



**MI-Access Spring 2021
Grade 4 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: When you are playing outside, your hands could become dirty. Explain how you should wash your hands. 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

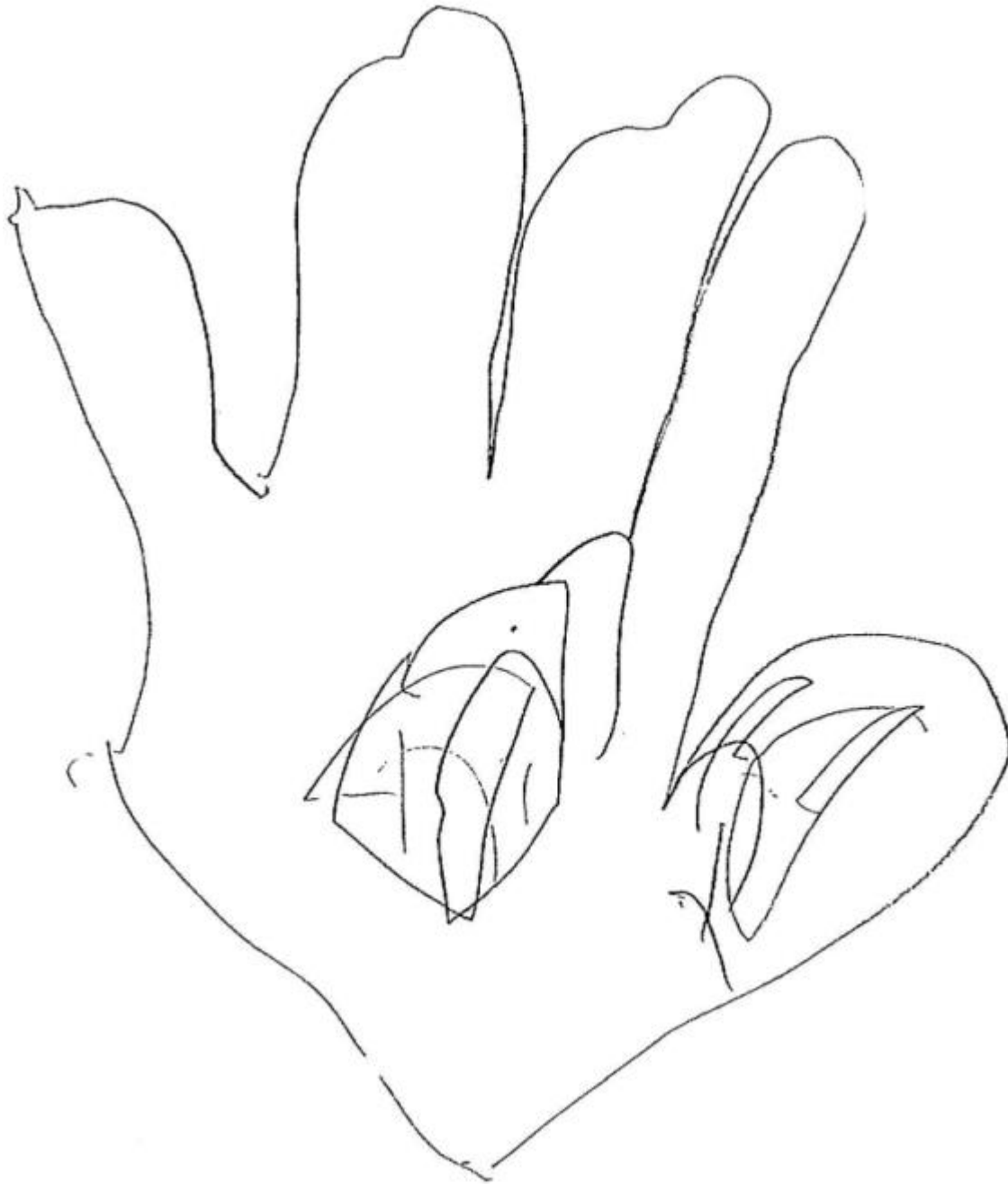
- 5 Needs additional details and/or examples relevant to prompt topic to obtain the highest score point
- 6 Needs stronger organization and connections among ideas to obtain the highest score point
- 7 Needs greater variety in vocabulary and sentence structure to obtain the highest score point
- 8 Needs 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

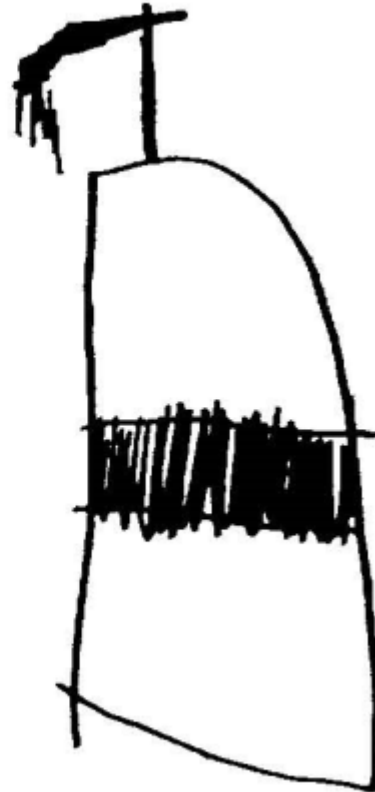
Score 1

- 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 consists of a drawing only. The drawing shows an attempt to respond to the prompt by depicting a hand with soap on it. There is no written explanation and not enough drawn detail to develop the topic of washing your hands.

Soopⁿ hand sanitizer

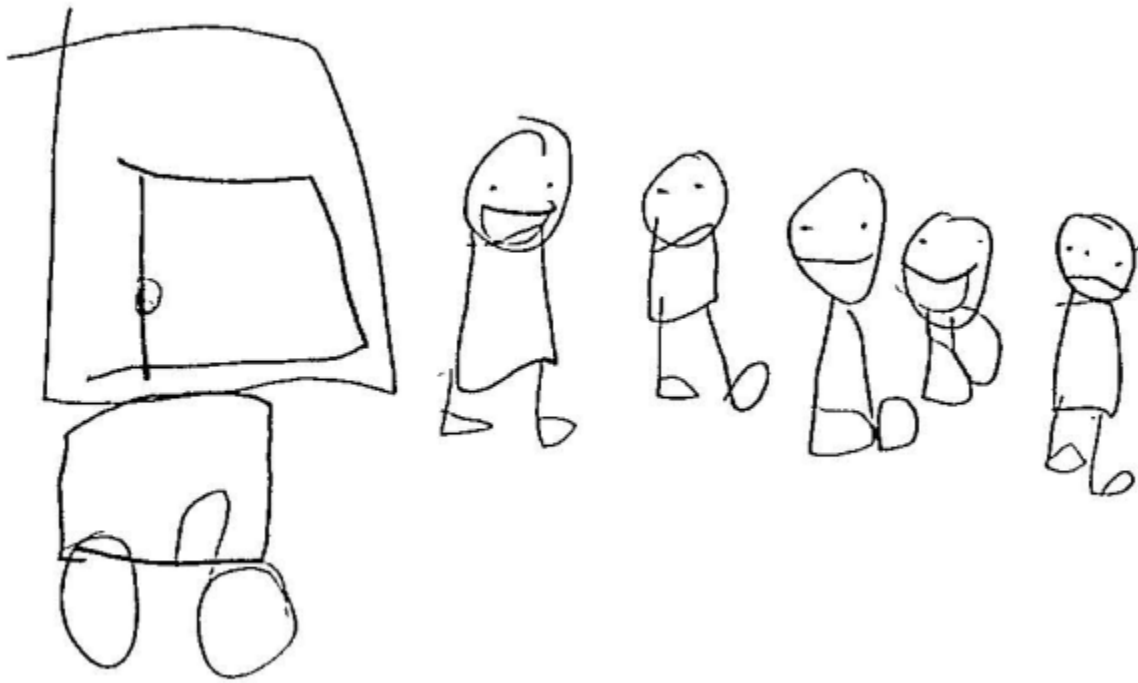


ANCHOR PAPER 2

Score Point: 1

This brief response shows some evidence of an attempt to respond to the prompt. The writing consists of two words (Soop, hand sanitizer) and is not a complete sentence. The drawing does not enhance the response.

Get clean with soap.



ANCHOR PAPER 3

Score Point: 1

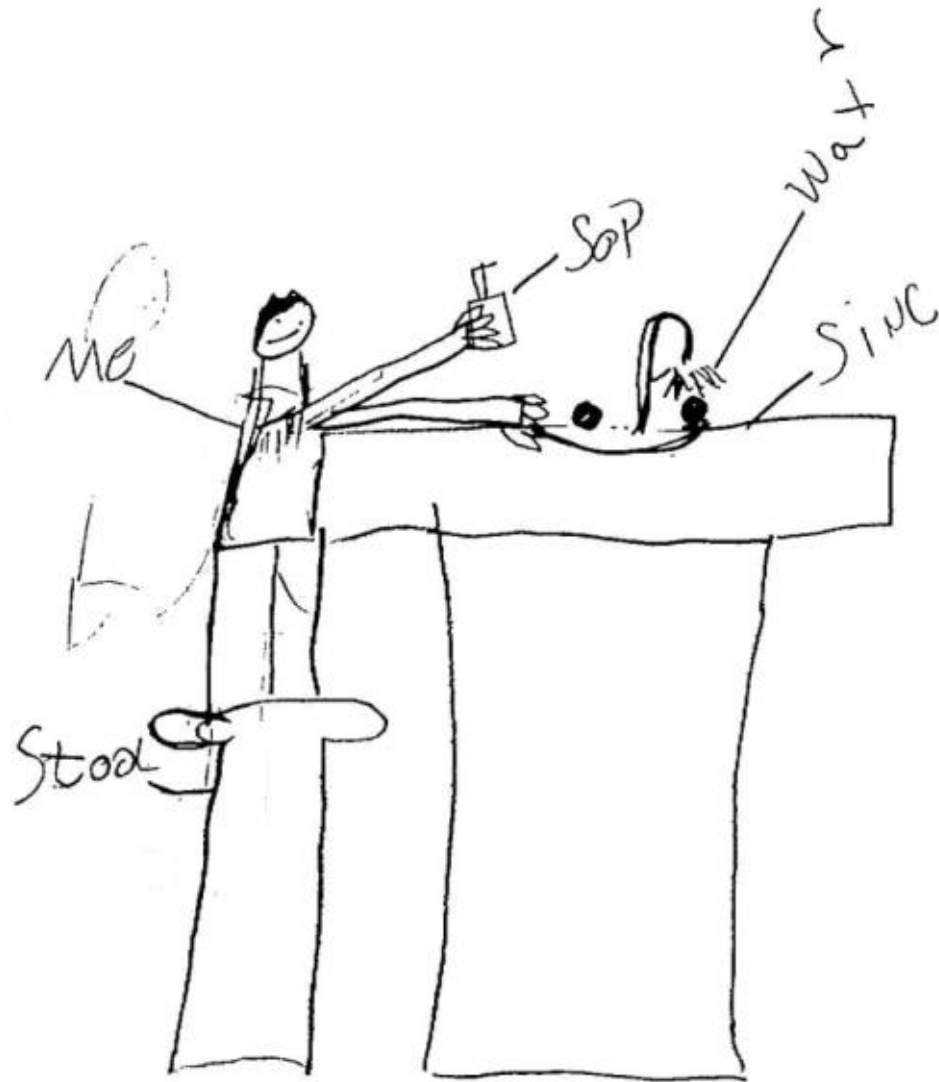
This response shows some evidence of an attempt to respond to the prompt. However, there is no development of the topic since the response lacks details explaining how to wash your hands. The drawing does not enhance the response.

I wash my hands when I play
outside.

ANCHOR PAPER 4**Score Point: 1**

This brief response provides little development of the topic. Minimal details are present describing hand washing (when I play outside).

I wash my hands away they are
dirty



ANCHOR PAPER 5

Score Point: 2

This written portion of the response consists of a simplistic sentence that provides little development. However, the drawing provides additional details not included in the text, illustrating a student washing their hands at a sink with a stool, soap, and water. The drawing enhances the score.

You are playing ^{outside} My hands it was
dirty because I forgot wash
My hands because I don't Wash
My hands.

ANCHOR PAPER 6**Score Point: 2**

This response provides limited development with details that are vague and general (I forgot wash My hands, I don't wash My hands). The writing lacks a clear organizational structure.

You should with soap and water. Wash
your hands in the bathroom. You have
to wash your hands. You use soap and water.

ANCHOR PAPER 7**Score Point: 2**

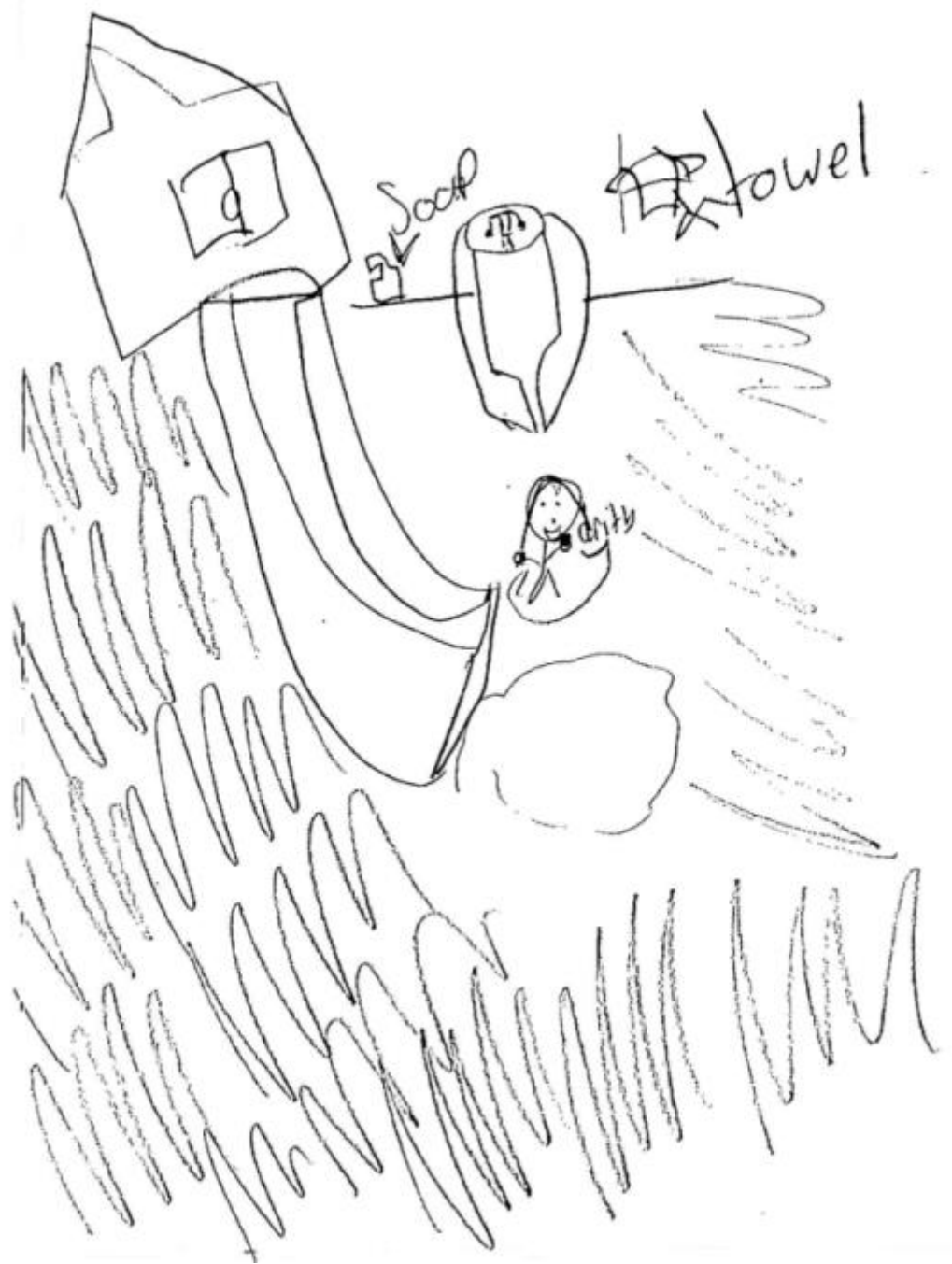
This brief response provides repetitive and simplistic details about washing hands (soap and water, in the bathroom). The writing lacks a clear organizational structure.

How to wash your hands
You put soap on your
hands put water on your
hands and dry and back to work

ANCHOR PAPER 8**Score Point: 2**

This response is somewhat on topic. The steps to washing your hands are in order; however, the text provides limited development and simplistic details (You Put Soap on Your hands, Back to work).

I play outside then my hand start
dirty I went wash my hand with soap.
Also dry your hand! But you have to
wash your hand to about 15 Sec.



ANCHOR PAPER 9

Score Point: 3

This response provides some development with appropriate details about washing your hands (dry your hand, Wash your hand to about 15 Sec). An introduction is present, along with transitions (Also, But) reflecting a mostly organized structure. The drawing illustrates the details present in the text.

First I put water on my hands.
Next I put sope on my hands
and I scrub it too. Then I rins
my hands. Last I dry my hand
with a paper towels.

ANCHOR PAPER 10**Score Point: 3**

This response provides some development with appropriate details (sope, paper towels). The steps to hand washing are listed sequentially with transitions (First, Next, Then), reflecting a mostly organized structure. The writing demonstrates some attention to syntax (Next I put sope on my hands and I scrub it too).

I was playing with sand my hands
got all dirty I had to wash
my hands I turn the water on the
pit my hands into the water then
take water hands out pit soap.
in water hands scrub water hands to
gether pit water hands in the water
then you need to use soap water
hands together into the soap comb
for water hands then turn the
water for than bring water hands for.
than water hands or clean.

ANCHOR PAPER 11**Score Point: 3**

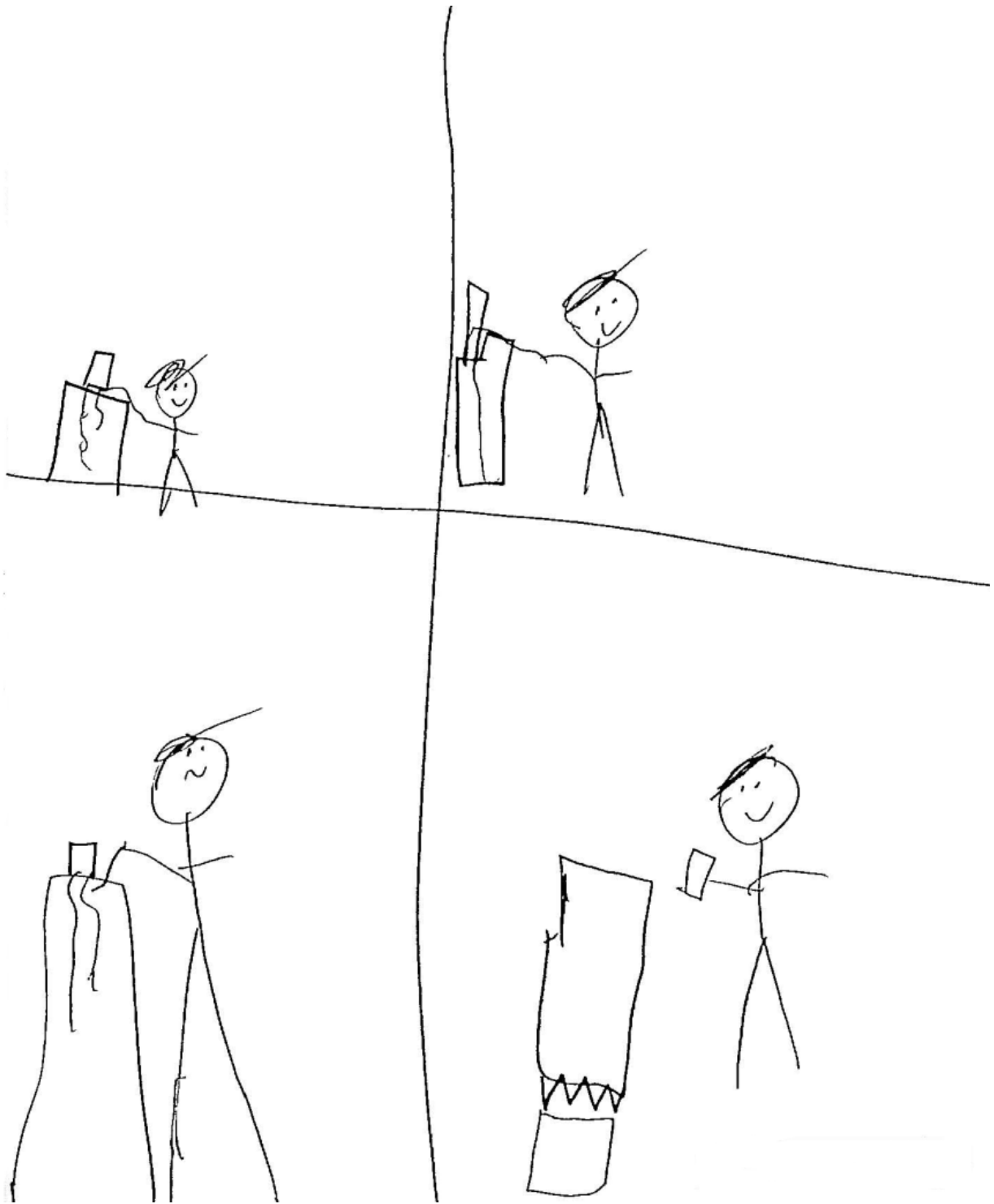
This response provides some appropriate details with steps to wash your hands (pit my hands into the water, scrub water hands to gether). A mostly organized structure is present with an introduction, transitions (then), and logically sequenced steps. Errors in language conventions slightly interfere with understanding (inteol, clen).

Do you know how to
wash your hands? no OK
I will teach you Step 1
+ rub on the water. Step 2
get the soap. Step 3
rins your hands. Step 4
dry your hands. I hope
that you know how to
wash your hands.

ANCHOR PAPER 12**Score Point: 3**

This response about the steps of washing your hands is mostly on topic. There is some development with appropriate details (rins your hands, dry your hands). A clear organizational structure is present with an introduction, a conclusion and transitions (Step 1, Step 2); however, more development is necessary for a higher score.

how to wash
your hands first you
grab soap then
you turn on the
sink then you
scrub your hands and
then put your
hands under the sink
then when all
of the soap is gone
then grab paper towel
and dry your hands.



ANCHOR PAPER 13

Score Point: 4

This response focuses on the topic. Many appropriate details are present in the text (trne on the sink, skuB your hads). A clear organizational structure is present with an introduction, transitions (frst, then), and a logical progression of the steps to washing your hands. The drawing illustrates the details present in the text.

When it was raining outside,
my sister fell in the mud and
her hands was covered in mud.
She got in the house and inside
the bathroom she used soap and
washed her hands and her
hands got clean. And she was
ready to go outside.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the topic. Appropriate details are present in the text (raining, mud). A clear organizational structure is present with an introduction, a conclusion, and a story of how the sister cleaned her hands, resulting in a unified whole. The writing demonstrates some attention to syntax (When it was raining outside, my sister fell in the mud).

When our hands get dirty from playing outside we use soap and water to clean our hands because we don't want to have germs in our hands and we don't want to get sick. If there's dirt on your hands we wash our hands because we don't want to use dirty hands to touch the couch.

ANCHOR PAPER 15**Score Point: 4**

This longer response focuses on the topic of washing your hands. Many appropriate details are present in the text (soap and water, germs). A clear organizational structure is present with an introduction, a conclusion, and transitions (When, because), resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax (because we don't want to have germs in our hands and we don't want to get sick).

My hands got dirty. So I went to the sink and start the water. Next, I got pump soap on my hands. I put the soap all over my hands and rinsed it all off with cold water, really cold. Last I dried it with the towel. My hands are clean and I can go back to what I'm doing.

ANCHOR PAPER 16**Score Point: 4**

This response focuses on the topic. The text includes appropriate details based on the student's experience (I got pump soap on my hands, I dried it with the towel). The organization is clear with an introduction, a conclusion, and transitions (So, Next, Last) resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax (rinsed it all off with cold water, really cold).