



MI-Access Spring 2021
Grade 3 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: Describe what you know about apples. Your response may include how they are grown, where they are grown, what they look like and/or what they are used for. 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



ANCHOR PAPER 1

Score Point: 1

This response of a drawing includes a simplistic sentence (I eat a apples.) that shows some evidence of an attempt to respond to the prompt, although there is little development of the topic. The visual text lacks organization.

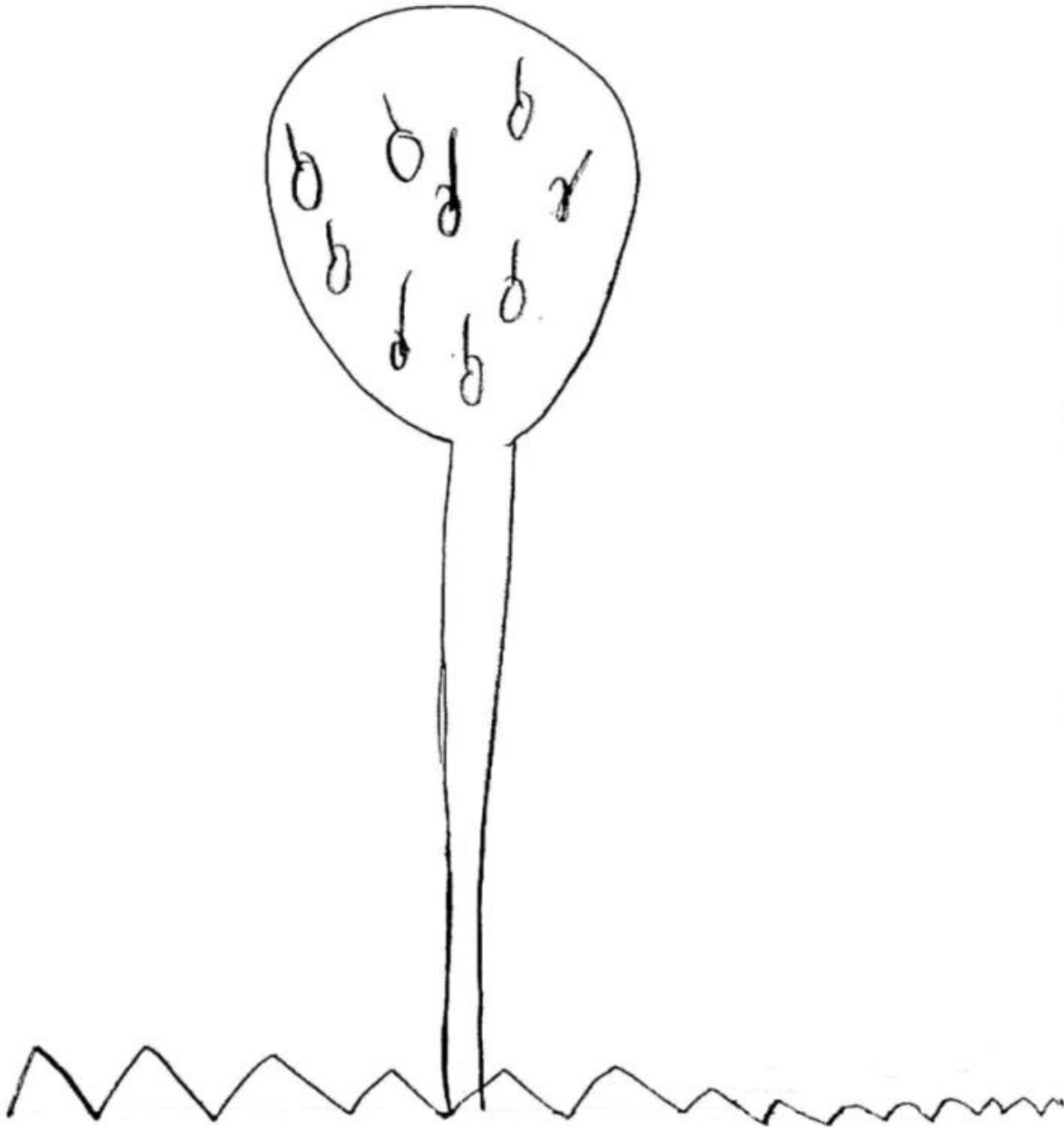
i Love Apols

ANCHOR PAPER 2**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt. There is no development of the topic (i Love Apols) and little direction.



The tree, the apples, and
the sun, the grass.

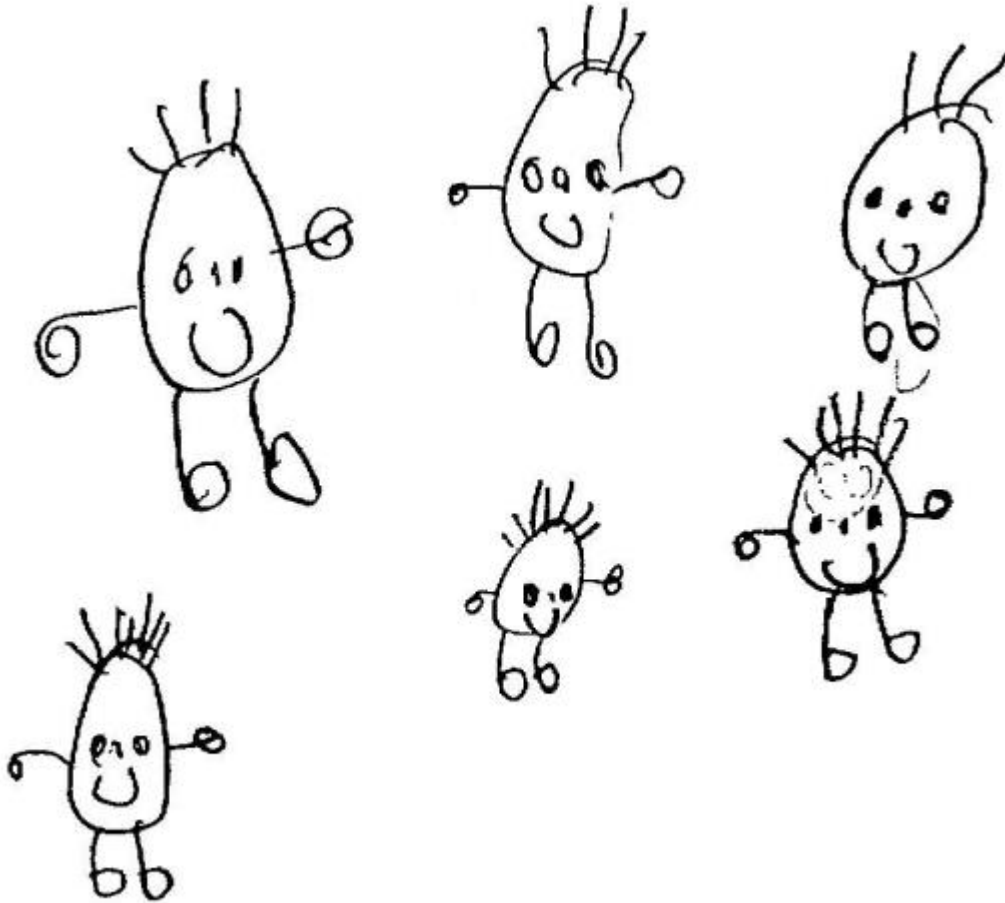


ANCHOR PAPER 3

Score Point: 1

This response consists of a drawing and a list related to apples. However, there is no development beyond the list (The tree, the apples, the sun), and the drawing does not provide any additional details to enhance the response. The text lacks direction.

I Love apples BECAUSE MY MOM
gives to me.

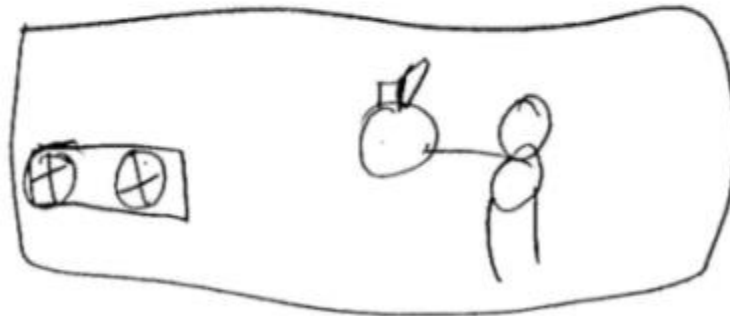
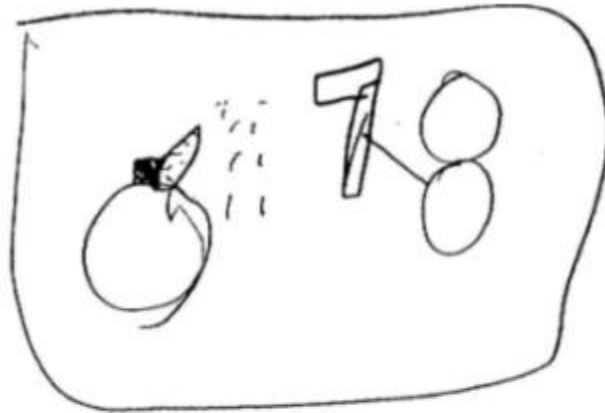


ANCHOR PAPER 4

Score Point: 1

This response shows some evidence of an attempt to respond to the prompt. There is little development of the topic beyond why the student likes apples (Because my mom gives to me). The drawing does not provide any additional details to enhance the response.

YOU COCH
MOCKE
APPLE SWALLE



ANCHOR PAPER 5

Score Point: 2

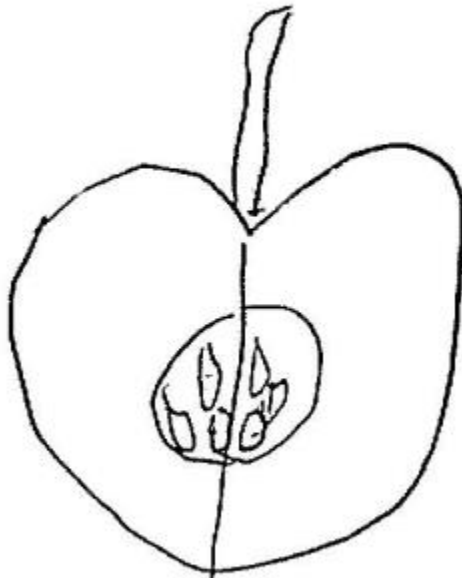
This brief response is somewhat on topic and includes a simplistic sentence that provides little development (you coch mocke apple sualle). However, the drawing provides additional details by illustrating the steps of how to make apple sauce, thus enhancing the score.

appa is a frt. they are
rade.

ANCHOR PAPER 6**Score Point: 2**

This brief response about apples provides limited development with simplistic details (frt, rade). The writing lacks a clear organizational structure. Errors in language conventions may make understanding difficult (appa, rade).

They have seeds in them
and you can take the
seeds so you can plant
an apple tree.

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

This response provides limited development with simplistic details about apples (seeds, Apple tree). The drawing illustrates the details present in the text but does not enhance the score.

apples have seeds, koss, and half the skin

apples are either green or red

apples are grown from a farm or a garden

apples come from a little seed

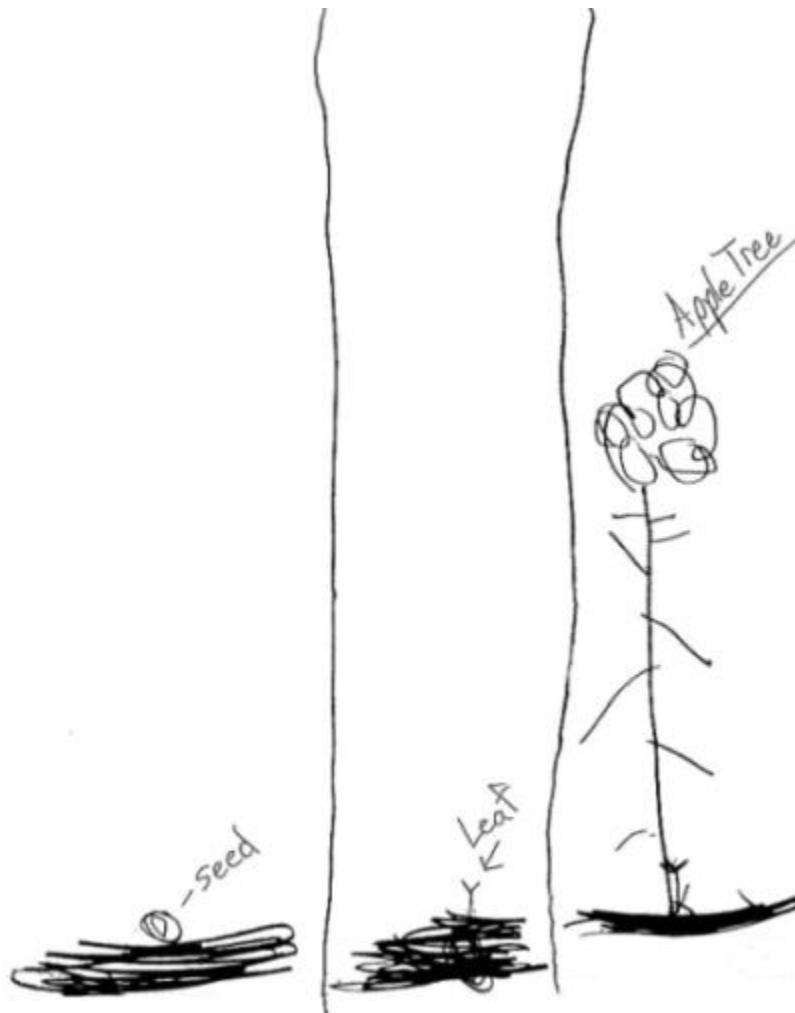
apples are healthy.

ANCHOR PAPER 8

Score Point: 2

This response provides some details about apples (seeds, koss, farm or a garden), but lacks a clear organizational structure. A stronger connection between ideas is necessary to achieve a higher score. The sentence structure throughout the response is repetitive (apples are).

Apples grown on trees. They look like red, and green. They grow on a farm. After it's done growing, you can eat it.



ANCHOR PAPER 9

Score Point: 3

This response about apples provides limited development with simplistic details (red, farm). However, there is a drawing that provides additional details that illustrate the growth cycle of an apple (seed, Leaf, Apple Tree). The visual text makes an attempt at logical organization and arrangement of figures.

Apples are grown from trees,
Apples can be yellow or
green and red. Apples is
a sphere shape and shine.
Apples can be used for
eating and for jos and
pie. Apples tast good.

ANCHOR PAPER 10**Score Point: 3**

This response provides some development with appropriate details about apples (grown from trees, yellow, pie). Ideas are grouped together based on answering parts of the prompt, resulting in a mostly organized structure. The writing demonstrates some attention to word choice (sphere shape, shine).

The apple grows on
a tree and on a garden
and this is how. The
apple grows you put
a seed in the ground and
you put the plant^{and} you
water the plant you
feed the plant then
you put soil in the
plant then it is ready
to get picked and
then you can eat the
apple. you can

check it be for you eat
the apple so check
every apple
you eat so thank
you for checking
the apple is big and
some times small.

ANCHOR PAPER 11**Score Point: 3**

This longer response provides some development with appropriate details (you put a seed in the grown, put soyal in the Plant). The text reflects a mostly organized structure by providing an introduction, transitions (then, so), and the sequential steps of growing an apple tree. There is some attention to syntax (The apple grose on a tree and on a gortin and this is how).

Do you like apples?
 I like apples! Apples
 grow on trees in Miscugn.
 I yos apples for e veting
 I like apple pie apple sos
 applesidr. They can
 be red or green or yellow.
 It looks like qserkol with the ste
 Did you like my store ubot
 apples?

ANCHOR PAPER 12

Score Point: 3

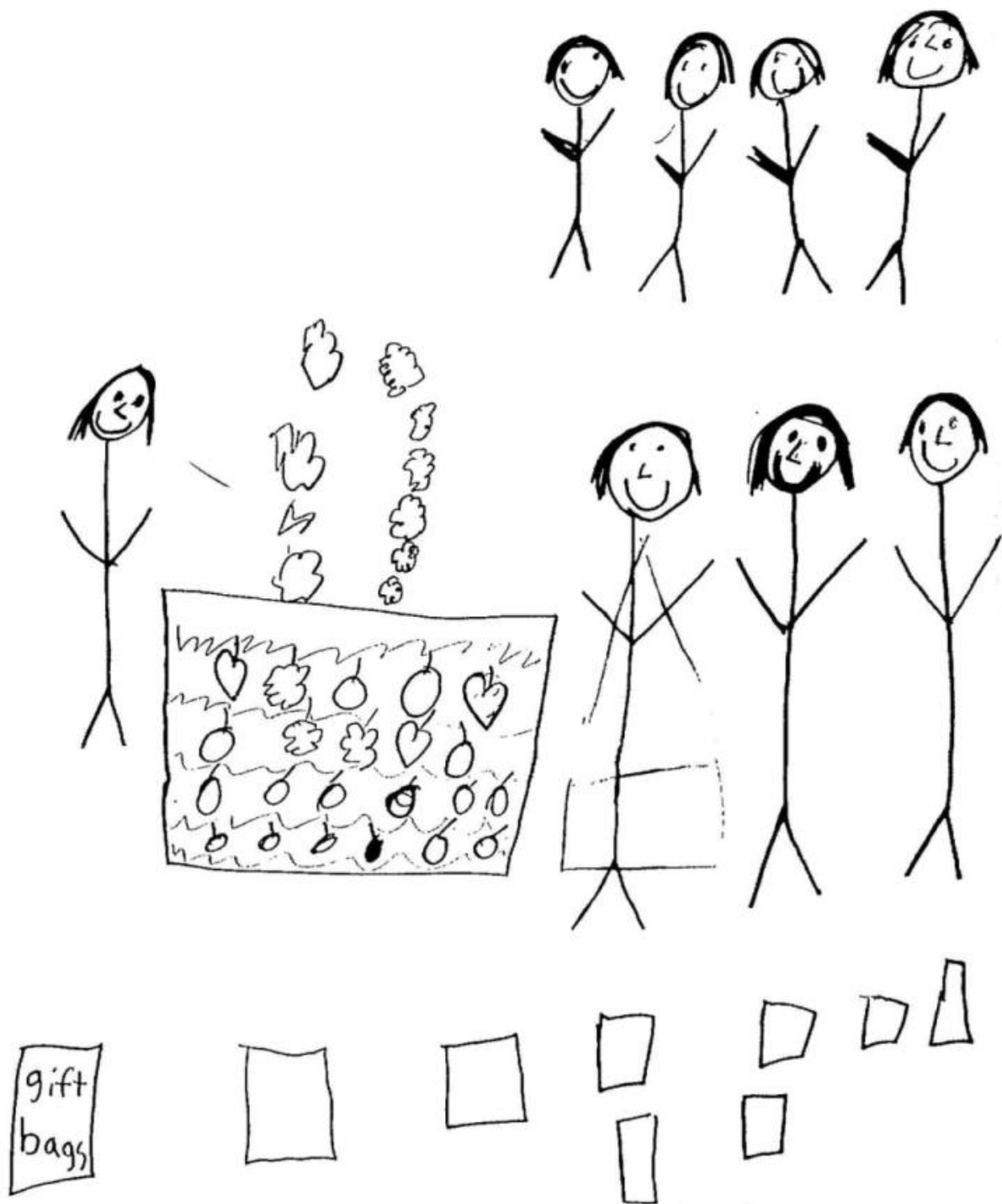
This response provides some development with appropriate details (Miscugn, apple sos). The text reflects a mostly organized structure by providing an introduction and conclusion (Did you like my store ubot apples?). There is some attention to syntax (Do you like apples?, I like apples!); however, errors in language conventions may slightly interfere with understanding (sidr, qserkol).

Apples are fruits. Apple seeds are planted in the ground
you water them and they will grow. they take a long time
to grow. They grow in trees. Then after they grow you
get to pick apples and put them in the basket.
the apples can be red and green. The circle shape, and
they taste crunchy. They can be made with pie!
and toast and chocolate. Apples are best fruit.

ANCHOR PAPER 13**Score Point: 4**

This response about apples focuses on the topic. Many appropriate details are included in the text (basket, toast and chocolate). There is a clear organizational structure in place with ideas grouped together based on answering parts of the prompt, and includes an introduction, a conclusion (Apples are best fruit), and a transition (Then after), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (circle shape, taste crunchy).

You can go bring four
apples at a high school
Dances or at a prom or
you can just do it for fun
with your friends and
family and you can do
one by one or two by two
and then if you get it
you get to eat it when
it is in your mouth
and then you get to do
it again together with every
body.



ANCHOR PAPER 14
Score Point: 4

This response about bobbing for apples focuses on the topic. There are many appropriate details and examples based on the student’s prior knowledge (boing four apples at a high school Danes or at a prom). There is an introduction and transitions between ideas (then, when), resulting in a unified whole. The writing demonstrates use of precise word choice (one by one, two by two) and syntax (and then you get to do it agin together with every bety). The drawing illustrates the details present in the text.

Apples are very delicious. They can be in different colors like Red, greenish-yellowish, and green. Apples are grown on apple trees. They can also be grown in apple orchards. Apples have apple seeds inside them. You can use the apple seeds to grow apple trees. Here are some steps to grow an apple tree. 1 plant apple seeds in ground. 2 plant water on seeds in ground. 3 let seeds grow. Then the apple tree grows.

ANCHOR PAPER 15**Score Point: 4**

This response focuses on the topic. There are many appropriate details based on the student's prior knowledge (different colors, apple orchards, Apples have apple seeds inside them). There is a clear organizational structure with an introduction, transitions between ideas (also, here are, Then), and sequenced steps on how to grow apples, resulting in a unified whole. The writing demonstrates use of precise syntax (Apples are very delicious).