



**MI-Access Spring 2021
Grade 6 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 received or bought something you really wanted. Be sure to include at least two 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

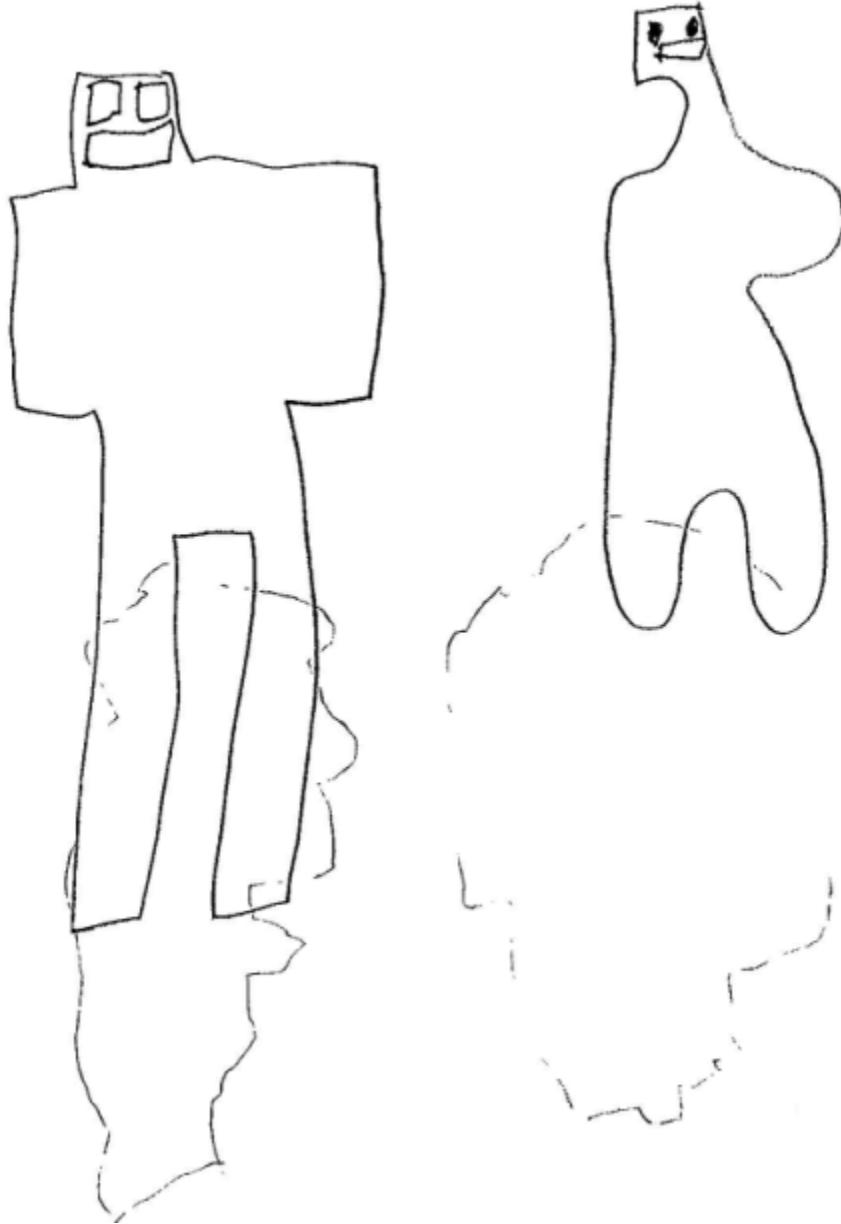


ANCHOR PAPER 1

Score Point: 1

This drawing of a person holding a phone shows some evidence of an attempt to respond to the prompt, but it presents little development of the topic.

Tras FOMRS



ANCHOR PAPER 2

Score Point: 1

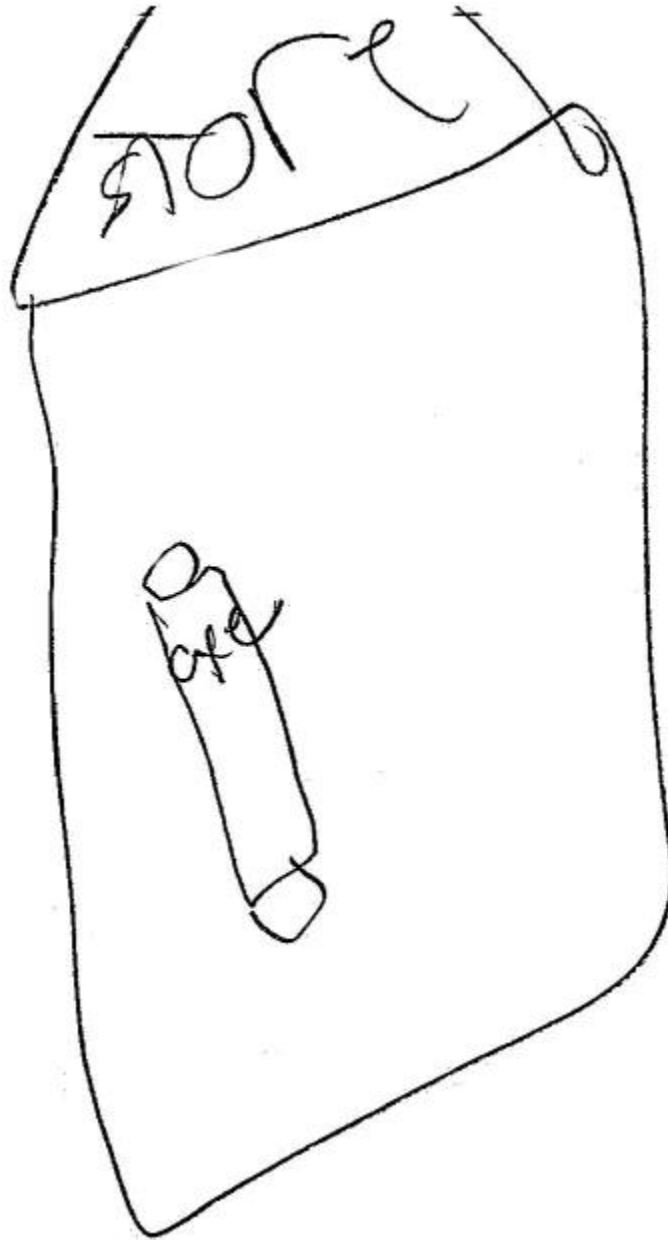
This brief one-word response (TrasFomrs) shows some evidence of an attempt to respond to the prompt. The drawing presents little development of the topic and does not provide enough additional details to enhance the response.

I have want a new toy
for my R
and I want newa houme.

ANCHOR PAPER 3**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by listing two items wanted (new toy, newa houme). There is no development of the topic, and the text shows minimal use of language conventions.

I got some Axe soap from the store.



ANCHOR PAPER 4

Score Point: 1

This brief response shows some evidence of an attempt to respond to the prompt by naming something bought (Axe soap). The drawing supports the written text but does not provide enough additional development to enhance the score.

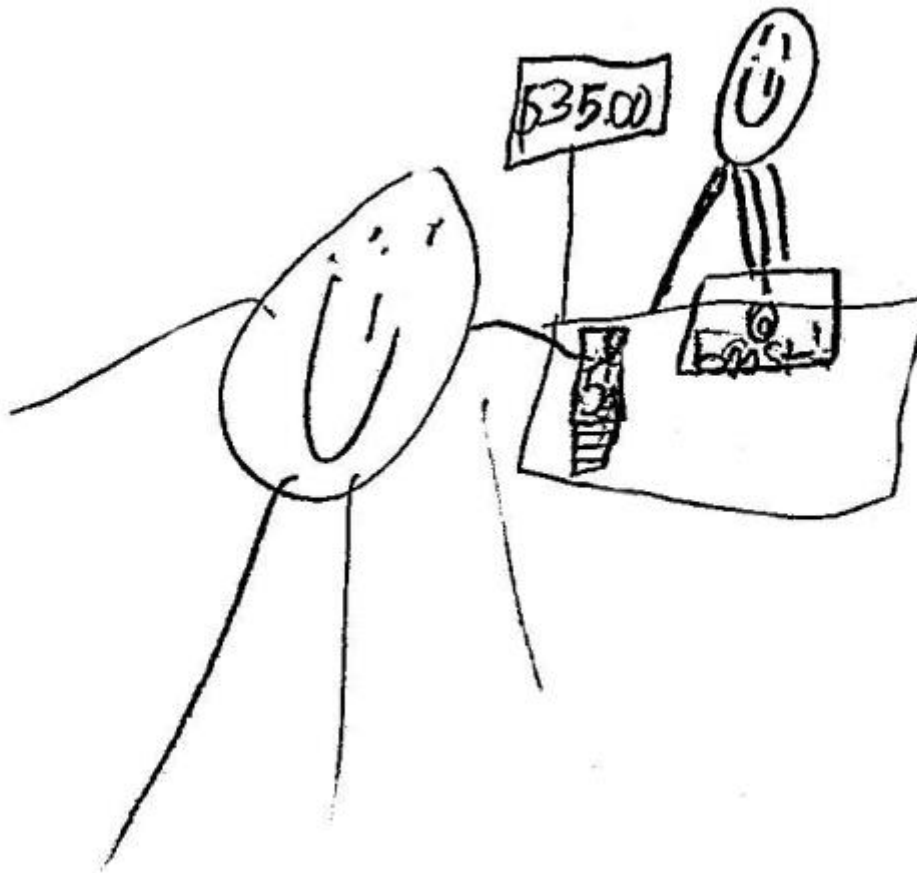


ANCHOR PAPER 5

Score Point: 2

This drawing only response has limited development with few details present (a cake and a smiling person holding a phone). Additional development is needed to enhance the score.

I bought a Phone.



ANCHOR PAPER 6

Score Point: 2

This brief response (I bought a phone) is enhanced by the drawing. The drawing provides limited details and support for the cost of the phone and the name of the provider (\$35.00, boost).

When my mom bought me a pras for my birthday
and then my mom bought me that pras because I rewle
want that pras so bad then my mom bought it. then
I was so happa and my mom bought me some more
staff. how did I get that staff. I cleaned my
room to earn to get the staff. and then I was
happa. and I had lot of fun with my staff.
and then we had to go home and eat some food.
and go to sleep. so I can get up for the
next day for school in the morning and I had
a lot of fun with toys. Very lot of fun. with
staff.

ANCHOR PAPER 7**Score Point: 2**

This longer response about receiving a present for a birthday gift has limited development with simplistic and general details (I rewle want that pras so bad, I was so happa, I had lot of fun). The writing lacks a clear organizational structure and errors in language conventions make understanding difficult.

A teddy bear. It's soft.

My mom gave it to me.

It has eyes, a nose,
feet, a mouth.

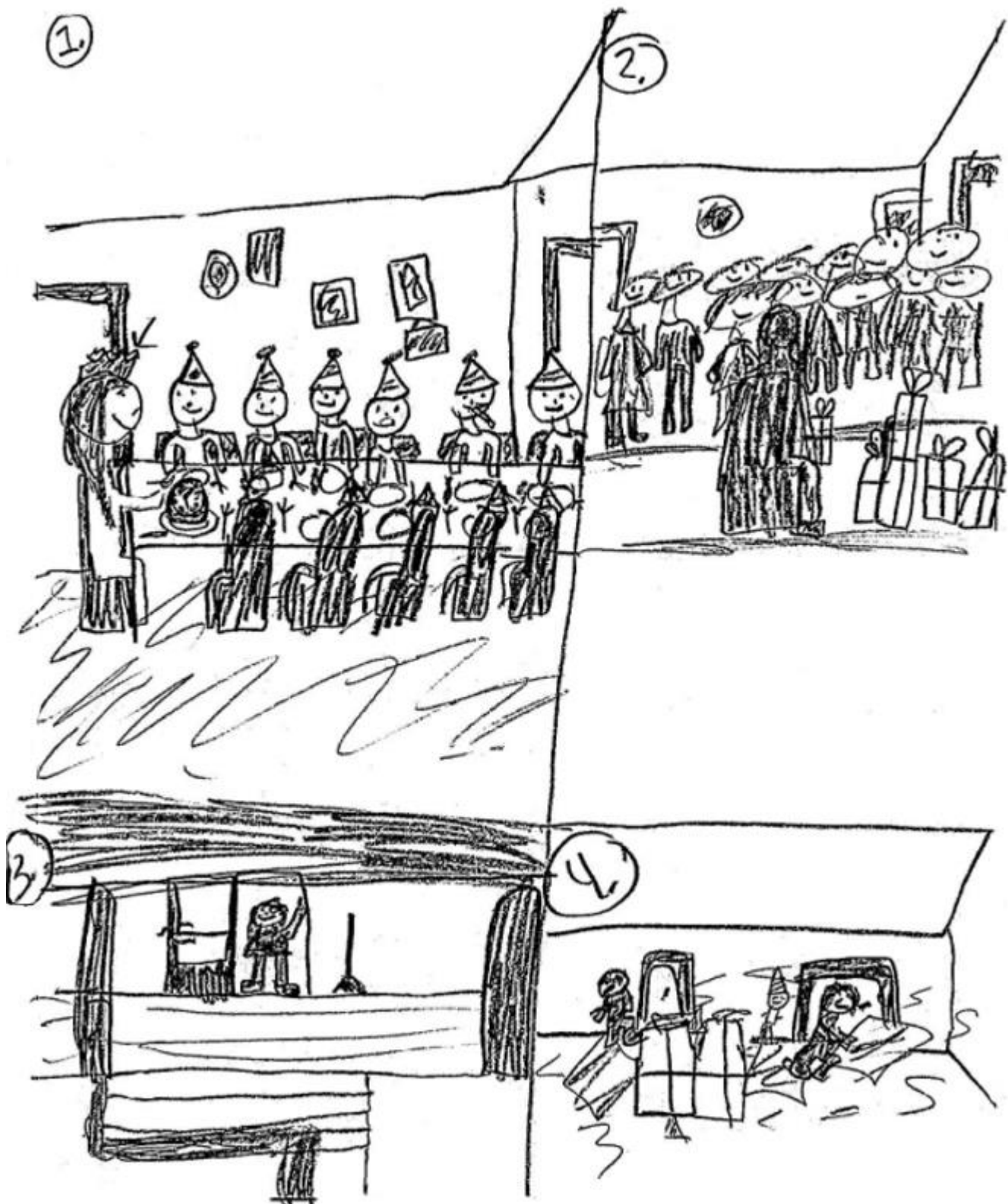
I like stuffed animals.

I got it at Easter.

It has a tail. A mouth.

ANCHOR PAPER 8**Score Point: 2**

This response about receiving a teddy bear has limited development with simplistic details (It's soft, mom gave it to me, It has eyes). The writing lacks a clear organizational structure as details are presented in no particular order.



ANCHOR PAPER 9

Score Point: 3

This drawing provides some details (children at a birthday party with party hats on, the birthday child is wearing a crown, there are wrapped gifts). Four different scenes are chronologically sequenced with numbers, presenting an attempt at logical organization and arrangement of figures.

I went to the store
in a car with my mom
and dad. I bought a box
of honey buns. They were
round and had swirls.
I went home and
ate two of them.
They were tasty.

ANCHOR PAPER 10**Score Point: 3**

This response about buying honey buns has some development with appropriate details (bought a box, round, ate two of them). The text reflects a mostly organized structure and includes an introduction (I went to the store) and a conclusion (I went home). The writing demonstrates some attention to word choice (swirls, tasty).

I riley wanted a now move
insideout. I ask my stepmom
for the move insideout and she
said yes. I went to kamart
to buy the move. My stepmom
got candy for her to buy.
I ask my stepmom for
pop. then we go to buy the
icecream after dinner. My stepmom
let me to get a corn dogs
to eat for dinner. then we
go to buy our stuff and
we go in the car. we went
to watching the movie. I wanted
the movie because it is too cold.
it was a good movie.

ANCHOR PAPER 11**Score Point: 3**

This longer response about purchasing a movie has some development with appropriate details (wanted a now move insideout, went to Kamart). The text reflects a mostly organized structure and includes an introduction (I riley wanted a now move) and a conclusion (it was a good movie), as well as some transitions (then). Errors in conventions slightly interfere with understanding.

My feet were getting small with my old shoes and I told my mom that I needed new shoes she said... We will get new shoes soon a couple weeks later. Mom when are we going to get me some new shoes my mom said mabe this weekend a couple weeks after that I said the same things and my mom said lets go and then I got my new pare of shoes.

ANCHOR PAPER 12**Score Point: 3**

This response about receiving new shoes has some development with appropriate details (feet were getting small, old shoes, needed new shoes). The text reflects a mostly organized structure that includes an introduction (I told my mom that I needed new shoes), a conclusion (then I got my new pare of shoes), and transitions (a couple weeks later, after that, then). The writing demonstrates some attention to syntax that includes dialogue (she said... We will get new shoes soon, my mom said mabe this weekend).

the onu thing I wanted was
a Kitten. wll on day that thing
came tru My friend had a Kitten I
fell in love with her She was only
6 weeks old She was so tiny and she
was not in a good home. she was ifesid
with flys but we brout her home
and littl I knew her name was Amber
she is now 10 months old and a vary
happy 10 month old Kitten She
is so sweet she loves to play she
sleps with me evry Night and she
is almost a yere old.

ANCHOR PAPER 13**Score Point: 4**

This response focuses on receiving a kitten and includes appropriate details (6 weeks old, name was Amber, sleps with me). There is a clear organizational structure with an introduction (the onu thing I wanted), a conclusion (she is almost a yere old), and transitions between ideas (oun day, but, now), resulting in a unified whole. The writing demonstrates use of mostly precise word choice (so tiny, ifesid with flys, so sweet). Errors in conventions do not interfere with understanding.

I bought a Wrestling man. I got the money for my birth day. I went to family dollar. I saw this wrestling toy. my granama gave me the money. I went with my mom. She said I can't buy it. Then we left. On the next day my grandma take me to family dollar. Then thats when I bought the Wrestling toy. I made the Wrestling toy fight the other wrestling toys. Then I took the Wrestling toy to my mama house. Then I made made Wrestling toy fight my other Wrestling toy. I drive Wrestling to in my remak control truck. I flew my Wrestling man on my hailercopter the Wrestlar name was Crusher Then Wrestling, man broke.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the purchase of a Wrestling Man toy and includes appropriate details (got the money for my birth day, went to family dollar, wrestler name was Crusher). A clear organizational structure is demonstrated by including an introduction (I bought a Wrestling Man), a conclusion (Then Wrestling man broke), and transitions (On the next day, Then thats when), resulting in a unified whole.

one Day I wanted a mic for my
PSS so I ask They send "maybe"
so when we went to the store
I ask "can we look at the mics"
"fine" my mom said so we looked
and we found one at a good
price and we got it That was
fun when we got home
I was excited I checked
and that it was the mic and
I played it in it work
I was so happy that
it worked and



That's how I
got a PS3
mic.

ANCHOR PAPER 15

Score Point: 4

This response focuses on the purchase of a microphone and includes appropriate details (mic for my PS3, good price, I was to happy That it worked). There is a clear organizational structure present with an introduction (one Day whonted a mic), a conclusion (Thats how I got a PS3 mic), and transitions (so when, when we got home), resulting in a unified whole. The writing demonstrates syntax that includes dialogue (They send “maybe”; I ask “can we look at The mics”; “fine” my mom sand).

When I was 6 I won a really cool doll. My game and my family were celebrating Christmas at my game house. The next day it was Christmas eve we played wochd alot of move it was time to eat dinner. After we ate ice cream. Then we went to bed. The next morning I woke up and ran down the steps I seen my game, mom and dad I eat first. Then I opened my gifts there was 1 gift that I did open so I open it. It was the doll I wanted and I still have it today.

ANCHOR PAPER 16**Score Point: 4**

This response about receiving a doll for Christmas focuses on the topic and includes appropriate details (celebrating Christmas at my game house, worked a lot of move, ate ice cream). There is a clear organizational structure that includes an introduction (When I was 6 I won a really cool doll), transitions (The Next day, After, The Next morning), and a conclusion (I still have it today), resulting in a unified whole. Errors in conventions do not interfere with understanding.