



**MI-Access Spring 2021  
Grade 5 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 an event that took place at your school. Were you excited about it? Be sure to include 2 or more details about what happened at the event and give 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 had dnce

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

This brief response about a dance at school shows some evidence of an attempt to respond to the prompt, although there is no development of the topic. Vocabulary is limited to a few words (i had dnce).

Holweing was d skard

**ANCHOR PAPER 2****Score Point: 1**

This response about Halloween shows some evidence of an attempt to respond to the prompt, however there is little development of the topic and little evidence of any direction. Errors present make understanding difficult (Holweing).

Lifetown

Bowling

Name

Halloween Dance

Fire Drill

Lockdown Drill

Track

PE - Nut

Recess

Lunch

Library

Morning work

Movement

**ANCHOR PAPER 3**

**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by listing multiple, unrelated events at school (Lifetown, Bowling, Halloween Dance). There is no development of the topic and little direction.



MATH and spelling and  
i was excited.

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

This response about math and spelling shows some attempt to respond to the prompt, although the brief writing shows little evidence of development (i was excited) or direction.

the book fair i was excited  
about the bookfair to get me a  
new book

**ANCHOR PAPER 5****Score Point: 2**

This response about a book fair at school provides limited development and simplistic details (get me a new book). The writing lacks a clear organizational structure.

The event I think it was <sup>the</sup> time  
when me and <sup>friends went</sup> outside. We walked  
we ran around the track and we  
played games.

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

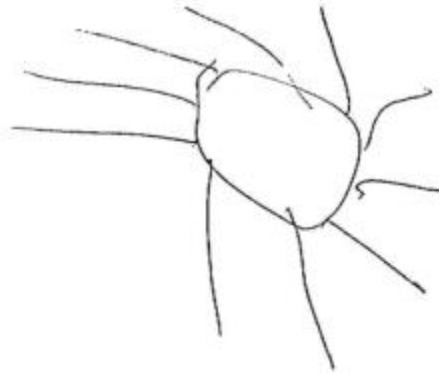
This response about an outside activity at school is somewhat on topic with some evidence of organization through a transition (it was the time when). However, the development is limited with simplistic details (we walked, we ran around the track).

Well my favorite event at school is  
 a party, field trip, movie and popcorn day,  
 clay day, sport day, base ball game,  
 theater, trip day, biking day, running  
 day, recess day, extra recess days,  
 electing day, ice cream party,  
 pancake party, gym party. I like  
 the most is a party cuz you can eat  
 candy, pop, popcorn, food. I love  
 parties cuz its fun and excited.  
 Do you like parties or not? I love!  
 parties!!!

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

This response lists multiple unrelated events at school. The focus drifts, though there is more detail given on the topic of parties. Overall, there is limited development with simplistic details (cuz you can eat candy, cuz its fun). No clear organizational structure is evident in the response.

this is me at  
SPECIAL OLYMPIKS  
WINNER A BLUE  
FIRST PLACE  
RIBBON.



**ANCHOR PAPER 8**

**Score Point: 2**

This response about a Special Olympics event provides simplistic details and limited development (winy a BLue first plasey RiBine). The writing lacks a clear organizational structure but the drawing illustrates and enhances details present in the response. New details are depicted showing the second and third place winners and Sissy’s approval.

in 4<sup>th</sup> grade I went to  
the science museum. It  
was lots of fun. I  
saw how a tornado starts,  
I saw a machine that  
shows slow motion the  
best part was a moving  
floor.

**ANCHOR PAPER 9****Score Point: 3**

This response about a trip to the science museum shows some development with appropriate details (how a tornado starts, machine that shows slow motion) and reflects a mostly organized structure, which includes an introduction (in 4<sup>th</sup> grade I went to the science museum).

One event that took place at my school was Fied bay. It had face pant water sibe's bound house also Fighting game and popsicols it was really fun you could wearie your. Bathing sutf you could or a teshier and shorts is so much fun to get wect and it was so hot outsid and it made you coolof and you can have your parents come to.

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

This response about a field day at school provides some development with appropriate details (face pant water sibe's bound house). A mostly organized structure includes an introduction (One event that took place at my school was Fied bay). There is some attention to syntax (was so hot outsid and it made you coolof). Errors in spelling slightly interfere with understanding (sibe's, teshier).



I WAS SO EXCITED FOR  
THE EVENT IT WAS  
A RACE. I RAN AND RAN  
AND I WON. I FELT  
HAPPY. AND I GOT A  
RIBBON. AND I GOT  
THIRD PLACE  
AND SECOND PLACE  
AND FIRST PLACE  
AND THATS WHAT  
I DID.



**ANCHOR PAPER 11**

**Score Point: 3**

This response about a race provides some development with appropriate details (I won, I got a riben). New details present in the drawing are supported with written dialogue indicating the crowd cheering, frustrated runners and a gleeful Abbey. The visual text presents an attempt at logical organization and arrangement of figures, showing Abbey in the lead.

## Field Trip Day

I can remember an event at school that made me excited last week. our class on a field trip to play place.

I enjoyed the bus ride with my friend Jeff. we both enjoyed looking out of the windows at automobiles, it was fun and exciting watching the movie playing with legos doing art and jumping in the bouncing house.

### ANCHOR PAPER 12

#### Score Point: 3

This response about field trip day demonstrates some development of the topic with appropriate details (watching the movie, playing with legos, doing art). The response reflects a mostly organized structure with a logical sequence of events including an introduction (I can remember an event at school). The writing demonstrates some attention to syntax (made me excited last week, we both enjoyed looking out).

I was excited about winter white out. On the day there we went to the cabin we had to play games and we went to the forest and made smores. After that we had to go and learn about animal skulls we were supposed to go to make snow sculptures but there wasn't enough snow on the day. And after they had a thing called tubing on a snow hill it goes fast and trust me it hurts when you fall off.

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

This response focuses on the topic of attending winter white out and shows some development with appropriate details (made s'mores, tubing on a snow hill). There is a clear organizational structure which includes an introduction (I was excited about winter white out) and transitions (On the day, after, when), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (animal skulls, snow sculptures) and syntax (trust me it hurts when you fall off).

We were playing kickball  
3<sup>th</sup> and 4<sup>th</sup> vs 2<sup>th</sup>. We had 10  
people vs 30 people. I was  
excited. I got my lucky shoes!  
I got to the play I kicked  
the ball sky high! I ran  
to 1<sup>st</sup> then 2 and ...  
stopped! I stopped right in time  
to. they peck the ball boom  
and I ran zoom! I made  
it to home! We  
win! and we were laughing  
and laughing.



**ANCHOR PAPER 14**

**Score Point: 4**

This response focuses on the topic of a kickball game. Appropriate details are present (10 peopl vs 30 peopl, my licky shoos) and a clear organizational structure is evident in the logical sequencing of events resulting in a unified whole. The writing demonstrates use of mostly precise word choice (sky high, pech the Ball Boom and I ran ZOOM) and syntax (I ran to 1th then 2 and ... stoped!). The drawing illustrates details present in the text.

Last year, there was an assembly outside at my school. I was excited about it because there was a race car. It was yellow and blue and had ads all over it.

There was a lady (I think from NASCAR) who showed us how to get in and out through the window. She said the car uses higher number gas than the gas we get at the gas station. She said the race car use like 101 or something like that. Then she let us look inside the car. The car is made from plastic and won't really protect the driver so there is a roll cage in case of accident.

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

This response focuses on the topic of a school assembly, which featured a race car. Many appropriate details are present (had ads all over it, uses higher number gas, made from plastic). There is a clear organizational structure with an introduction and transitions, creating a unified whole. Mostly precise word choice (won't really protect, roll cage in case of accident) and syntax (showed us how to get in and out through the window) are present in the writing.

Today I'm going to tell you a time when we had an event at school. It was the time when last year at elementary we had the got talent show. I was in it too! I was so nervous but so excited all at the same time! I went up on that stage and sang the moon rises in front of everybody! I was wearing a teal green shirt and a grey shirt that said be brave on it! I sang really good. At the end of my song I wasn't scared of anything! everybody clapped I got compliments after the show. They were all saying how good I was! I was so happy to get rid of my fear of what people thought of me! I had so much fun that day even though I didn't win which I really wanted too, I still had a bunch of fun! It inspired me too Follow my dreams! :)

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

This response is focused on a talent show and provides numerous appropriate details (I was so nervous, shirt that said be brave on it, wasn't scared of anything). A clear organizational structure which includes an introduction, logical sequencing of events and a conclusion (It inspired me too follow my dreams!) is present in the writing, resulting in a unified whole. The writing demonstrates the use of mostly precise word choice (got compliments, inspired) and syntax (had so much fun that day even though I didn't win).