



**MI-Access Spring 2021
Grade 11 ELA: Expressing Ideas
Scoring Guide**



EXPRESSING IDEAS

DIRECTIONS: It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read the prompt. You may use the test booklet as a scratch paper, but be sure to record your response directly on the answer document. Then, use the checklist to review and proofread your response.

Prompt: Tell about a time when you had to cooperate with people in your family or with your classmates to get a job done. Describe how you all worked together. Tell what happened in the correct order. 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

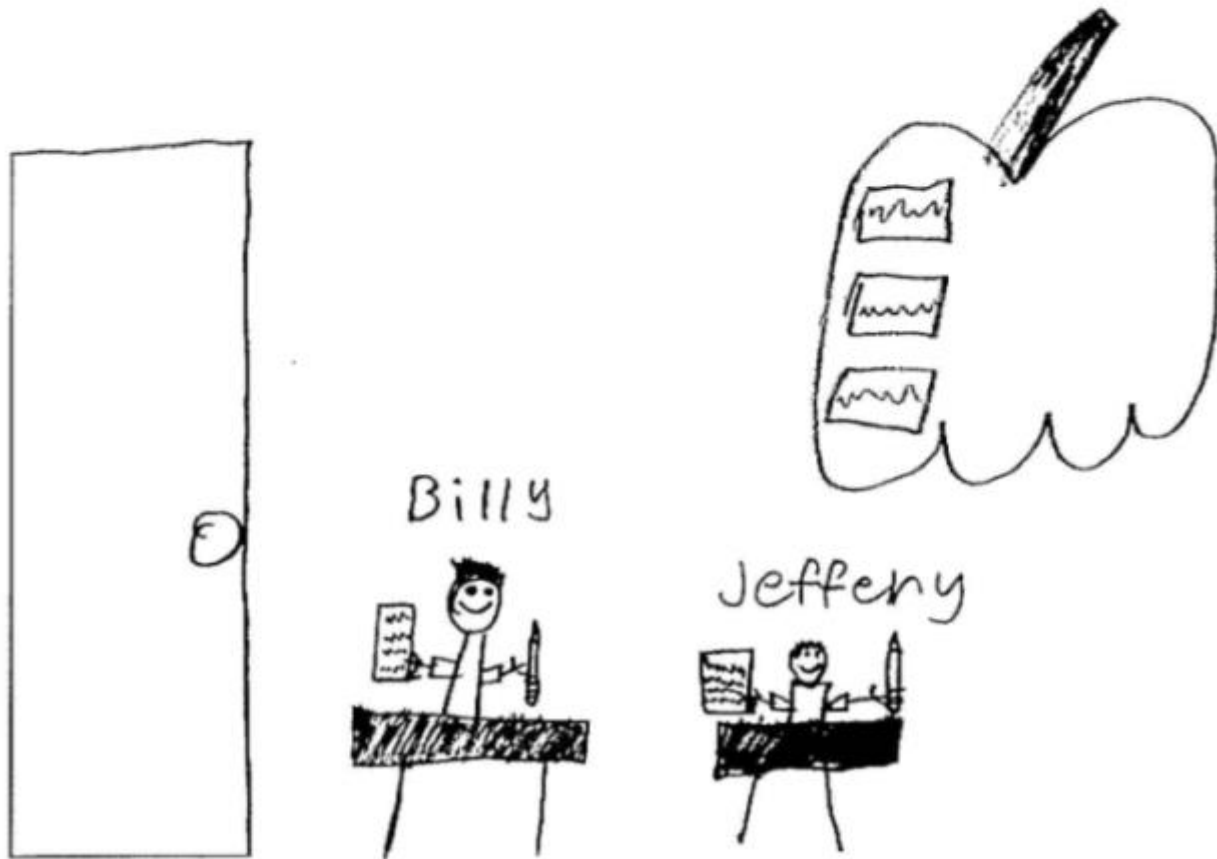
Score 1

- 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

Mower the yard cut Grass.

ANCHOR PAPER 1**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt by listing two undeveloped ideas about cooperation. The vocabulary is limited to a few words and is 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 two boys in a classroom with captions (Billy, Jeffery), but it presents little development of the topic, and there is little written explanation.

one time I had to cooperate
with my mom to move furniture
in the house.

ANCHOR PAPER 3**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt by providing one idea about cooperation (move furniture in the house), but there is no development of the topic.

i wgrk wita My frienps. we clian hotels roons.

Wi work hi sitarati roons.

ANCHOR PAPER 4**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the topic (I wgrk wita My frienps). Errors in language conventions make understanding nearly impossible (we work hi sitarati roons).

I Worked in the cafeteria.
I break down the boxes and
do the water.

ANCHOR PAPER 5**Score Point: 2**

This brief response is somewhat on topic. The writing provides limited development with simplistic details about working in a cafeteria (break down boxes and do the water).

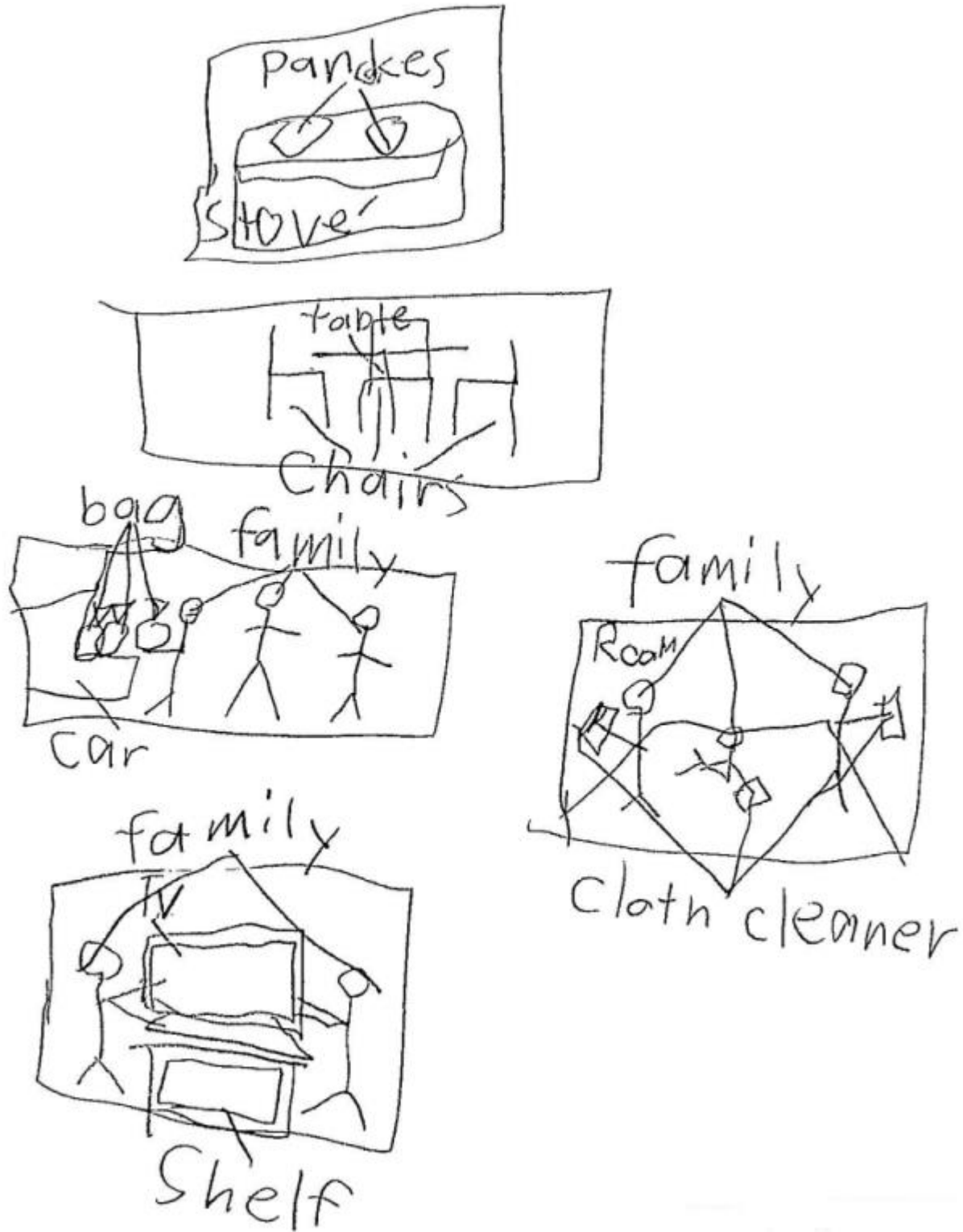


ANCHOR PAPER 6

Score Point: 2

This before and after drawing of two girls cleaning a mess in response to their mother's disappointment is developed with limited details that are present in the drawing and through minimal written explanation. The visual text lacks a clear structure and arrangement of figures.

My family cooked everything
like pancakes. They move the
chairs and the table. I help
my family to get bags. We
worked together to clean everything
we put the TV into the room.



ANCHOR PAPER 7

Score Point: 2

This response provides limited development with simplistic details about different times a family has cooperated (cooked everything like pancakes, They move the chairs). Without an introduction, transitions between ideas, or a conclusion, the writing lacks a clear organizational structure. The drawing does not enhance the score.

one time at school me, and some of
my friends were doing a class project
we had to work together on one thing.
everyone worked hard on everything, and
we were all happy when were all done.

ANCHOR PAPER 8**Score Point: 2**

This response about a school project provides limited development with vague and simplistic details about working on the project (we had to work together on one thing, everyone worked hard on everything).

I cooperate with my
brother and sister by
doing chores I vacuum
my room and my brother
and sister do the dishes
and living room and
all of us help put
groceries away

ANCHOR PAPER 9**Score Point: 3**

This response about sibling chores provides some development with appropriate details (I vacuum my room, all of us help put groceries away). A mostly organized structure is present, with an introduction followed by a logical sequence of ideas connecting back to the main topic.

The time I had to cooperate with my friends is when
we were making a shed. We all had a section job to do I had
to hammer the nails in and the two other guys had to measure
cut the wood, The other guy was holding the wood in place
soon enough we got it done with in a day.

ANCHOR PAPER 10**Score Point: 3**

This response about friends building a shed together provides some development of the topic with appropriate details (I had to hammer the nails in, The other guy was holding the wood in place). The text reflects a mostly organized structure with an introduction, a logical sequence of shed building steps, and a conclusion.

My friends and I did a project together in Astronomy about all of the planets and write information about these planets and explain if humans could live on any of these planets. First, we had to write the information about all of the planets. Second, we had to get images of these planets. And third, we had to present our project to the class about what we had.

ANCHOR PAPER 11**Score Point: 3**

This response about working together on an astronomy project provides some development with appropriate details (we had to write the information about all of the planets, we had to present our Project). The writing includes an introduction and transitions between ideas (First, Second), demonstrating a mostly organized structure. There is some attention to word choice (explain, images) and syntax.

me and my famoley was wrking on a weding
for my unkill and my fucher ant. my intier
famoley was thar to help set up. frst we
seted up the pavilion Then we seted up
The TABELS and Chars. me and my cousin
were seting up the ice kil Lets on the
Pavilion and The woker way we
onlley had one owerx untill The weding
and I had a Speshel SorPrises For
evre one. Now it is Time for the weding
we Played The muciks and we storde
The weding Befor The VOWS I
Sed I have a SorPrize of The

Bried and grome and I started to sing my
Song That I rowet then I seen my unkill and
Sown to Be ant start to cry and then I look
TO The odens and I Sen evle one wip a tery
frome thar faes and allmost cryed my
Self after I was Powe the rest of the weding
Went on

ANCHOR PAPER 12**Score Point: 3**

This lengthy response provides some development with appropriate details about preparing for a wedding. A mostly organized structure is demonstrated with an introduction, transitions (Then, Befor The vows), and a conclusion, although a slight shift in focus is present from the wedding preparation to the singing of a special wedding song. Errors in language conventions slightly interfere with understanding (wrking, seted up).

I had to cooperate with my brother and sisters when we had to plan a surprise birthday party for my mom. We all had a job assigned my job was to figure out where where we was going to have it at my sisters job was to get her gifts and stuff for the party. My brother job was to make the food. For all of us to cooperate we all had to agree on the perfect place to throw her surprise birthday party and we decided to throw it at my cousin's house.

ANCHOR PAPER 13**Score Point: 4**

This response focuses on the topic of cooperation by including appropriate details about the delegated responsibilities of planning a surprise birthday party (my sisters job was to get her gifts, My brother job was to make the food). A clear organizational structure is present with an introduction, transitions between ideas (when, For all of us to cooperate), and a conclusion, resulting in a unified whole. The writing includes mostly precise word choice (assigned, perfect place) and syntax.

Normally at school I work in a group when making baked goods for our class bake sale. Typically three people will do different things to help with the baking, such as getting ingredients, dishes, prep work. Ultimately it's more efficient to work together and things get done way faster.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the topic. The writing provides appropriate details about preparing for a class bake sale (baked goods, prepwork, Three people). A clear organizational structure is present with an introduction, a variety of sophisticated transitions between ideas (Typically, Ultimately), and a conclusion, resulting in a unified whole. The writing includes precise words (ingredients, efficient) and syntax.

It was during Junior year when I was in a group activity for doing the boat races. During our planning, we had some good cooperation and some arguments, some of the days it was just me and another guy building the boat. By the time of the boat race, we finally finished. In the end we did well, but could've had more help if the other members of the group weren't busy in their classes.

ANCHOR PAPER 15**Score Point: 4**

This response focuses on the topic by providing appropriate details about a boat building project (Junior year, boat races). The writing presents a clear organizational structure through an introduction, transitions between ideas (During our planning, In the end), and a conclusion, resulting in a unified whole. The writing demonstrates use of mostly precise word choice (activity, arguments) and syntax (By the time of the boat race, we finally finished).

I have a big family with mom, dad, and I have six brothers. When there is a birthday in the family, we invite grandparents, aunts, uncles, and cousins over for dinner and cake. We all work together cleaning the house before the party. We help mom decorate with streamers and balloons. I am the only girl so I help mom cook unless it is steak, then Dad does the grill. Chocolate is everyone's favorite so we always have chocolate cake. My grandma helps mom scrape ice cream and serve cake. When they go home, they help with the clean-up before.

We have good Family parties
because we will cooperate and get along.

ANCHOR PAPER 16**Score Point: 4**

This response about preparing for a big family party focuses on the topic. The text provides many appropriate details (six brothers, streamers, chocolate cake). There is a clear organizational structure in place with an introduction, a strong conclusion, and ideas that progress logically throughout the lengthy response, resulting in a unified whole. The writing demonstrates the use of mostly precise word choice (invite, decorate, scoop) and syntax (We have good Family parties because we all cooperate and get along).