



**MI-Access Spring 2021
Grade 8 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: Imagine you are in a group that is planning an end-of-the-school-year activity. Describe the activity and tell where the activity will take place. Be sure to include at least three (3) details 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

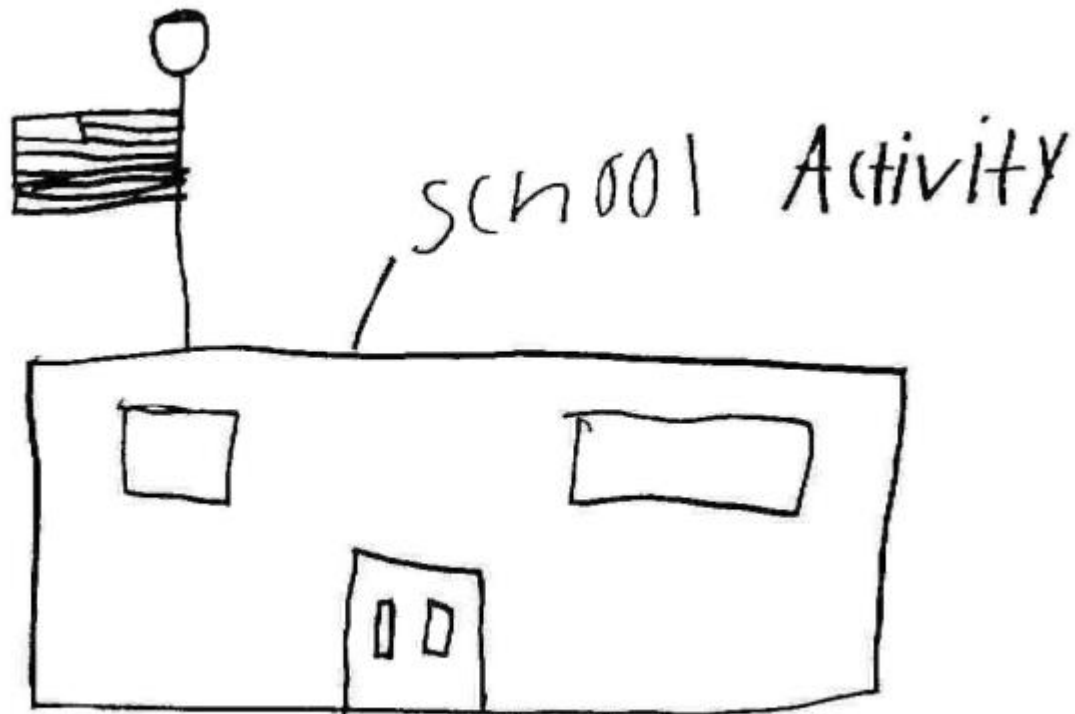
Score 1

- 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

Swimming at Cedar Point

ANCHOR PAPER 1**Score Point: 1**

This brief response shows some evidence of an attempt to respond to the prompt but provides little development of the topic (swimming at Cedar Point), and little direction.

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

This response shows evidence of an attempt to respond to the prompt by depicting a school, but there is no development of the topic, and it is supported with little written explanation (school Activity). The visual text lacks direction and organization.

basketball, baseball, Football,
cricketball, soccerball, dodgeball,
Hockey, track, Skiing

ANCHOR PAPER 3**Score Point: 1**

This response shows some evidence of an attempt to respond to the prompt by providing a list of activities (basketball, baseball, Football), but there is no development of the topic and little direction.

it take place outside

on the Football field

ANCHOR PAPER 4**Score Point: 1**

This response shows evidence of an attempt to respond to the prompt by presenting a single detail in the form of a location (outside on the Football field) but provides no activity or further development of the topic.

The end-of-the-school-year activity take place
at school. The activity we do every year before
the end-of-the school-year is called fead
day.

ANCHOR PAPER 5**Score Point: 2**

This response about Field Day shows limited development with simplistic details in the form of a location and an activity (take place at school, called fead day). The writing lacks a clear organizational structure with no transitions and no conclusion.



ANCHOR PAPER 6

Score Point: 2

This drawing depicts several possible activities. There is limited development with simplistic details present in the drawing which are supported through minimal written explanation (play a game before tieods, double resses). The visual text attempts an arrangement of figures, which is evident through the separation of each end-of-year activity into different parts, but otherwise lacks a clear organizational structure. Errors in language (Tieods, resses, feedel) and visual conventions make understanding difficult.

The end of the school year activity will be a party with sweets and all kinds of food. Showing grades of the school year and giving out year books.

ANCHOR PAPER 7**Score Point: 2**

This response about a party shows limited development with simplistic details (a party with sweets, showing grades, giving out year books). An introduction is present (The end of the school year activity will be) but the writing lacks a clear organizational structure due to the lack of transitions or a conclusion.

my end of the year activity
would be to go bowling
because i like to bowl
and why i picked bowling
is because i am good bowler
and my freinds are to
and it would be fun
to gether to bowl with my
freinds.

ANCHOR PAPER 8**Score Point: 2**

This response about bowling shows limited development with simplistic details (to go bowling, i am good bowler, it would be fun). An introduction (My end of the year activity would be) and transitions (because) are present, but the writing lacks a clear organizational structure due to ideas being repetitive (like to bowl, Picked bowling, good bowler).

This end of the year school activity will
take place outside. It would be snow cones,
bouce houses, ice cream cones, It would be
hot dogs, pizza, buerger chips, Pops for food.
It would have a stand that you can
donate stuff to homeless raise money
for. That will be the end of the year
school activity.

ANCHOR PAPER 9**Score Point: 3**

This response about an event outside shows some development with appropriate details (snow cones, hot dogs, stand that you can donate stuff). There is an introduction (This end of the year school activity), transitions between ideas (It would be, that will be), and a conclusion (That will be the end of the year school activity), reflecting a mostly organized structure. Some attention to word choice and syntax is evident through specific examples (bouce houses, pizza).

At my old school at end of
the day we had water balloons and
I got wet. It was water balloon
fight. Student and teacher fight all
the students threw it at all the
adults. I wasn't in it. All the
balloons that popped all the water
we dumped on one of the teachers
and she got wet.

ANCHOR PAPER 10**Score Point: 3**

This story about a water balloon fight shows some development with appropriate details (we had water balloons, all the students threw it at all the adults). There is an introduction (At my old school), and some transitions between ideas (It was) that move the story forward, reflecting a mostly organized structure. Errors in language conventions slightly interfere with understanding (All the balloons that popped all the water we dumped).

one of the end of the school year field trip is
Ceter point it located in Ohio and it is like
a carnival with a lot of rides. The second
trip is Splas Villid it is located in
Fraconboth it is a water park with a
lot of activity. The third trip is daven
buster is located in davisen it is a
place that have video game on
all sort of fun cool games.

ANCHOR PAPER 11**Score Point: 3**

This response about three different field trips shows some development with appropriate details (located in fraconboth, daven buster, fun cool games). The text reflects a mostly organized structure with an introduction and transitions between ideas (one of the, The second trip is, The third trip is). The writing demonstrates some attention to word choice and syntax (it is like a carnival with a lot of rides, a water park with a lot of activity). Errors in language conventions (located, splas villid) slightly interfere with understanding.

We are going to a rodeo with my own bulls at my fair grounds. the field trip kids that are going get to be in the rodeo too and they get to pick any bulls they want and keep them for their whole life and have special rodeo clothes with our team name on them and then we start a club name is the rodeo masters and we took first place so now everybody own a ranch and they can have million of bulls they want because it can fit low many bulls because we won the rodeo we get ten billion dollars.

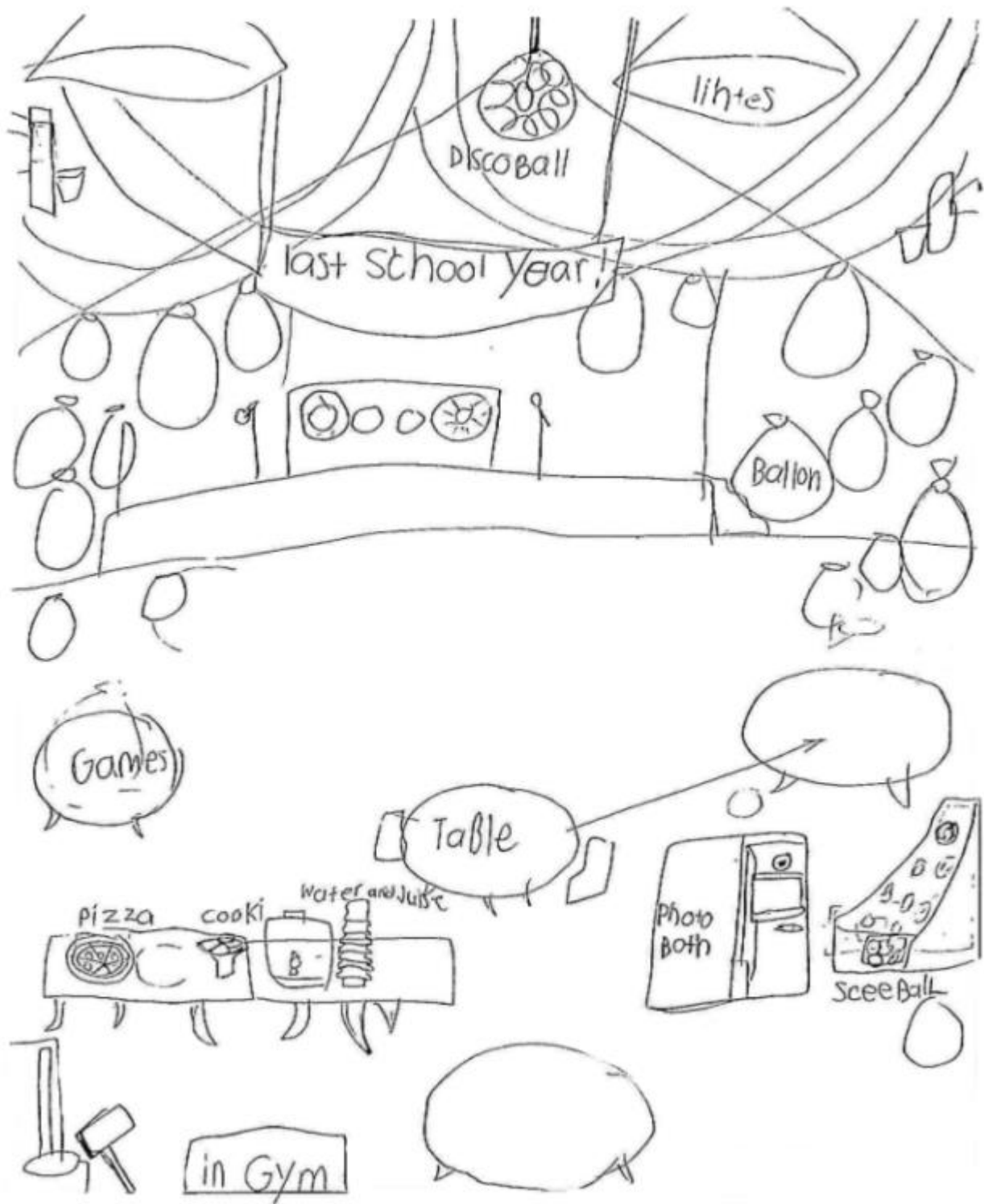
ANCHOR PAPER 12**Score Point: 3**

This response about a rodeo shows some development with appropriate details (pick any bulls they want, special rodeo clothes). The text reflects a mostly organized structure with an introduction (We are going) and transitions between ideas (then, so now). However, the focus drifts from the activity of the rodeo onto the results of winning the rodeo. The writing demonstrates some attention to word choice and syntax (keep them for their whole life, start a club name is the rodeo masters).

I Planed a basket ball camp
For kids they will have to put
there skill to work this summer.
So we can be a team. It will
take place at a fitness gym.
They are going to learn
how to shoot dribble. And play
as a team to show there
skills of in front of people
To be the best team in the
world to show. that you
are not scared of anyone.

ANCHOR PAPER 13**Score Point: 4**

This response about basketball camp focuses on the topic. The text includes appropriate details and examples based on the student's prior knowledge and experience (Learn how to shoot dribble, play as a team). There is a clear organizational structure with an introduction (I Planed a basket ball camp For kids), and transitions between ideas (So, to show). Errors in language conventions (Planed, there) do not interfere with understanding.



ANCHOR PAPER 14

Score Point: 4

This drawing-only response, with labels, is easily inferred to be about a party and focuses on the topic. Pertinent details and examples based on the student's prior knowledge and experience are clearly present in the drawing (in Gym, pizza, photo Both, sceeBall). The visual text presents a logical arrangement of figures, such as leaving an open area for dancing in front of the stage and under the disco ball. Errors in language conventions (lihtes, Ballon) do not interfere with understanding.

Me, Darious, Indyah, Kharianna, Camry and Latciya plan to have a Goodbye Party at the college and have all our friends there. It's more like chill there at the college. We want to have a swimming pool and fight with water balloons. We can play a few games. We gone to have a fest, like a table full of food to eat, chips, candy, juice and fruit. People gone be barbequing. Then clean up our trash and say thank you for the college to use the college for the end of the school year party.

ANCHOR PAPER 15**Score Point: 4**

This response about a goodbye party focuses on the topic. The text includes appropriate details and examples based on the student's prior knowledge and experience (swimming pool, fight with water balloons, barbequing). There is a clear organizational structure with an introduction (Me... plan to have a Goodbye Party), transitions between ideas (It's more like, Then), and a conclusion (say thank you... for the end of the school year party) resulting in a unified whole. Errors in language conventions (We gone to, People gone be) do not interfere with understanding.

The class is taken a trip to a trip to a theme park. It is a big fair so a lot of students are talking sunscreen so the sun dose not give anyone a sun burn and so all the kids are on the bus some look at what they are going to do some of the students said a man that looks so fun to look at the sling shoot on of the students said I am going on the bumper cars that sounds like a good idea be for we go on the big rides first we should have something to eat or drink that's a bad idea maybe we can eat later so we don't throw up everywhere. well as the are going in line they see

The most coolest ride This will be fun said on
Students as the student get into the seat
They lets us Now when when the ride will start

ANCHOR PAPER 16**Score Point: 4**

This response tells a story about a theme park and focuses on the topic. The text includes appropriate details and examples based on the student's prior knowledge and experience (talking sunscreen, All The Kids are on The Bus) and is enhanced by using dialogue (on of The students said I am going on The Bumer cars). There is a clear organizational structure with an introduction (The class is taken A trip to... A Theme Park) and transitions between ideas (so, frist, be for) that progress the story, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax (so The sun dose Not give anyone A sun Burn, MayBe we can eat lader so we don't thou up everywere). Errors in language conventions (Frist, sling shoot) do not interfere with understanding.