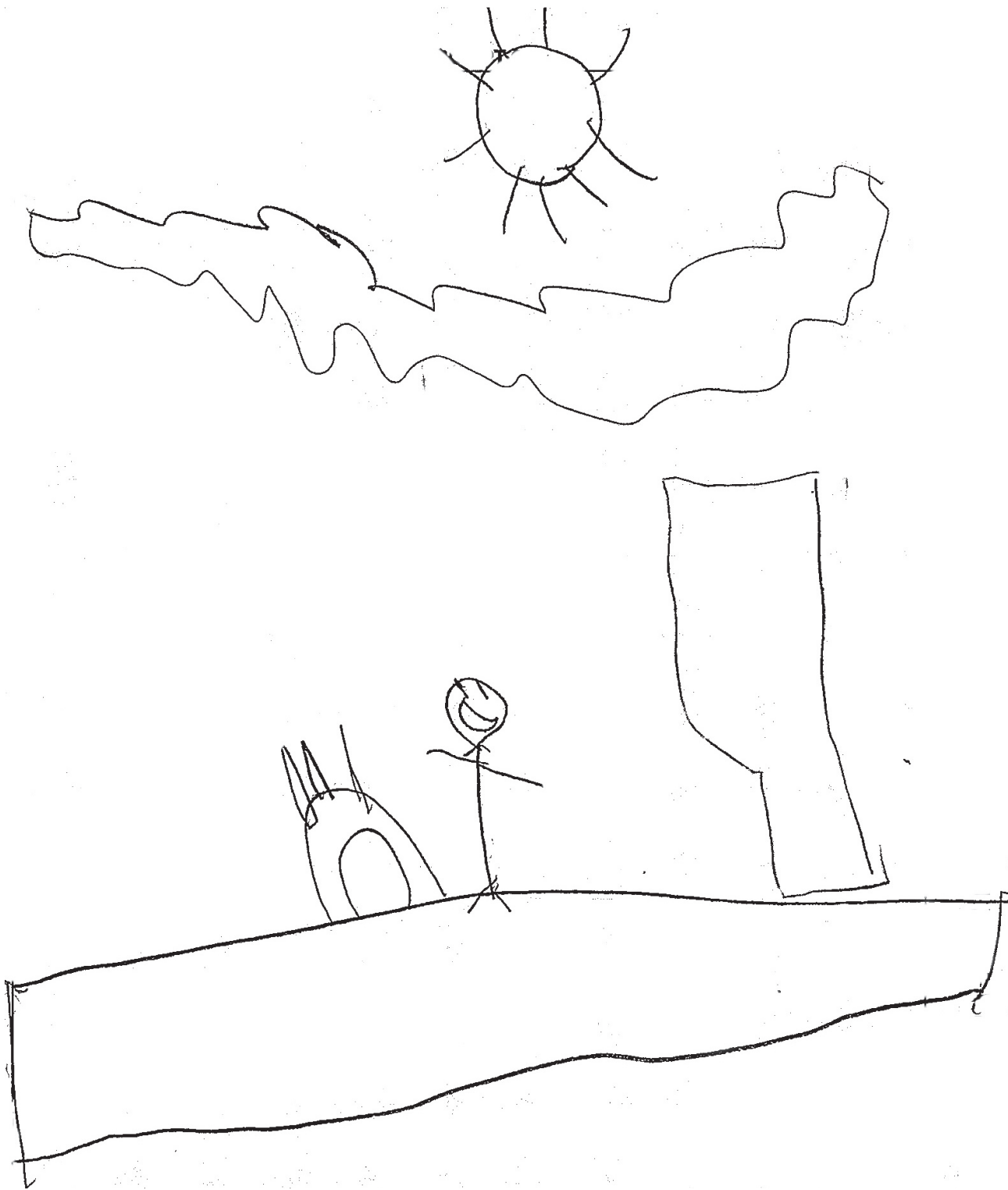


**ANCHOR PAPER 11**

**Score Point: 3**

This response includes some development with details about a trip to Arizona (went swimming, and went to another hotel). A mostly organized structure is depicted with an introduction and connected ideas. Some attention to word choice is shown (The pool was warm and the hot tub was hot).

I went to Texas to see my  
grandma and grandpa. We went  
to the beach. We looked for  
shells. I found a lot of shells. I  
played in the sand with my  
brothers.



**ANCHOR PAPER 12**

**Score Point: 3**

This brief response about a trip to Texas has appropriate details (We looked for shells, I found a lot) that are listed sequentially to reflect a mostly organized structure. The included drawing supports the score point by showing some additional details (sunny day) as well as text details, but not enough to elevate the score.

My favorite trip is to Chicago.

My two favorite places in Chicago are the Field Museum, and Lego land.

At the Field Museum my favorite is the dinosaurs. At Lego land my favorite part is when I got to go on the rollercoaster. It looked like a snake! And I got leggos to build things at home.

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

This response describes a trip to Chicago, including two places visited, which focuses on the topic. The section about the trip to Lego land provides appropriate details (I got to go on the rollercoaster, I got leggos to build things). The organizational structure of the response is clear, and includes an introductory sentence and a conclusion. The writing demonstrates use of precise word choice (It looked like a snake!).



the zoo because I like animals  
when I was a kid. I really liked  
animals I pet one and was like wow  
because it was the first time I ever  
pet one. The only one I couldn't touch  
was the lions, tigers, hippos, birds and  
monkeys. But the boring part was that  
we had to stay on the trails and  
couldn't split up.

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

This response about a trip to the zoo focuses on the topic and includes appropriate details (I really liked animals I pet one). A clear organizational structure and an appropriate conclusion finish the response. The writing demonstrates precise word choice and voice (like wow, The only one I couldn't touch was the lions, the boring part was).

The best trip that I ever  
took was the gravity room.

It was pulling us back  
to the wall. It was fun. I  
fell to the wall so hard  
and it keep pulling me down  
so I had to hold on to the  
wall. And I got caught  
onto the wall. I was happy  
we went.

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

This response begins with a clear focus on a trip to a gravity room. Specific details are used to describe the room (It was pulling us back to the wall.) A clear organizational structure is depicted with an introduction, a conclusion, and connected ideas. The writing demonstrates use of mostly precise word choice (I fell to the wall so hard and it kept pulling me down).

The best trip I have took  
was the Indianapolis Zoo.  
This place has alot of  
details. An aquarium, a butterfly  
garden, a dog show, an elephant  
show and a dolphin show.  
What made it the best  
trip ever was seeing  
the elephants. It was  
my first time seeing an  
elephant. When i first  
saw them, one was trumpeting  
at us angrily.



Elephants are one of my  
favorite animals

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

This lengthy response focuses on the topic and provides specific details about what was visited on a trip to the Indianapolis Zoo (An aquarium, a butterfly garden, an elephant show). A clear organizational structure with transitions between ideas results in a unified whole response. The writing demonstrates use of mostly precise word choice (trumpeting at us angrily).