



**MI-Access Spring 2021
Grade 7 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 tried something new. Be sure to include the people involved and what you and/or they did. Use more than two details or 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

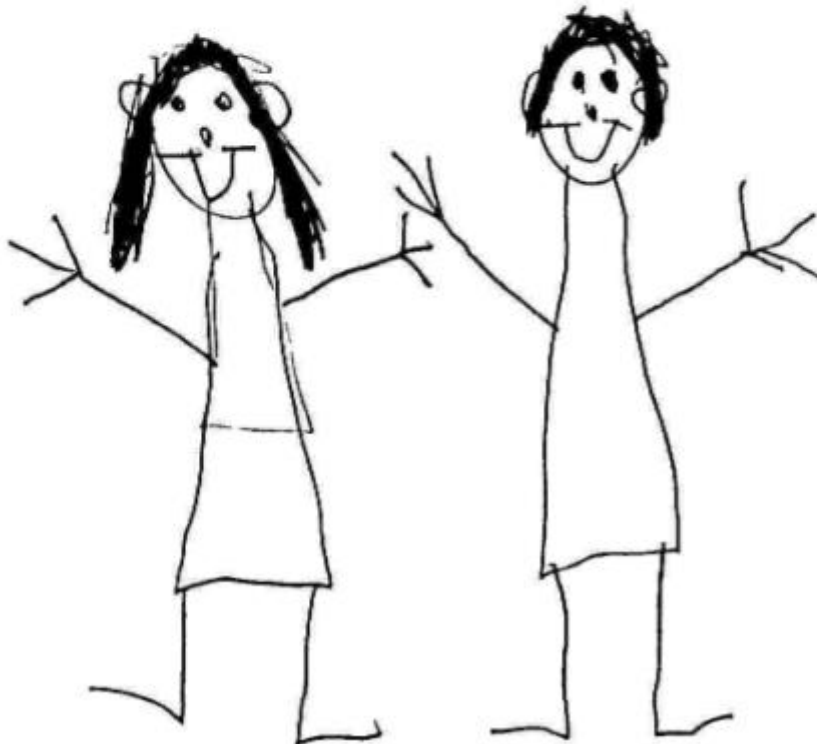
- 13 Shows little focus and development of the prompt topic
- 14 Lacks organization and/or arrangement of figures
- 15 Demonstrates little or no control over vocabulary or sentence formation
- 16 Contains errors in language/visual conventions that make understanding nearly impossible

I don't try nothing
new

ANCHOR PAPER 1**Score Point: 1**

This one-sentence response shows evidence of an attempt to respond to the prompt, but it shows no development of the topic and has little direction.

new Finds



ANCHOR PAPER 2

Score Point: 1

This response shows some evidence of an attempt to respond to the prompt, but it provides no development of the topic. The drawing adds no further development and lacks direction.

We Tried To Drawing a lion
We Tried To Drawing a can
We Tried To Drawing a hen
We Tried To Drawing a hen

ANCHOR PAPER 3**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt (We Tried To Drawing...), with little development of the topic and few details or examples (Lion, hen).

I trie to roed skait. i was not good wift
it. but i have fun.

ANCHOR PAPER 4**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt (I trie to roed skait). However, there is little development (i was not good wift it. but i have fun) of the topic. The text shows minimal sound/letter correspondence and use of language conventions (roed, wift).



ANCHOR PAPER 5

Score Point: 2

This drawing-only response of two children attempting to jump from a roof is developed with limited details (building, people) and supported through minimal written explanation (me, jump). The visual text lacks a clear structure.

I lern to play a new game
it was calld NHL I start of er 600
times it was hard It is esey
now

ANCHOR PAPER 6**Score Point: 2**

This response about learning to play a new game (nhl) demonstrates limited development with simplistic details (i start over 600 times, It was hard). The writing lacks a clear organizational structure. Errors in language conventions make understanding difficult.

I tried yogurt. Mrs. Name was trying
to get me to try yogurt to see if I
liked it. I liked it. I like the Trix yogurt.

ANCHOR PAPER 7**Score Point: 2**

This response about trying yogurt shows limited development by providing simplistic details (I liked it). The writing lacks a clear organizational structure due to repetitive ideas and lack of transitions.

The first thing that was new I
tried was baseball because when I
saw it on tv, I was excited.
And then I keep trying, and trying
then I got it.

ANCHOR PAPER 8**Score Point: 2**

This response about trying baseball demonstrates limited development and simplistic details (I was excited, I keep trying, and trying). The focus wanders, creating a less than clear organizational structure.



Last Summer I went to
 Guta Woft fals I have
 time of my lift. I Love
 it!!!



ANCHOR PAPER 9

Score Point: 3

In this response, the topic of the drawing can be inferred with little effort by the reader. Some details (water slides, people cheering) are mostly present in the drawing and supported through written details. The drawing presents an attempt at logical organization and arrangement of figures. The writing reflects some attention to word choice and syntax (I have time of my Lift).

Wonts my granamay
had me try chineys
food I onley Liked
the chicken But evrething
I did not Like. A
nuther time my
granamay took me out
to a restrant and
me to have fish I
onley Liked the meat
not the seshing on it.

ANCHOR PAPER 10**Score Point: 3**

This response about trying Chinese food has some development with appropriate details (I onley Liked the chicken but evrething I DiD not Like, I onley Liked the meat not the sesning on it). The writing is mostly organized with transitional phrases (Wonts my granmay, A nuther time), and the errors in language conventions only slightly interfere with understanding.

I tried a video game called Minecraft. I had never played it before and I liked it. My brother was playing it one day and I asked if I could play. My brother said yes. We both played the game and I was happy to play with my brother. It was really fun and a good ~~idea~~ ^{experience}. And that is how I started something new.

ANCHOR PAPER 11**Score Point: 3**

This response about a video game demonstrates some development of the topic with appropriate details (I had never played it before and I liked it, I was happy to play with my brother). A mostly organized structure is demonstrated by including an introduction (I tried a video game called Minecraft) and a conclusion (And that is how I started something new).

That time when I tried something new. So one day I was showing my cousin I can do a front flip so I had show her and than it was her turn show her flip she can do and she did a arrow, she said can you do that and I said no and I was trying so hard to do it and she was trying her best to teach me how, so last time I did it, i have hot my legs, so this time I did it this time and i was so, happy that day. and that where I tried something new.

ANCHOR PAPER 12**Score Point: 3**

This response about flips provides some development of the topic (I was trying so hard, i was so happy that day) and a mostly organized structure including transitional phrases (So one day, So last time, So this time), an introduction (That time when I tried something new), and a conclusion (and that where I tried something new). Errors in language conventions slightly interfere with understanding.

one time I was watching this movie about
dirtbikes and I had to buy self way
don't I try to race dirtbikes and
I ask my dad and my stepmom and they said yes
so I got into dirtbike racing and one
day I was racing and I fell and broke
my hand in 3 spots and I had to
go to the skarey plays the hospital and
get a cast on my hand for a long time
I love riding dirtbikes they are so
fun to ride I rode one when I was
just a little cute baby boy my dad
gave me a ride on his dirtbike

ANCHOR PAPER 13**Score Point: 4**

The response focuses on the topic of riding a dirt bike for the first time. The topic is developed with appropriate details (broke my hand in 3 spots, they are so fun to ride) and there is a clear organizational structure evidenced by the use of transitional phrases (One time I was watching, one day I was racing, when I was). The writing also demonstrates mostly precise word choice and syntax (had to go to the skarey plays the hospital, a little cute baby boy). Errors in language conventions do not interfere with understanding.

I tried for track on the 3rd of April.
After I tried track I loved it. After
school I go to the gym everyday and
wait to be dismissed for the practice.
I do the 100m dash, 2 laps, and 2,000
relay. I feel tired a little everyday
after track and I enjoy doing all my
events my favorite is the 100m dash because
you get to sprint the 2 laps get me
tired but make sure to jog. The 2,000
relay is like to when you take people
to go when you get to the other
side.

ANCHOR PAPER 14**Score Point: 4**

This response focuses on the topic of track. It contains appropriate details (I feel tired a little everyday after track, my favorite is the 100m dash because you get to sprint). The writing shows a clear organizational structure with an introduction (I tried track on the 3rd of April), a logical sequence ordered by the individual track events, and the use of transitions (After). The writing demonstrates the use of mostly precise word choice and syntax (I go to the gym everyday and wait to be dismissed for the practice). Errors in language conventions do not interfere with understanding.

What I did is cut the grass with the lawn mower in the front yard and the back yard. My dad weed whipped. We were very busy. It was challenging at first, but we got the job done. When I was done it wasn't as long and it looked good. Finally I took the edger on the side of the lawn. My dad leaf blowed. When we were all done; our feet were barking. My dad said Thank you son.

ANCHOR PAPER 15**Score Point: 4**

This response focuses on yardwork and includes appropriate details (We were very busy, My dad leaf blowed). A clear organizational structure is demonstrated by the use of transitional words and phrases (When I was done, Finally, When we were all done), an introduction (What I did is cut the grass), and a conclusion (My dad said Thank you son), creating a unified whole. In addition, the writing demonstrates the use of mostly precise word choice and syntax (It was challenging at first, our feet were barking).

I was trying a new video game that I found on a gaming site called Steam and I seen previous YouTubers play it to learn how to do basics. And this game is Subnautica and what subnautica is it's an underwater alien game with tons of places to explore and I never played it before and I was super duper scared of everything because I didn't know what to do then when I was exploring I came accross a creature named the reaper leviathan it has the link of 112 meters long and arms on the front of his face it doesn't have hands they are just sticks that grab onto

things and shake them around the first time it grabbed me I was scared because I didn't know what to do now I know everything about the game and if you asked me any questions about the game I could answer it and to this day I am not scared of anything anymore I just swim right passed it I got this new vehicle called the cyclops and it's 112 meters long and it was invincible but it's no longer invincible people would abuse it's invincibility to get passed hard areas and that's the game that I tried something new with.

ANCHOR PAPER 16**Score Point: 4**

This response, describing a video game, focuses on the topic and includes appropriate details from the text (And this game is Subnautica, I got this new vehicle called the cyclops and its 112 meters long). There is a clear organizational structure with a variety of transitional words and phrases (then when I was exploring, the first time it grabbed me, and to this day), an introduction (I was trying a new video game), and a conclusion (that's the game that I tried something new with), resulting in a unified whole. The writing also demonstrates precise word choice and syntax (I was super duper scared of everything, I came across a creature named the reaper leviathon, people would abuse it's invincibility).