



**English Language Arts
Grade 6
Fall 2006**

**Peer Response to the
Student Writing Sample
Released Item #37
Scoring Guide**



REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Most people care about humans. I care about humans and animals. Animals need to be taken care of just as much as humans. Sometimes animals need someone to look out for them.

One day I was playing basketball in the driveway, I was making a lot of them, so I took a few steps back and, tried a long shot. I missed, and the ball went across the road.

I went to the road and was about to cross, when I saw a car. "Safety first," I said in my head. Then as I started toward my ball, I saw a robin. I looked at the car and then I looked at the bird. I ran, then I snatched the bird, pivoted and ran back holding the bird in one hand. I almost dropped the bird when it flapped its tiny wings, so I tossed it up. I caught it on its way down.

I went home and asked my mom "can I take care of this bird until it can fly" "What bird," she asked. I said, "I found one in the road." She said it was okay.

I fed it bread dipped in milk. I also helped it grow strong so it could try to fly. It took about a week for it to become strong enough to fly up.

The bird flew up on the roof a couple of times, but me and Mom talked it into flying back down to us. Mom took photos of me holding it. Mom told me it was time to put it back in the neighbors' tree, where its Mother could find it.

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

37 Does the writer do a good job of telling this story? Tell why or why NOT.
Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 3B: CHECKLIST FOR THE
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

NOTES/PLANNING

Michigan Educational Assessment Program
Writing: Peer Response to the Student Writing Sample
Grade 3-8
Holistic Score Point Description

Here is an explanation of what readers think about as they score this writing:

- 4 The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3 The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2 The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1 The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Summarized, revises, and/or copies the student sample, making no connection to the question asked

Anchor Paper 1

43 The writer does a good job telling the story because I was pretty interested in the story and they did not go off topic. They stayed on topic.

**Anchor Paper 1
Score Point 1**

This response attempts to address the task (“the writer does a good job telling the story”), but offers only generalized statements (“... because I was pretty interested . . . and they did not go off topic”) as support. Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 2

The writer did do a good job. But there were parts in the story were it felt choppy to me. I think that at the end of the story, the writer didnt sum up the hole idea, or point of the story. Overall the writer did a great job of keeping my attention.

**Anchor Paper 2
Score Point 1**

This essay attempts to address the task (“The writer did do a good job. But . . .”), but repeated generalizations (“. . . there were parts in the story were it felt choppy . . . the writer didnt sum up the hole idea, or point of the story”) demonstrate little understanding of the effective elements of writing. Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 3

43 No. Because it wasn't no excitement. And it was safty because the bird was going to get hit because it didn't know how to fly and the person caught it in the air and he ran across the street. Then he went in the house with the bird in his hand and he told his mom can he keep it until it can fly again. And the mom said yes and he fed the birds bread in dipped milk. And the mom took a picture of them and the boy had to put it back were it belong. That's is were his mother at. in a tree!!!

**Anchor Paper 3
Score Point 1**

This response attempts to address the task (“No. Because it wasn’t no excitement.”) A generalized summary of the writing sample (“. . . he bird was going to get hit . . . and the person caught it in the air . . . and he fed the birds bread . . . put it back were it belong . . . in a tree!!!”) constitutes a retelling of the story with no reference to why the story has no excitement. Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 4

I do think the writer did a so good job because the writes adding so detail. Like when he saved the bird it was like I was there watching him. The author made you keep reading it had so much detail. I really like his writing because, it makes you think what's going to happen next over and over again in your head. I think the writers writings fastenating.

**Anchor Paper 4
Score Point 2**

This response demonstrates a limited ability to address the task by offering two ideas. (“... the writer did a good job because the writes adding so detail . . . it makes you think what's going to happen next . . .”) Partially relevant detail from the writing sample only supports the idea that the writer adds a lot of detail (“Like when he saved the bird it was like I was there watching him.”), while no support is offered for the second idea. Minor surface feature errors do not impede the reader's understanding.

Anchor Paper 5

I think it was pretty good because there was was always some thing going on. Like in the begging the person was playing basketball. In the middle they played helping the robin, get stronger. At the end they made shen that the robin could fly and they let them go to her mother.

Anchor Paper 5
Score Point 2

This essay reflects a limited attempt to address the task (“I think it was pretty good because there was always some thing going on.”) and demonstrates a limited understanding of the effective elements of writing by offering a simplified sequence of events that support the idea (“Like in the begging . . . playing basketball . . . In the middle . . . helping the robin . . . At the end they made shen that the robin could fly . . .”). Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 6

43 The writer did a good job writing about how he/she took good care of the robin and saved it from the car, but the story did not have a very good flow, for example first the writer is getting a ball in the street but than he/she sees a robin grabs it and all of a sudden shes asking someone if he/she can keep the robin. The writer never explains what happens with the basketball.

**Anchor Paper 6
Score Point 2**

This response shows a limited ability to address the task by offering one idea (“the story did not have a very good flow”) and supporting it with partially relevant detail (“. . . first the writer is getting a ball . . . then he/she sees a robin . . . and all of a sudden shes asking someone if he/she can keep the robin.”). An additional partially relevant detail offered (“The writer never explains what happens with the basketball.”) further illustrates the idea of a lack of flow, but does not constitute an elaboration of the idea. Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 7

yes, because he used a beginning middle and end-
And he used period and the story^{it} was metioned
good and he did a good job of telling this
story. He used good details about
the mom and the kid. I liked how he
said that robin went up the roof a
couple of times. And how he used
good details about the bird how
he was in the middle of the street
and a car was coming and how the
kid was holding the bird and it was
flapping its wings when the kid was holding
the bird. And I liked how the author was
using good details about the mom and the
kid like how the mom said that put the
robin in the neighbors yard. And I liked how
the story ended.

**Anchor Paper 7
Score Point 3**

This response addresses the task. (“ . . . he did a good job of telling this story. He used good details . . .”) Although somewhat list-like, the essay demonstrates some understanding of the effective elements of writing by generally identifying which details made the story interesting (“details about the mom and the kid”) and elaborating with specific relevant details (“ . . . how the kid was holding the bird and it was flapping it’s wings . . . how the mom said that put the robin in the neighbors yard.”).

Anchor Paper 8

yes, I think that the writer gives a good hooking sentence. When it said that animals need to be cared about to I thought that that sentence gets you to think animals have to be taking care of to.

Also when he said his Basketball went into the road, instead of just run in the road he thought safety first, He saw that a car was coming, he saw two things, his ball and there was a little bird that could not fly so he ran his fastest grabbed the bird and ran back and both of them were safe. Right there it shows that he cares more about a bird than a ball, that is a good way to show or tell other to care for not just there self but others to. He saw that the bird was hurt and could not fly so he cared for the bird feed it give it water, took care of it in till it could fly that show to care for others also.

**Anchor Paper 8
Score Point 3**

This essay addresses the task and shows some understanding of the effective elements of writing by explaining how the writer conveys the idea of caring for animals. This idea is supported with both general relevant details (“... a good hooking sentence ... gets you to think animals have to be taking care of to.”) and specific relevant details (“... he ran his fastest grabbed the bird and ran back and both of them were safe. Right there it shows that he cares more about a bird than a ball, that is a good way to show or tell other to care for not just there self but others to ... that show to care for others also”). Minor surface feature errors do not impede the reader’s understanding.

Anchor Paper 9

I think the author did not do a good job of telling the story. I think this because there were not a lot of interesting details. For example the sentence was, "One day I was playing basketball in the driveway, I was making a lot of them, so I took a few steps back and tried to make a long shot." When it says "I was making a lot of them," what does them mean. I also think there were a lot of fragments and run on sentences. For example of a fragment is when he says "Many people care about humans." He could have put more details in the sentence like, why? An example of a run on sentence is when he says "one day I was playing basketball in the driveway, and I was making a lot of them, so I took a couple steps back and tried to make a long shot." He could have replaced a comma with a period and add more words. That's why I think that the author did not do a very good job.

**Anchor Paper 9
Score Point 3**

This response addresses the task ("the author did not do a good job of telling the story") with some understanding of the effective elements of writing. Ideas are generally stated ("there were not a lot of interesting details . . . there were a lot of fragments and run on sentences") and somewhat supported with relevant specific details from the writing sample ("When it says 'I was making a lot of them,' what does them mean . . . An example of a run on sentence is . . .").

Anchor Paper 10

I don't think that the writer does a good job of telling the story because it doesn't have a very good beginning. The beginning is boring instead of "Most people care about humans" it should be something like this... "I care more about animals than anyone else does!" I also don't think the writer gets people interested in the story because the content skips from place to place instead of staying on one idea. An example of that is in the beginning it goes from a kid shooting hoops with a basketball then it goes to safety, and then it goes seeing a hurt robin in two sentences. The author also doesn't get the reader interested in the story because there isn't enough detail in the story. An example of that is how the boy's mom and him got the bird to come down off of the roof. That is why I think the writer does not do a good job in the story that he or she wrote.

**Anchor Paper 10
Score Point 4**

This response addresses the task ("I don't think the writer does a good job of telling the story") and identifies several reasons ("The beginning is boring . . . the content skips from place to place . . . there isn't enough detail . . .") why the author does not make the story interesting. Each idea is clearly supported with relevant, specific detail from the writing sample. (" . . . instead of 'Most people care about humans' it should have been . . . it goes from a kid shooting hoops with a basketball then it goes to safety, and then it goes to seeing a hurt robin . . . how the boy's mom and him got the bird to come down off the roof.")