



**MI-Access Spring 2018  
Grade 5 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 time when you cleaned up after yourself. Be sure to include at least two 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

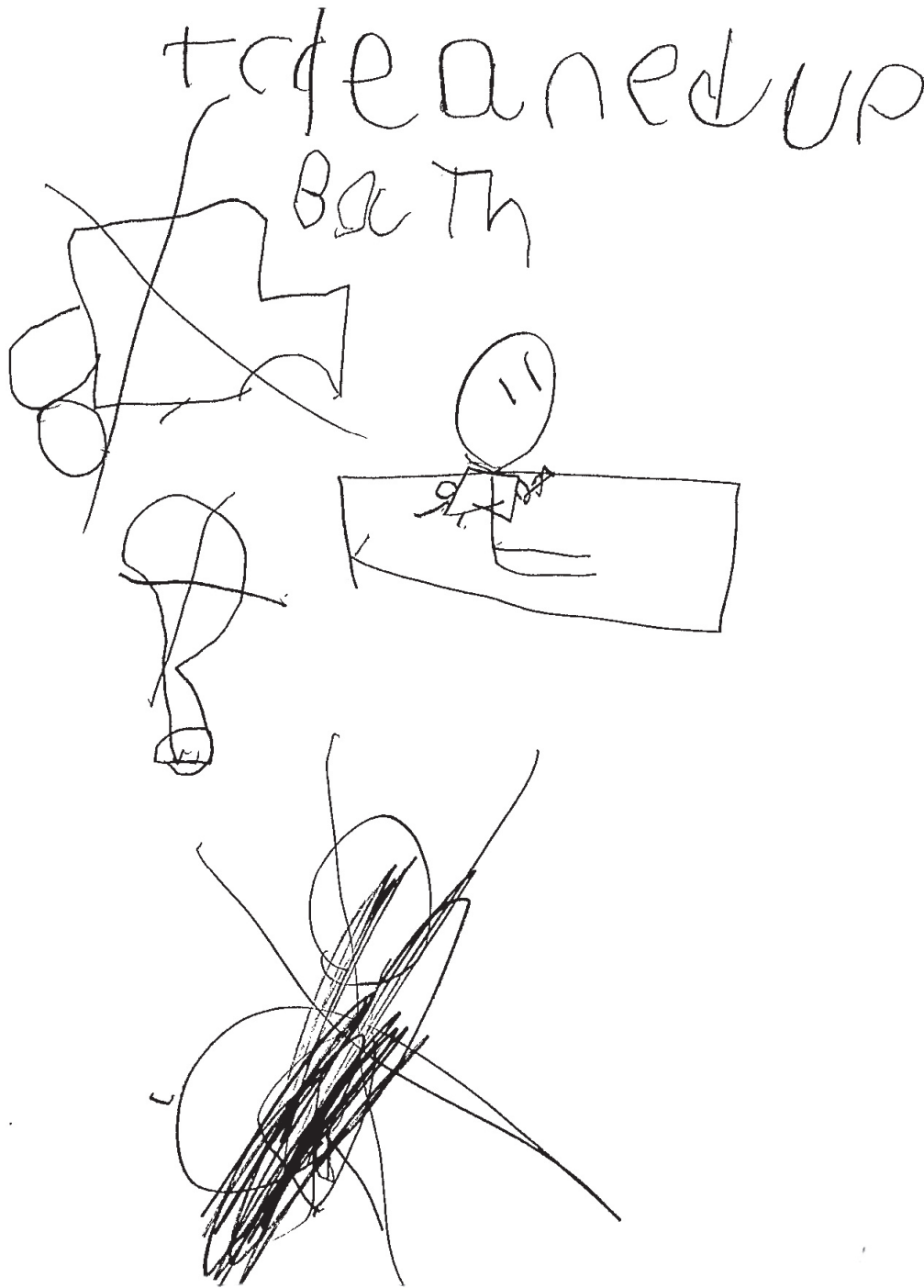
disinfections

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

This brief response shows some evidence of an attempt to respond to the prompt, although there is little development of the topic. The vocabulary is limited, and the response is not a complete sentence (doing my chors).

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**ANCHOR PAPER 2**

**Score Point: 1**

This response consists of a drawing of a stick figure in a bath and shows some evidence of an attempt to respond to the prompt, but it presents little development of the topic. It is supported with little written explanation (I cleaned up Bath).

I HAD PLOPPLAGOR.  
 M D HAY WIK WAM.  
 P D N F P K P T.

**ANCHOR PAPER 3**

**Score Point: 1**

This response about cleaning up Legos shows some evidence of an attempt to respond to the prompt, although there is little development of the topic. Errors in conventions make understanding nearly impossible.



I pick up my mas,  
 I pick up my toys,  
 I pick up my ball,  
 I pick up in room.

**ANCHOR PAPER 4**

**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by listing multiple things cleaned up (I pick up my toys, I pick up my ball). There is no development of the topic and little direction.

I like to do the  
dishes. I like to  
pecking up toys  
in my bedroom.  
I like to do  
chore at home.  
I like to the  
living room table.

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

This response is somewhat on topic and lists multiple things cleaned up but shows limited development with simplistic details (I like to pecking up toys in my bedroom, I like to do chore at home). With no introduction, conclusion, or transitions between ideas, the writing lacks a clear organizational structure.



**ANCHOR PAPER 6**

**Score Point: 2**

This response consists of a drawing only and is somewhat on topic. The response is developed with limited details that are present in the drawing and supported through minimal transcribed oral explanation (bed). The lines connecting items to be picked up to the figure and the circling of the same kind of item are attempts at logical organization. However, errors in language and visual conventions make understanding difficult.

Yes I do cleaned up after my  
Self because I do it avey  
day and some times I do cleaned  
up after my self gest for one  
day bot I do cleaned up  
aFter my self avey day I reley  
do bot I do it avey day and my mom  
tall me to take a bathe and I sind  
Yes I will bot my biddy was  
ss derthey so I took a bathe  
lastnit that I git so tiyerd becuase  
I writ to band.

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

This response is somewhat on topic. The writing has limited development with simplistic details, and the focus wanders from cleaning every day to taking a bath to being tired after band. The writing lacks a clear organizational structure, with repetitive ideas (I do it avey day and some times...I do it avey day).

I clean up after lunch all by  
myself I pick up my lunch  
box and my Containers. I wipe  
the table with a wet wipe.

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

This response about cleaning up after lunch is somewhat on topic with a logical sequence of events but, overall, it has limited development with simplistic details (I pick up my lunch box, I wipe the table).

One time I had mad a big  
lik I had spid JOS OL OVER  
The stare and my mom  
Tod me to cen up the  
mas and I got The Tiwo  
and I star to cen up  
my mast and it was  
not eze for me I had  
to git a mop and  
a boget of wrdr and  
had to mop the fars  
whn i a mop I had  
to wat the mop.

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

This response about cleaning up a spill is mostly on topic. The writing shows some development with appropriate details (spid jos, a mop and a boget of wrdr) and reflects a mostly organized structure with a logical sequence of events and includes an introduction. The writing demonstrates some attention to syntax (ol over the stare, it was not eze for me). Errors in conventions slightly interfere with understanding.

I cleaned After Myself wan I Had. KFC. I thow My center  
A way. I thow My cup in the. Sink. I got A rag to wape My  
Spot. And Push in My chair. I got My rag Agin  
AND wape Down My chair. Make shor Under  
My was clean Aswell.

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

This response about cleaning up after eating KFC is mostly on topic and has some development with appropriate details (thow My cup in the. sink, A rag to wape My spot). The text reflects a mostly organized structure with a logical sequence of events and includes an introduction (I cleaned After Myself wan I Had. KFC) and a conclusion (Make shor Under My was clean Aswell).

A time when I cleaned up after  
my self was I had to clean  
my room. It was so bad  
I saw bugs. My closet was  
fild with toys. I did not like  
it. My book chelf was a mess.  
BUT I got a dollar thats  
when I cleaned up after  
my self.

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

This response is somewhat on topic and demonstrates some development of the topic with appropriate details (I saw bugs, book chelf was a mess). The text reflects a mostly organized structure and includes an introduction (A time when I cleaned up after my self) and a conclusion (thats when I cleaned up after my self). The writing demonstrates some attention to word choice (fild with toys).



On time I had to clean up after  
my self was when it was my birthday  
party at my house and we had it downstairs  
me and my cousin left the basement a mess  
and I had to clean it up but did not  
want to but my mom told me to another I  
had to clean up after my self was  
when me and my brother left are room  
a mess we had to clean up the are self  
it felt like it took forever but it did  
not take that long.

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

This response is somewhat on topic and provides two occasions when the student cleaned up. There is some development of each occasion with appropriate details (cousin left the basement a mess, mom told me to, my brother left are room a mess). The text reflects a mostly organized structure by including an introduction (On time I had to clean up after my self) and a transitional phrase presenting the second occasion (Another I had to clean). The writing demonstrates some attention to word choice and syntax (felt like it took forever).

On Friday my mom was int  
home so I was thinking.  
I can clean the kitchin.  
so I spries my mom. I  
cape looking outside if  
she was here. Than I strat  
cleaning. I did the dishes  
I put them in the Dish washer  
but it was clean so I put  
all of them a way. then put the  
prtey ones in the dish washer. I  
swip the kishin than mop it up.  
Than wier the kitchin taps.

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

This response focuses on the topic of cleaning the kitchen and includes appropriate details (put all of them a way, put the Drtey ones in the Dish washer). There is a clear organizational structure that includes an introduction (On Friday my mom ...I can clean the kikchin) and a logical sequence of events with transitions (so, then), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (spries, cape looking outside) and syntax (Than I strat cleaning).

I clean up after myself after eating. I wipe off the dinner table with a towel or napkin. Then I throw out my napkin or paper plate if I have one. And then rinse my drinking cup and wash the dishes. that is how I clean up after myself after eating.

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

This response focuses on the topic by writing about cleaning up after eating and includes appropriate details (with a towel or napkin, wash the dishes). There is a clear organizational structure that includes an introduction (I clean up after myself after eating), a conclusion (that is how I clean up after myself after eating), and transitions (Then), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (rinse my drinking cup) and syntax (if I have one).

I cleaned up after myself when I get done eating, and then I cleaned up my room and take out the trash than pick up my games and pick up my dirty clothes and my bed to. So than when I get done with my bed I clean my shoes. than I pick them up and pull them somewhere so it can't get mess up, than I do the floor sweep the trash out and throw the trash away and straightening my games up. Than I'm done I be borde when I get done but I am happy.

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

This response focuses on the topic of cleaning a bedroom and includes appropriate details (pick up my darty closes, swep the trash). There is a clear organizational structure that includes a conclusion (Than Im done I be borde when I get done but I am happy) and transitions to order events (So, than), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (starghting). The drawing has no effect on the score point.

I remember a time while playing with my doll that has a lot of peices. I had to clean it up. First, I have to put her clothes back in her closet. I start with dresses first, then skirts and tops. After I put her clothes away in her closet, I put her motorcycle back in her garage. I grab her favorite brush and brush her hair out. I put her payamas on and put her to bed in her room, which is my closet.

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

This response focuses on the topic of cleaning up after playing with a doll and includes many appropriate details (dresses first, motorcycle back in her garage, put her pajamas on). There is a clear organizational structure that includes an introduction (I remember a time while playing with my doll) and transitions (First, After), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (peices, grab).