



**MI-Access Spring 2018
Grade 8 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: The students are taking a bus for a field trip. Describe the rules that should be followed on the bus. 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

is Fun Bus

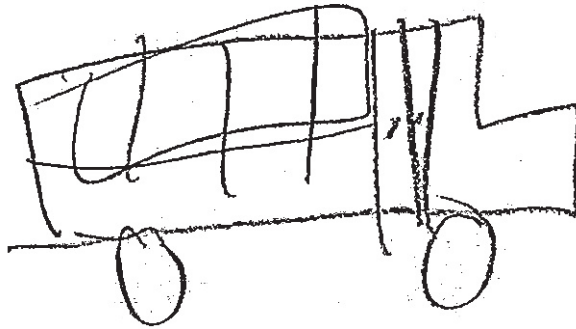
Ride Bus litte

Sat ON

ANCHOR PAPER 1**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by mentioning Bus Ride. The vocabulary is limited and there is not a complete sentence. The errors in language conventions make understanding nearly impossible (is Fun Bus).

bus rules



If scribed, initial here: _____

ANCHOR PAPER 2

Score Point: 1

This response shows some evidence of an attempt to respond to the prompt. Besides a label (bus rules), the drawing does not represent any development of the topic beyond a title.

DO NOT THROW GERBICH

ANCHOR PAPER 3**Score Point: 1**

This one-sentence response shows some evidence of an attempt to respond to the prompt by stating one rule (Gerbich). There is no development of the topic.

NO GRABBING

NO SWAREING

NO SWATTING

NOT OUCHING

NO SHOUTING

NO SHOWING

NO PUSHING

NO HANGING OUT WITH

NO ARGUING

NO KICKING

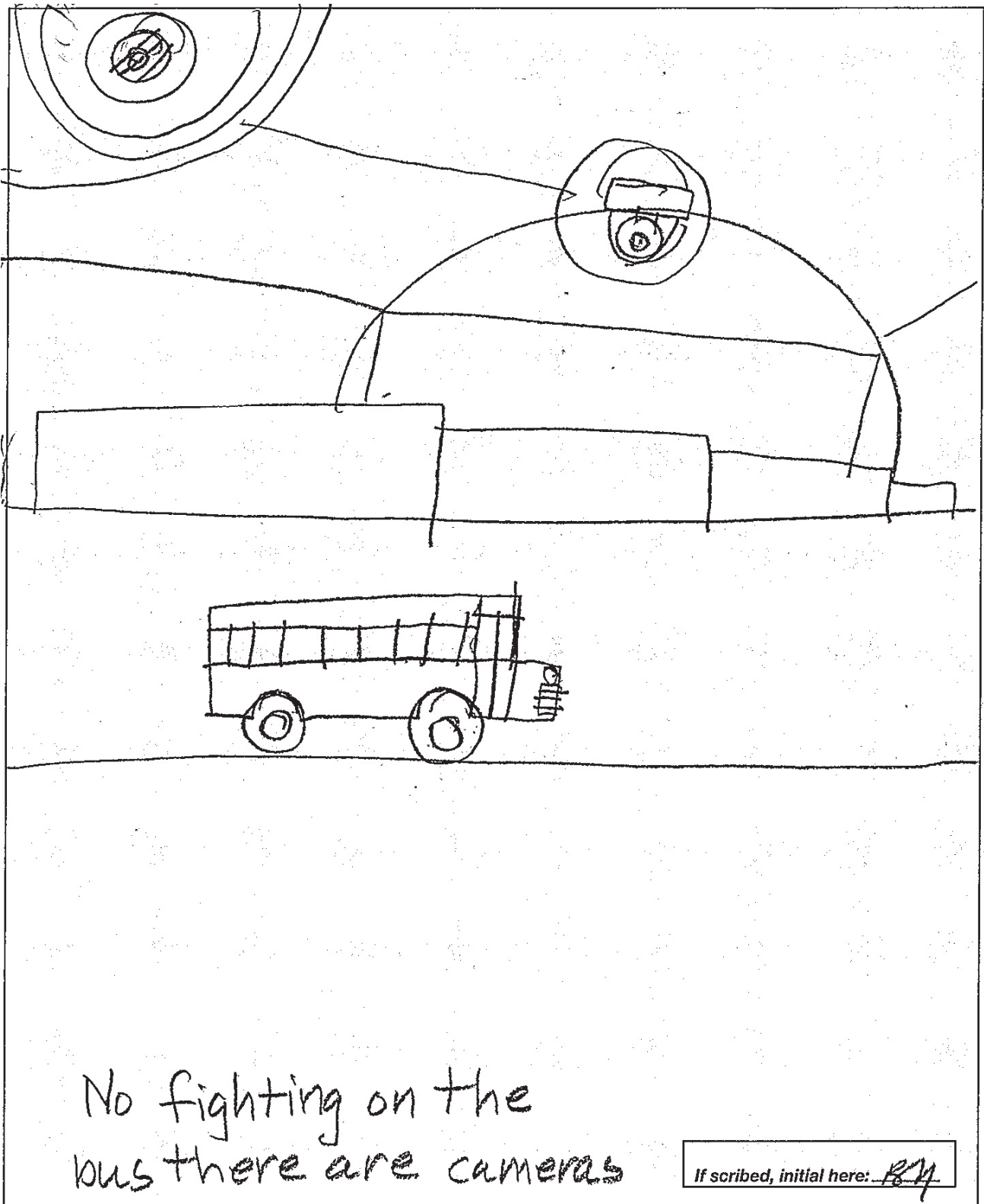
NO BITING

NO SPITTING

ANCHOR PAPER 4

Score Point: 2

This response is somewhat on topic with limited development. There is limited development of the topic beyond the list of rules (no shoving, no pushing, no kicking).



ANCHOR PAPER 5

Score Point: 2

The drawing is somewhat on topic. Limited details are present in the drawing (cameras inside the bus and the bus exterior) and supported with the written explanation. The drawing lacks an organizational structure leading to development.

the rules that should be followed
on the bus is you have to stay in
your seat and buckle.

ANCHOR PAPER 6**Score Point: 2**

This brief response is somewhat on topic with limited development and simplistic examples (stay in Your Seat and buckle). The writing lacks a clear organizational structure.

To follow the directions like
sit in your seat, hand, feet, and
keep to you seat at all time,
like when my friend had
her hand out side the
bus and she got
hurt so bad, but
she is ok now.

ANCHOR PAPER 7**Score Point: 2**

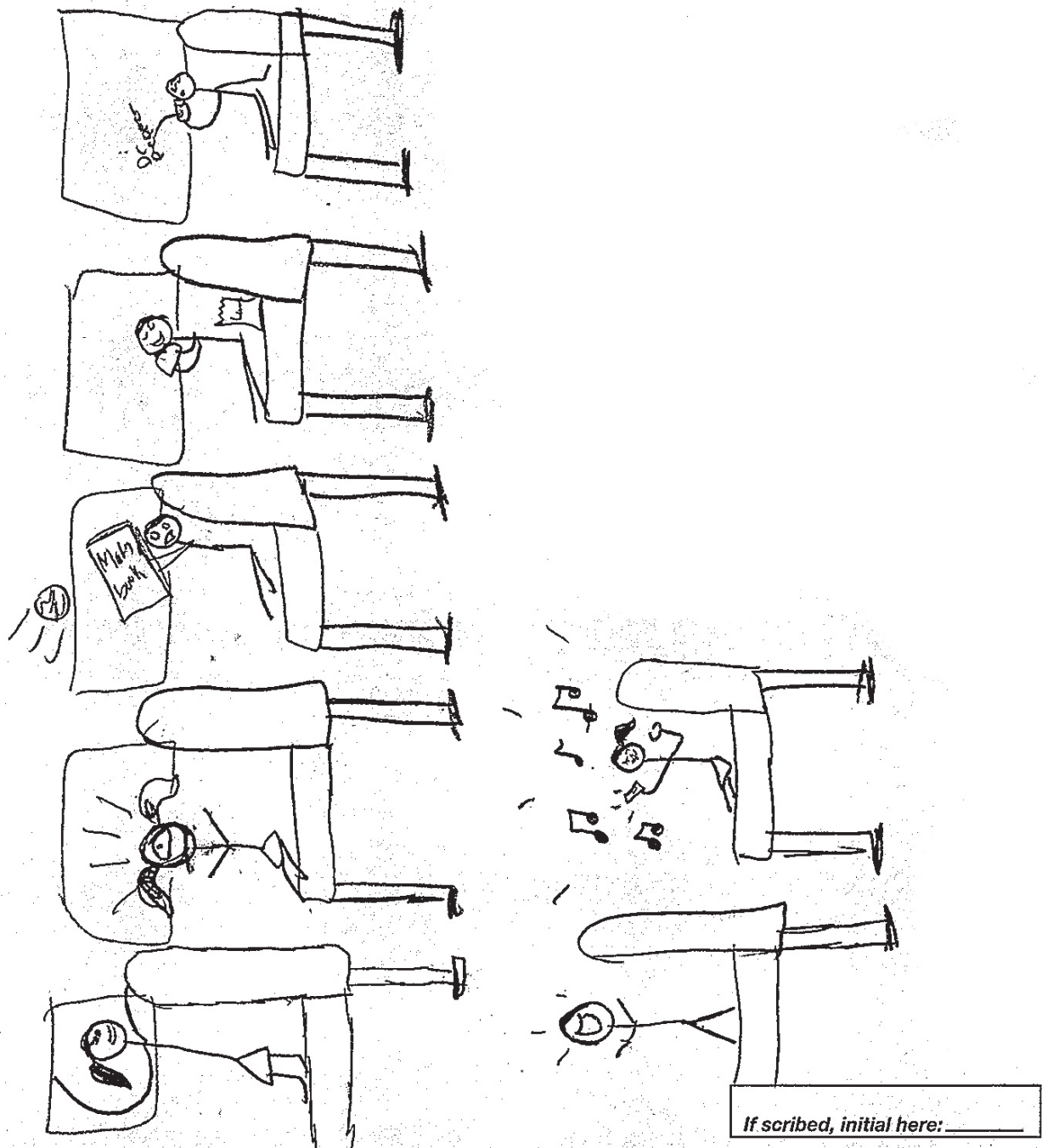
This response is somewhat on topic with limited development and simplistic examples (she got hurt so bad). The writing lacks a clear organizational structure. Errors in language conventions make understanding difficult.

SOME rules on a bus are, when you
get to a train track you have to be quite so
the bus driver can see if there is a train coming.
Another one is to stay in your seat. If you
do not sit in your seat you could fall and
brack something. That are some rules on the
bus.

ANCHOR PAPER 8**Score Point: 3**

This response is mostly on topic, and there is some development of the topic with appropriate details (be quite so the bus driver can see, you could fall and brack something). The text reflects a mostly organized structure with an introduction (Some rules on a bus), conclusion (That are some rules), and some transitions (Another one). Errors in language conventions slightly interfere with understanding.

The rules on the buses are no screaming; no
eating (well if you are told to), no drinking (same thing),
no throwing things, no loud music, no standing
on the seats.



ANCHOR PAPER 9

Score Point: 3

The response is mostly on topic with a list of rules, and there is some development with appropriate details (no screaming, no loud music). The drawing illustrates figures performing various activities (figure standing on the seat, figure eating, figure playing music). The drawing presents an attempt at logical organization and arrangement of figures that enhances the text.

The rules on the bus are for keeping the kids safe. The rules are no standing on the bus, keeping hands in the bus, throwing away the trash, no hitting, no yelling/shouting, keeping feet to yourself, no throwing things out the window. If the kids don't follow the rules, they get in trouble.

ANCHOR PAPER 10**Score Point: 3**

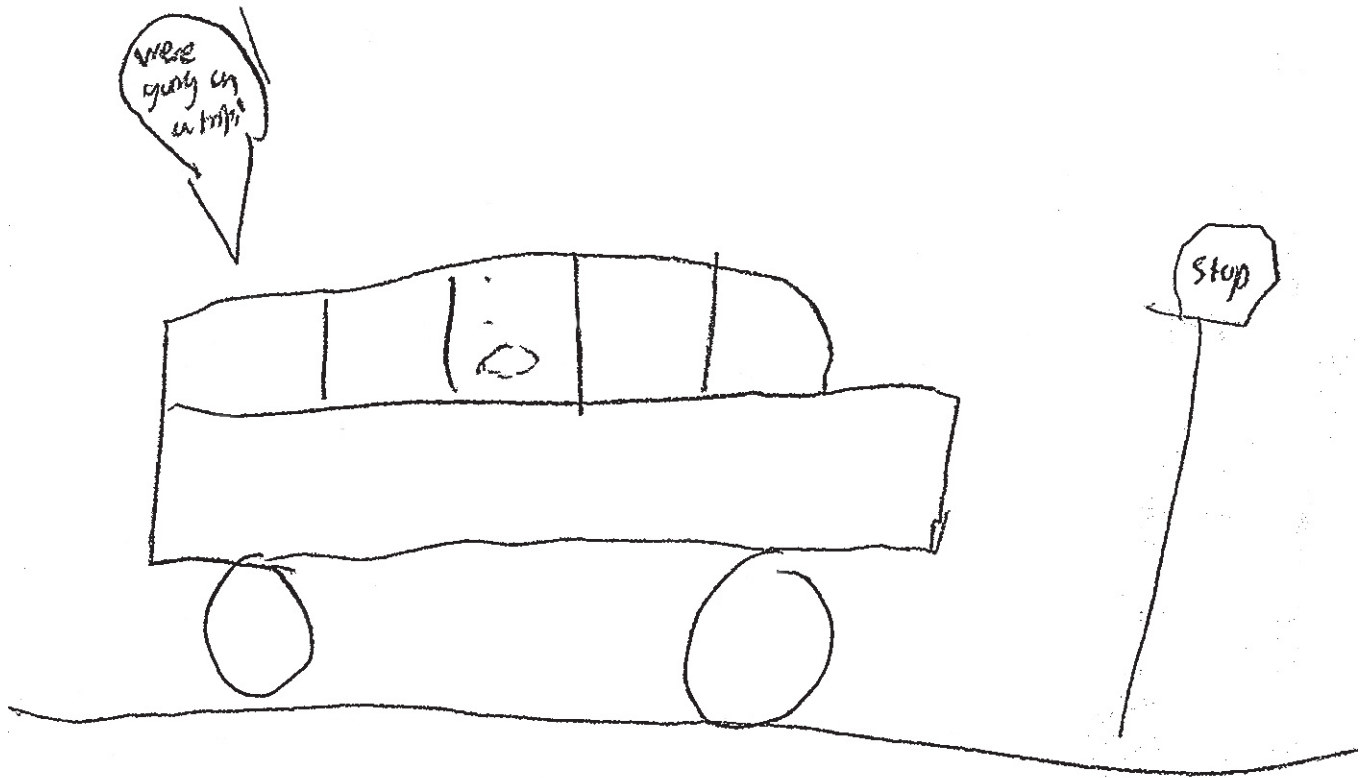
This response is mostly on topic, and there is some development with appropriate details (no standing on the bus, no throwing things out the window). The text reflects a mostly organized structure with an introduction (The rules on the bus are) and conclusion (If the kids don't). The writing demonstrates some attention to syntax (If the kids..., they get in trouble).

The first rule on the bus is to sit down and keep all arms and legs at all times. The second rule is no switching seats while the bus is moving or else you might hit your head or slip and fall. The third should be, no kissing... The fourth rule is no swearing or making really loud noises, so the bus driver can focus on the road. The final rule on the bus is, you should always ask the bus driver for permission to do something you want.

ANCHOR PAPER 11**Score Point: 3**

This response is mostly on topic, and there is some development of the topic with appropriate details (you might hit your head, so the driver can focus on the road). The text reflects a mostly organized structure with transitions between ideas (The first rule, The second rule, The final rule). The writing demonstrates some attention to word choice (swearing, permission). Errors in language conventions slightly interfere with understanding.

There's not a lot of rules to follow but the rest
of them are simple all you have to do is sit down,
and no horse play. What you can do is put music
on but not too loud. You can sing on the bus. Like
this song. "We're going on a trip in our favorite rocket
zooming through the sky Little Engines!" It's also
important to keep your feet inside the seats because
you might trip someone and he or she will break
her nose. So that's it all there is to just
follow the simplest rules.



ANCHOR PAPER 12

Score Point: 4

This response focuses on following simple rules, and the text includes appropriate details and examples (you can put music on, you can sing...like this song). It is clearly organized with an introduction (Theres not a lot), conclusion (So thats it), and transitions between ideas (Its also important), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (zooming, Little Einstiens). Errors in language conventions do not interfere with understanding.

One might say there's no need for rules on the bus, well he's wrong. Don't listen to him.

Of course there are rules needed on the bus. One, you can talk, sure, but don't yell. Bus drivers don't need their ears bleeding from side to side.

Two, you can share stuff, but don't throw stuff. This will then lead to a riot, and the driver will have to stop the bus, and you'll be late, and it's ALL YOUR FAULT.

In conclusion, be good on the bus, or you'll be on the driver's wanted poster.

ANCHOR PAPER 13**Score Point: 4**

This response focuses on the consequences of not following the rules, and the text includes appropriate details and example (This will then lead to a riot, and the driver will have to stop). It is clearly organized with an introduction (One might say), conclusion (be good on the bus), and transitions between ideas (Of course, This will then lead to...), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (bleeding, wanted poster). Errors in language conventions do not interfere with understanding.

The rules on the bus are one to a seat
and hands to your self. Be quit don't be really
loud. Trust me when you get in trouble on the
bus it's not good either you get kicked
off the bus or get in trouble at school
and that's even worse. The last time I got
in trouble on the bus for fighting it was
bad I got kicked off the bus for two weeks
and trust me it was not fun my mom was
mad she had to take me to school
every day for two weeks. It wasn't pretty
it, even got in trouble at home and
I was not happy. I was mad.

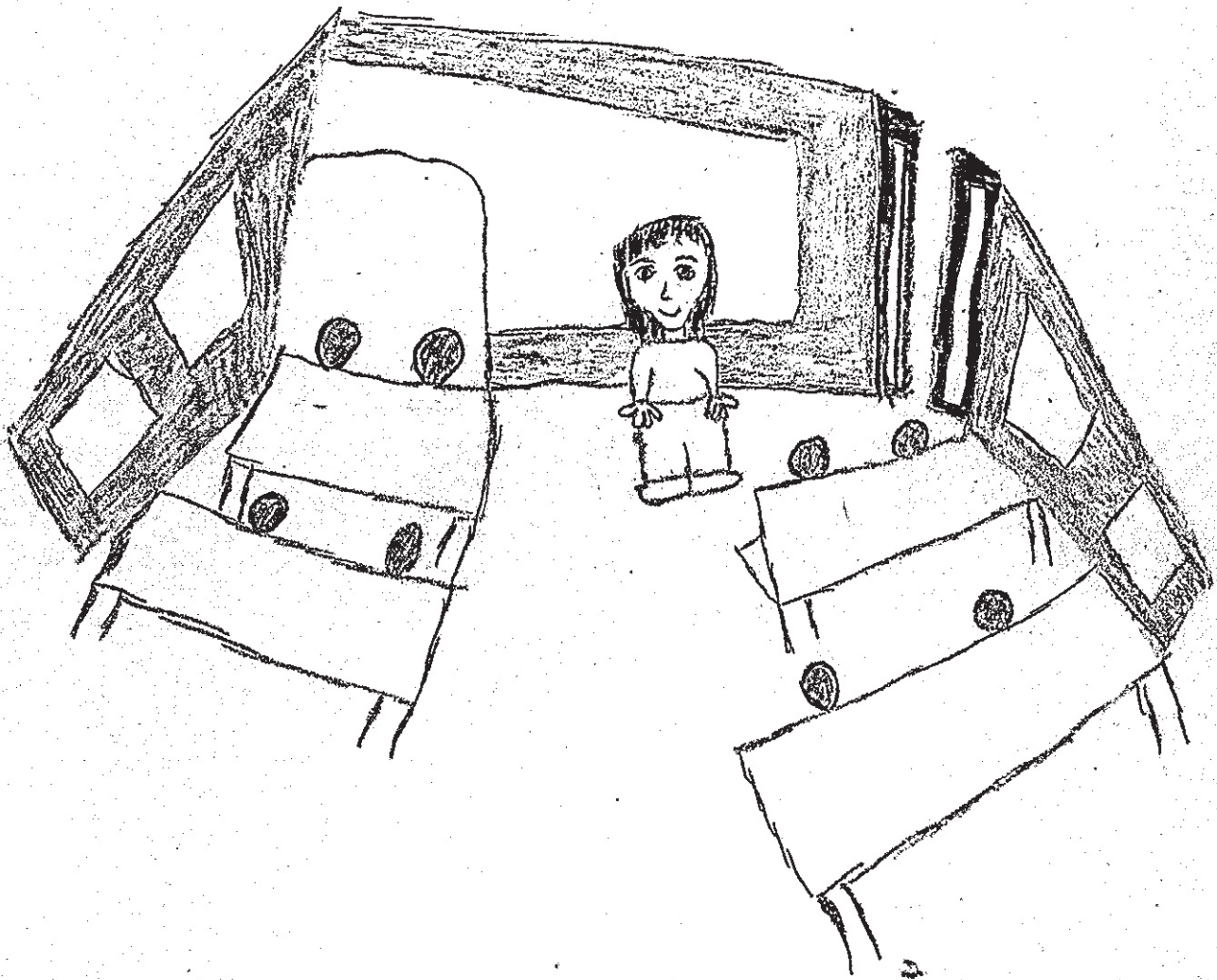
If scribed, initial here: _____

ANCHOR PAPER 14**Score Point: 4**

This lengthy response focuses on the results of not following the rules, and the text includes appropriate details and examples (I got kicked off the bus for two weeks, my mom was mad). It is clearly organized with an introduction (The rules on the bus are), conclusion (I was not happy. I was mad), and transitions between ideas (Trust me, The last time, It wasn't pretty), resulting in a unified whole. Errors in language conventions do not interfere with understanding.

The bus driver sat tell all of the students hopped on the bus. Then she stood up and said the rules. The kids listened. The bus driver, said the first one is keep your hands and lages in all times. Senk be quiet when I am getting ready to pass a trane track. Thered is keep your lages and hands to your self and forth have your stuff on your lap or on the ground. and now were off. She started the door. They pulled out of school, and it was so fast that pulled in the airway they were so past to be. The bus driver said your students are alet beder then the last students that whent to a trip. then the teacher said thanks. and the bus driver said go and have fun.

If scribed, initial here: _____



ANCHOR PAPER 15

Score Point: 4

This lengthy response focuses on the bus driver and includes appropriate details and examples (she stud up and siad the rules). It is clearly organized in chronological order and includes an introduction (The bus driver sat tell), conclusion (the bus driver siad go and have fun), and transitions (the first one, Senk), resulting in a unified whole. The writing demonstrated precise word choice (hoped, slamed). Errors in language conventions do not interfere with understanding. Although the drawing presents a logical organized arrangement of the bus interior (shading, perspective), it does not add additional details about the topic beyond what is written.