

GRADE 3 ELA MCAS SAMPLE STUDENT WORK AND SCORING GUIDE

On the MCAS, student essays are assessed on Idea Development and Standard English Conventions. A student can earn a maximum of 7 points on one essay – four points in Idea Development and three points for Standard English Conventions. This document includes a student exemplar for 3rd grade released by the Department of Elementary and Secondary Education (DESE) that would earn the maximum 7 points and the Scoring Guides for both Idea Development and Standard English Conventions. It also includes descriptions explaining why the Student Exemplar earned the maximum points in each area.

To see the passage read by 3rd graders for this question go [here](#).

STUDENT EXEMPLAR EARNING THE MAXIMUM 7 POINTS

Benjamin Franklin helped people. For example, he invented the lightning rod to protect homes from lightning which caused fires. He also invented the Franklin Stove which burned less wood than the wood-burning stove but generated more heat. According to the story, he invented bifocals so he didn't have to take his glasses off and on. Bifocals let you see near and far somehow. Ben Franklin had lots of jobs to help people. The author stated that he had his own print shop when he was 24 and he printed a book he wrote called Poor Richard's Almanac. Soon, he became the very first postmaster general which was in charge of all post offices in the colonies. From the reading, I know that at 81 Benjamin Franklin became president of the first antislavery group in the country. Benjamin Franklin helped the war. According to the text, when the colonies was losing the war, Mr. Franklin convinced the French to help the colonists. Many people thought if it wasn't for Ben the colonies may have lost the war. After that Ben made America's first laws and he signed the Constitution of the United States. Ben died at 84 but people still remember and honor him. He made lots of useful things and had lots of important jobs. Ben Franklin was very helpful.

Idea Development – explanation of why the essay earned 4 points

The central idea of how Benjamin Franklin helped people is clear and fully developed. The essay is organized using details from throughout the passage with some explanation of how Benjamin Franklin's actions helped others. For example, his lightning rod helped people because it prevented houses from burning, and when he signed the Treaty of Alliance during the Revolutionary War, the French were convinced to send their army to help the colonies. The essay also expresses the idea that Benjamin Franklin "did really good things for America because he wanted to make America a better place" and includes many details that are clearly expressed and support the overall purpose of explaining how he helped people.

Standard English Conventions - explanation of why the essay earned 3 points

The essay contains a variety of sentences with proper grammar, usage, and mechanics. For example, "Ben made a lightning rod that you would put on top of a house so when lightning hits, the house wouldn't burn." The length and complexity of the essay provide an opportunity for the writer to clearly demonstrate consistent control of Standard English conventions for this grade level.

Source:

<http://www.doe.mass.edu/mcas/student/2017/question.aspx?GradeID=3&SubjectCode=ela&QuestionID=59222>

IDEA DEVELOPMENT – SCORING GUIDE

Maximum points that can be earned: 4

Score	Description
<u>4</u>	<ul style="list-style-type: none">• Central idea is clear and fully developed• Effective selection and explanation of evidence/details• Effective organization
<u>4</u>	<ul style="list-style-type: none">• Clear expression of ideas• Full awareness of the purpose for writing
<u>3</u>	<ul style="list-style-type: none">• Central idea is general and moderately developed• Appropriate selection and explanation of evidence/details• Moderate organization• Adequate expression of ideas• Sufficient awareness of the purpose for writing
<u>2</u>	<ul style="list-style-type: none">• Central idea may be present and is somewhat developed• Limited selection and explanation of evidence/details• Limited organization• Basic expression of ideas• Partial awareness of the purpose for writing
<u>1</u>	<ul style="list-style-type: none">• Central idea is not present and/or not developed• Insufficient evidence/details• Minimal or no organization• Poor expression of ideas• Minimal awareness of the purpose for writing
<u>0</u>	<ul style="list-style-type: none">• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

STANDARD ENGLISH CONVENTIONS – SCORING GUIDE

Maximum points that can be earned: 3

Score	Description
<u>3</u>	<ul style="list-style-type: none">• Consistent control of a variety of sentence structures relative to length of essay• Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
<u>2</u>	<ul style="list-style-type: none">• Mostly consistent control of sentence structures relative to length of essay• Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
<u>1</u>	<ul style="list-style-type: none">• Little control and/or no variety in sentence structure and/or• Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
<u>0</u>	<ul style="list-style-type: none">• Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length

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