



**MI-Access Spring 2018  
Grade 6 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 helped a person or an animal. Be sure to include at least three 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



I save my cats

**ANCHOR PAPER 1**

**Score Point: 1**

This drawing 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 (my home, me, my cat, I save my cat).

I hepe my stare  
clen her pay rome.

**ANCHOR PAPER 2****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. Minimal sound-letter correspondence and errors in conventions make understanding nearly impossible (hepe my stare clen her pay rome).

I help my sister with  
her ice cream.



**ANCHOR PAPER 3**

**Score Point: 1**

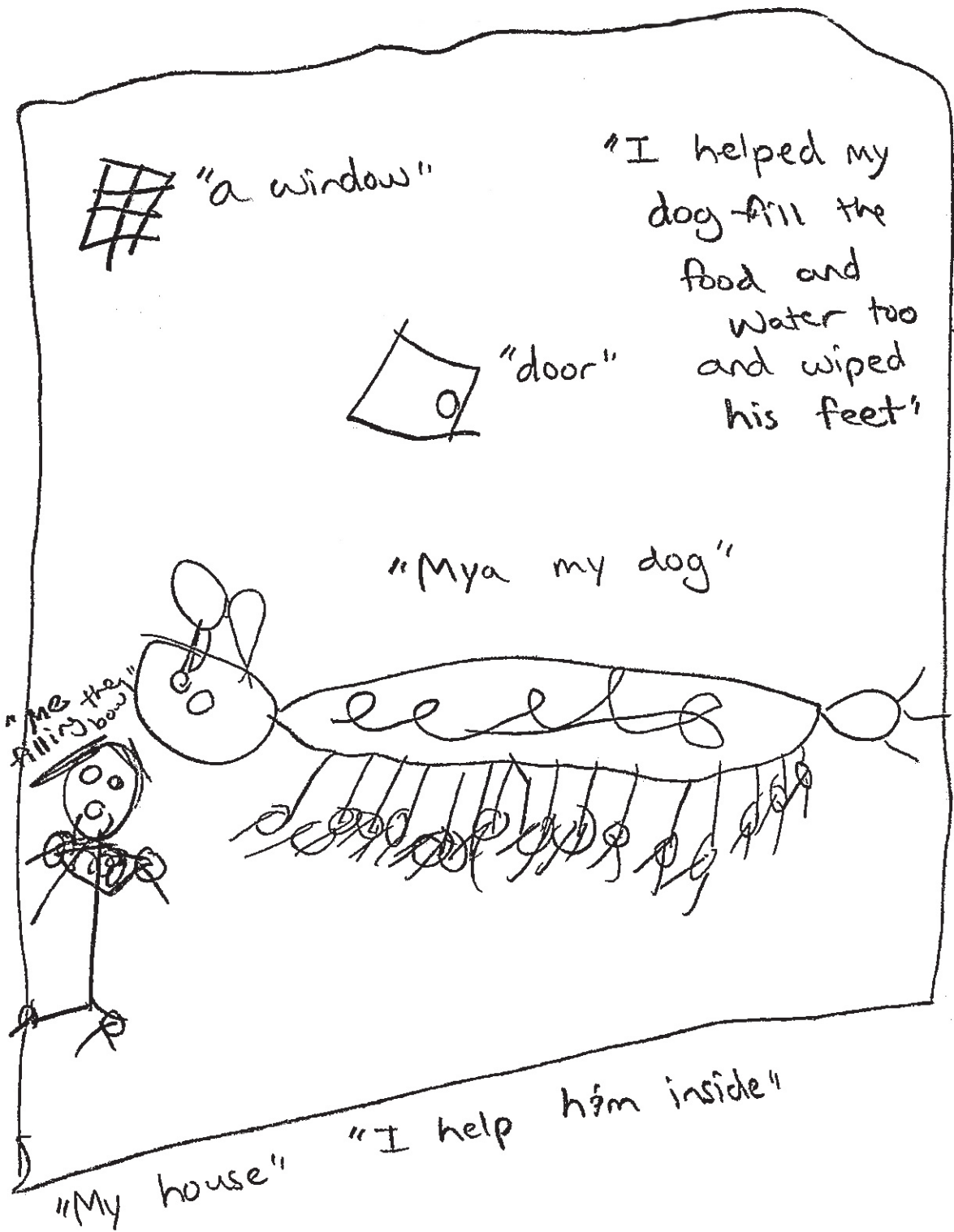
This brief response about helping a sister shows some evidence of an attempt to respond to the prompt, although there is little development of the topic. The drawing does not provide enough additional development or detail to elevate the score.



I hrp my mom  
and my stre  
and my dad  
and my fredy  
and my cuz

**ANCHOR PAPER 4****Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by listing multiple people helped (mom, dad, cuz), although there is no development of the topic. The text shows minimal sound-letter correspondence and use of language conventions (stre, fredy).



**ANCHOR PAPER 5**

**Score Point: 2**

This drawing is developed with limited details that are present in the drawing and supported through minimal transcribed oral explanation (fill the food and water too and wiped his feet). The visual text lacks a clear structure and arrangement of figures.

I help a old lady cross the street, when  
we cross the street, she gave me a  
dollar. I seid thank you.

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

This brief response about helping an old lady cross the street has limited development with simplistic details (she gave me a Dollar, I seid thank you). Additional development is needed to earn a higher score point.

ONE I HELPED A PERSON. IT WAS MY MOM  
 I HELPED HER CLEAN THE HOUSE  
 I HELPED HER CLEAN THE BATHROOM  
 I HELPED HER NOW TO PLAY A GAME  
 I HELPED HER WITH WALKING

**ANCHOR PAPER 7**

**Score Point: 2**

This response has limited development with simplistic details about helping mom (clean the house, clean the bathroom, play a game). The writing lacks a clear organizational structure.

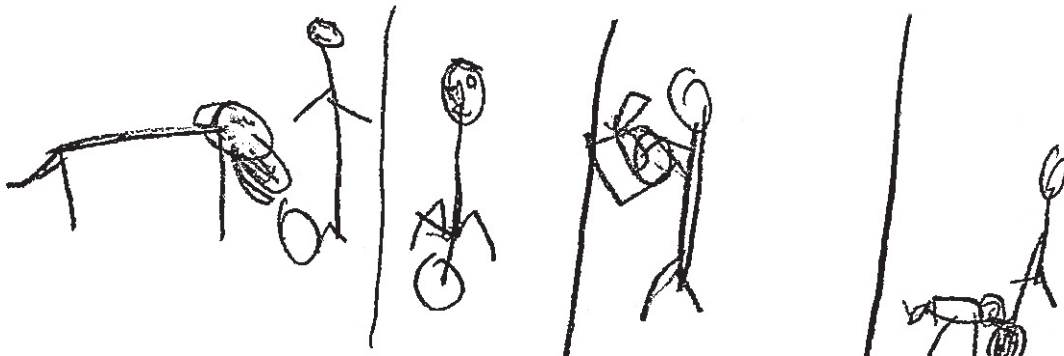
1  
I would help the animal when it get lost I  
would find their way home. and when it can't  
find their cub I will find their baby.

2  
I will help the person plant their garden  
and will help cooked their food and make  
sure their child in bed lawn their lawnmower and  
tie their baby shoe and wash their baby up  
and put their night clothes on them.

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

This response discusses helping both an animal and a person. There is limited development with simplistic details for each (help the animal when it get lost, help the person plant their garden, cooked their food). The writing lacks a clear organizational structure since the two parts are independent of each other, and the focus wanders as the text fails to logically sequence the details (make sure their child in bed, tie their Baby Shoe, wash their Baby up).

I HAD MY DOG GET WATER  
 BECAUSE SHE WAS THIRSTY



My dog is pushing her bowl around.

I am picking up her bowl to get water.

I am at the water fountain filling it up.

I put the bowl down. I called Baby Dog. She came off the couch and came to the bowl.

**ANCHOR PAPER 9**

**Score Point: 3**

The score of this brief response about helping a dog get water is elevated by the accompanying drawing. Some additional details are present in the drawing and supported through transcribed oral explanation (dog is pushing her bowl around, picking up her bowl, filling it up). The visual text presents an attempt at logical organization and arrangement of figures.

I helped a cat a long time ago. My dad was cutting wood and a cat crawled into the branches. I took the cat out and I gave it a bath because it was muddy. Then I took it inside to dry. After it was dry, I let the cat go.

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

This response about helping a cat has some development with appropriate details (dad was cutting wood, took the cat out, gave it a bath). The text reflects a mostly organized structure and includes an introduction (I helped a cat a long time ago) and a conclusion (After it was dry, I let the cat go). The writing demonstrates some attention to word choice (crawled, branches, muddy).

The first time i help a dog was when the dog got raen over in the street the lig was brokine and his rebs was cush sai look out my window and saw a dog in the street crying for help and i pick the dog up and put the dog on my grass and when + Back is sild and tell my mom

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

This response about helping a dog has some development of the topic with appropriate details (lig was brokine, pick the dog up, when + Back insild). The text reflects a mostly organized structure and includes an introduction (The first time i help a dog was when the dog got raen over in the street). The writing demonstrates some attention to word choice (rebs was cush, crying for help). Errors in conventions slightly interfere with understanding.

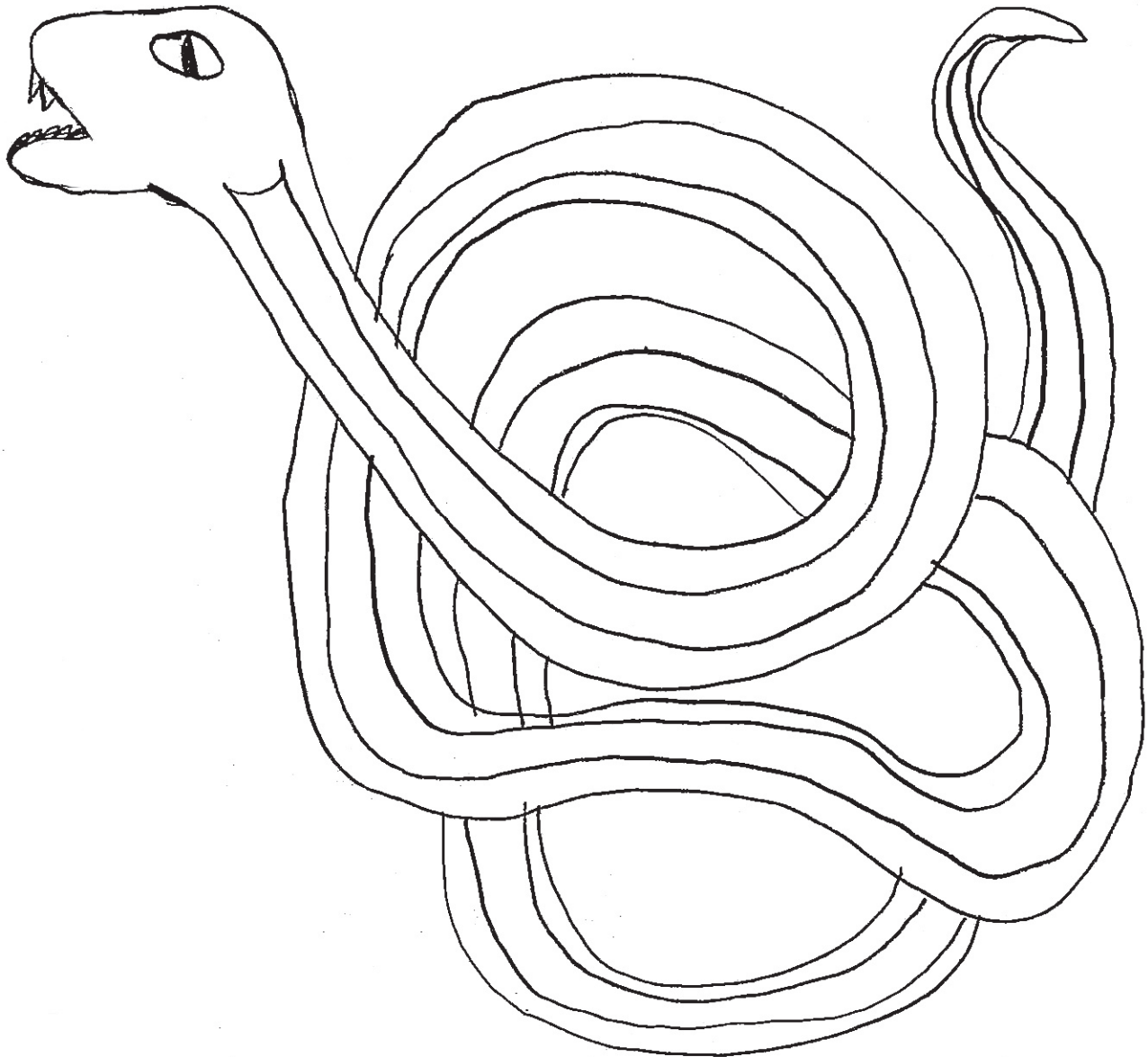


I helped my mom and dad.  
I helped them take in the  
groceries. Then I helped my  
baby sister, Arielle. She was  
crying for mom and dad so  
I had to distract her. When  
she was crying I was playing  
the Fairy Little Thief on my  
IPAD. I was helping rescue  
people. I gave my sister a piece of  
cheese. She stopped crying and  
threw it back at me.

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

This longer response about helping mom and dad and baby sister has some development with appropriate details (take in the groceries, She was crying, gave my sister a piece of cheese). The text includes an introduction (I helped my mom and dad) and transitions (Then, so, When), reflecting a mostly organized structure. The writing demonstrates some attention to word choice (distract, rescue).

When I was playing my video game, I heard my dog barking. I look where he was barking about. By the slider glass door all I saw was a big long hose. But it was moving it was a garden snake! It less 22 inches. I open the door and dog came barking out! The door I quickly grab a long thick stick and put it under his belly. and throw the snake in to the crick along with the stick.

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

This response focuses on helping the dog. Though not explicitly stated, the topic can be easily inferred, and the text includes appropriate details (herd my Dog Barking, gardner snake, less 22 inches). There is a clear organizational structure that includes an introduction (When I was playing my video game), a conclusion (throw the snake in to the crick), and a logical sequence of events, resulting in a unified whole. The writing demonstrates use of mostly precise word choice (barging, Quickly grad, thik stick).

Two years ago, when we were in  
Iraq, we saw a bird that fell off the roof  
and lost some of its feathers from its wings, so  
we took her to the house and glue or tape  
the feathers back and we tested her on flying  
and it was flying well and we tamed her and  
it became our pet. Two days later we bought  
some pipe cleaners and a plate because our  
bird loved fuzzy things. Awhile later we named  
him "Adam the great". Most people like that name  
and played with him almost for the rest of  
his life. Before we leave we free Adam  
the great for his better life.

If scribed, initial here: \_\_\_\_\_

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

This response focuses on helping a bird and includes many appropriate details (fell off the roof, tested her on flying, loved fuzzy things). There is a clear organizational structure that includes an introduction (Two years ago), a conclusion (Before we leave), and transitions (Two days later, Awhile later), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (feathers, wings, tamed).

I helped a animal the animal was  
my pet It wint in the Bathroom  
and I went in there my mom was  
at work my dad was at home  
watching me my cat was  
dieing I told my dad what hapin  
he called my mom she went home  
and she was holdin her she died  
In my mom's arms then we put her  
In a box and we buried her in my  
Grate Grandma's backyard. then we  
Planted flowers to remember her by.  
and we put my mom's shirt in the box.

If scribed, initial here: \_\_\_\_\_

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

This response focuses on helping a pet and includes many appropriate details (cat was dieing, called my mom, put my mom's shirt in the box). There is a clear organizational structure that includes an introduction (I helped a animal), a conclusion (then we planted flowers), and a logical progression of ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax (she died In my mom's arms, planted flowers to remember her by).

My buddy Nick and I were riding our bikes around the block and my buddy Nick crashed on a big rock around the corner. So what I did I peddled fast to my house. I got my mom and dad to help Nick. When we got to Nick we helped him up. My dad noticed that his tire was flat, so he pumped air into the tire. I helped Nick by giving him a ride on the back of my bike. Then I got home and gave Nick bandages and tissues and Neosporin to help heal his knee and elbows. Finally I gave him an ice-pack to feel better.

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

This response focuses on helping a friend after he crashed on his bike and includes many appropriate details (peddled fast, tire was flat, gave Nick bandages and tissues). There is a clear organizational structure that includes an introduction (My buddy Nick and I were riding our bikes), a conclusion (Finally, I gave him an ice-pack), and transitions (So, When, Then), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (noticed, pumped, heal).