



**English Language Arts
Grade 8
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.

- (1) Zeus was a big, shaggy dog that lived with Mr. and Mrs. Hill and their son
(2) Teddy in their home in the countryside. Most of the time, Zeus was well-behaved.
(3) One day Mr. Hill took Zeus for a walk. Zeus loved walks. Mrs. Hill and
(4) Teddy usually took him along when they went to the ice cream store. But today
(5) Zeus was on a path in some woods with Mr. Hill. It was cool there and, Zeus could
(6) hear a squirrel rustling the branches overhead. The dog longed to chase the squirrel,
(7) but Mr. Hill made his grip on the leash more firm. The squirrel scampered onto the
(8) path daring the dog to chase it. Zeus looked up at the master, who gave him a warning
(9) look. Zeus yearned to catch the squirrel without making Mr. Hill angry.
(10) "Just come . . . a little . . . closer," Zeus thought as he strained to catch the
(11) squirrel. All of a sudden, the collar came unclipped! The dog dashed off. He dashed
(12) after the squirrel. He left his out-of-breath owner behind. But the squirrel climbed a
(13) tree and scolded the dog. He was panting hard. He was also confused. Mr. Hill was
(14) nowhere in site.
(15) Zeus walked and walked until he came to the street. But this wasn't the street
(16) the ice cream store was on! Cars went by fast. The buildings were big. What a mistake
(17) he had made! He was in the big city. How was he going to cross that busy street.
(18) But he tried. And when he did a car knocked him down. Now he is limping,
(19) thirsty, and hungry.
(20) Zeus checked for food in every trashcan. He discovered nothing that even a
(21) starving dog would be tempted to eat. He darted down a street behind an old building
(22) and saw two beat-up trashcans. One of the trashcans was made of green plastic. Near
(23) it was an old cat. He had a scar across one eye, and part of his tail was missing.
(24) The cat looked at the dog. "You lost?" he hissed.
(25) "Yes," Zeus said quietly.
(26) "My name is Fleabite, and I know this city inside and out," the cat hissed.
(27) "But I live in the countryside," Zeus barked.
(28) "I've been there once. Let's go." Fleabite led Zeus across the busy street,
(29) down a path in the woods, and down the country lane past the ice cream store. No
(30) one was there eating ice cream, and the door was shut.
(31) While Zeus was barking at their own door, Teddy came outside. He cried,
(32) "Mom! Dad! Zeus came back! And he brought a cat! Can we keep it?"
(33) So Zeus was home, and his mistake didn't turn out to be all bad—because
(34) Fleabite got a home.

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 As a reader, do you have a clear picture of what the writer is describing in this story? 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
Grades 3-8
Holistic Score Point Descriptions

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 or insufficient
- B – Written in a language other than English or illegible
- C – Blank or refusal to respond
- D – No connection to the question

Anchor Paper 1

yes I have a clear picture of what the author is trying to describe because the writer is writing in words that you can understand. And the writer is very describing on what he/she is trying to say! The authors writing is so describing with so many details. This writing is spontaneous!

**Anchor Paper 1
Score Point 1**

Response attempts to address the task by making generalized comments about writing elements. (“Yes I have a clear picture . . . because the writer is writing in words that you can understand. . . . And the writer is very describing on what he/she is trying to say . . . is so describing with so many details. This writing is spontaneous!”) No supporting examples are offered, thus demonstrating little understanding of the relevant writing elements.

Anchor Paper 2

Yes, as a reader I could picture what the writer was describing.

It was a story about a dog that chased a squirrel when he was on a walk with his owner. The dog gets lost and can't find his owner. He ends up in the city. The dog gets hit by a car. Then he found a cat that helped him. The cat was named Fleasite and he took the dog home. In the end Fleasite got to live with the dog and his family.

This story was easy to picture and was enjoyable to read.

**Anchor Paper 2
Score Point 1**

Response attempts to address the task by making a statement in answer to the prompt ("Yes, as a reader I could picture what the writer was describing.") and then offering a summary of the story following by another general statement relating to the prompt ("This story was easy to picture and was enjoyable to read."). However, no writing elements are mentioned, thereby demonstrating little if any understanding of the task.

Anchor Paper 3

As A reader I do think I have a Clear Picture of what The writer is describing in the story. In The story he said Zeus saw a cat with a Scar across one eye, and a part of its tail was missing. It also said that Zues was a big Shagy dog. The writer also said that the cars went by very fast and that Zues got hit by one. He said Zeus saw two beat up trash cans and one of them was made of green plastic. To wrap it up I think I do have a clear picture of what the writer is describing in the story

Anchor Paper 3**Score Point 2**

Response addresses the task in a limited way by making a statement in answer to the prompt (“As a reader I do think I have a clear picture of what the writer is describing in the story.”) and then listing relevant details from the writing sample (“In The Story he said Zeus saw a cat with a scar across one eye, and part of its tail was missing. It also said that Zues was a big shagy dog . . . also said that the cars went by very fast and that Zues got hit by one. He said Zeus saw two beat up trash cans and one of them was made of green plastic.”) which are attributed to the author (“In The Story he said . . . It also said . . . The writer also said . . . He said”). This response demonstrates limited understanding of the relevant writing elements.

Anchor Paper 4

As a reader I do have a clear picture of what the writer is describing in this story because the author used very descriptive words such as, darted, rustling, & yearned. The author also completes the story in a fantastic way by using different settings, different characters, & making the animals speak to each other. That is why I think author did a magnificent job of making a clear picture for the reader.

**Anchor Paper 4
Score Point 2**

Response addresses the task in a limited way with generalities about writing elements (“... because the author used very descriptive words ... also completes the story in a fantastic way by using different settings, different characters & making the animals speak to each other.”) and giving support for one of them with a detail from the student writing sample (“... such as darted, rustling & yearned”). The relevance of the examples is not explained, however, demonstrating limited understanding of the relevant writing elements.

Anchor Paper 5

I think the author of this story wrote it very well.

There are two really good descriptive sentences that helped me picture what things looked like. On line one the author wrote 'Zeus was a big shaggy dog' that's one descriptive sentence that helped. On line twenty-three the author wrote 'it was an old cat. He had a scar across one eye and part of his tail was missing' that was also a good descriptive sentence.

There was one thing that I wish the author had wrote. I wish the author had wrote what the squirrel looked like. Also some descriptive words about the squirrel. I just wanna know about that squirrel because I love squirrels.

My conclusion is that this piece of writing is very well written.

**Anchor Paper 5
Score Point 2**

Response addresses the task in a limited way by discussing writing elements ("There are two really good descriptive sentence that helped me picture what things looked like. . . . I wish the author had wrote what the squirrel looked like.") and supporting them with examples from the student writing sample (" . . . the author wrote 'Zeus was a big shaggy dog' . . . 'it was an old cat. He had a scar across one eye and part of his tail was missing'"). The relevance of the examples is not explained, thereby demonstrating limited understanding of the relevant writing elements.

Anchor Paper 6

Yes, I do have a clear picture of this story. I have a clear picture of this story because the author explains the story with good details and specific words. One of the good details is that He or she explains what Zues is, where he lives, and what Zues loves to do. Zues is a big shaggy dog. He lives in the countryside, and Zues loves to take walks. He or she also tells that Zues would usually go to the ice cream store with Teddy and with Mr. Hill.

Mr. Hill is the dad of Teddy. Teddy is Zues owner. Teddy is Mr. Hill's son.

Some of the specific words the author used was hissed. I think He or she used the words hissed because He or she wrote that Zues met a cat named Fleabite and he hissed. (That's what cats usually do when they see a dog.) Another specific word that the author used was trashcans were made of green plastic. I think the author used trashcans were made of green plastic because Zues was looking for something to eat because Zues was hungry.

Anchor Paper 6
Score Point 3

Response addresses the task by discussing writing elements (*“the author explains the story with good details and specific words”*) and supporting them with examples from the student writing sample (*“Zues is a big shaggy dog. He lives in the countryside, and Zues loves to take walks. He or she also tells that Zues would usually go to the ice cream store with Teddy and with Mr. Hill. Mr. Hill is the dad of Teddy. Teddy is Zues owner. Teddy is Mr. Hills son. . . . the words hissed . . . Zues met a cat named Fleabite and he hissed . . . trashcans were made of green plastic because Zues was looking for something to eat because Zues was hungry.”*). The relevance of some of the examples is adequately explained (*“I have a clear picture of this story because the author explains . . . what Zues is, where he lives, and what Zues loves to do.”*) and some are less well explained (*“Thats what cats usually do when they see a dog.”*). Overall this response demonstrates some understanding of the relevant writing elements.

Anchor Paper 7

I agree that the writer was clear on his writing. I agree because he/she have really good Verbs and Adjectives. One of the verbs are scampered. "The Squirrel scampered onto the path daring the dog to chase it." I really liked that sentence because it gave me a really good Idea of what the dog is doing.

The author really gave me a good Idea of what the cat looked like. The author said the cat had a scar across its eye. That made me think of a cat fight. The cat probably got into a fight with a really mean cat and got scratched. The author said that part of the cats tail was missing. That made me think of one of my old cats. She had part of her tail missing.

The author also gave me a really good Idea of how far the dog and cat had to go. They crossed a busy street went through the woods, and they went passed the ice cream place where the family sometimes went for a family outing for some ice cream.

**Anchor Paper 7
Score Point 3**

Response addresses the task by discussing writing elements ("really good Verbs and Adjectives . . . gave me a really good Idea of what the cat looked like . . . gave me a really good Idea of how far the dog and cat had to go") and supporting them with examples from the student writing sample ("One of the verbs are scampered. 'The Squirrel scampered onto the path daring the dog to chase it.' . . . The author said the cat had a scar across its eye . . . said that part of the cats tail was missing . . . They crossed a busy street, went through the woods, and they went passed the ice cream place where the family sometimes went for a family outing for some ice cream."). The relevance of some examples is adequately explained ("I really liked that sentence because it gave me a really good Idea of what the dog is doing. . . . The cat probably got into a fight with a really mean cat and got scratched. . . . That made me think of one of my old cats. She had part of her tail missing.") and some understanding of the relevant writing elements is demonstrated.

Anchor Paper 8

In the student writing about Zeus the dog, I thought it was very hard to understand. I thought that the writer used very good descriptions to describe the cat and the city though. The story in my eyes was very choppy. It went from one idea to another idea without a very good link. When the story was talking about Zeus meeting Fleabite the cat then it felt like all of the sudden they were back in the countryside and Fleabite was one of the hill families new pets I couldn't really understand it. I had to read that part of the story a couple times to really understand. Over all I thought the story was cute, but I think it needs better descriptions and links to another idea.

Anchor Paper 8
Score Point 3

Response addresses the task by discussing writing elements (“... writer used very good descriptions . . . was very choppy. It went from one idea to another idea without a very good link. . . . it needs better descriptions and links to another idea”) and supporting them with details and examples from the student writing sample (“... to describe the cat and the city . . . When the story was talking about Zeus meeting Fleabite the cat . . . in the countryside . . . Fleabite was one of the hill families new pets . . .”). The relevance of one of the examples is adequately explained (“... then it felt like all of the sudden they were back in the countryside . . . I couldn't really understand it. I had to read that part of the story a couple of times . . .”), thereby demonstrating some understanding of the relevant writing elements.

Anchor Paper 9

No, I didn't have a clear picture of what the writer was describing in his story. I reread a couple of lines to understand what he meant. On line 12-13, he stated "But the squirrel climbed a tree and scolded the dog. He was panting hard. He was also confused." The writer switched from the squirrel to the dog, but didn't warn the reader. So, it makes it look like the squirrel was panting and confused. Another mistake I had to reread is his punctuation in line 17, "How was he going to cross that busy street." It confused me at first, but then I got it. There was supposed to be a question mark (?) instead of a period.

**Anchor Paper 9
Score Point 4**

Response fully and clearly addresses the task by discussing writing elements ("The writer switched from . . . to . . . his punctuation . . .") and supporting them with specific text examples (" . . . he stated 'But the squirrel climbed a tree and scolded the dog. He was panting hard. He was also confused.' . . . 'How was he going to cross that busy street.'"). The relevance of some of the examples are explained more fully ("I reread a couple of lines to understand what he meant. . . . The writer switched from the squirrel to the dog, but didn't warn the reader. So, it makes it look like the squirrel was panting and confused.") then others ("Another mistake I had to reread is his punctuation. . . . It confused me at first, but then I got it. There was supposed to be a question mark (?) instead of a period."). The explanation and reflection back to the reader demonstrates a level of understanding that earns this paper a score of 4.

Anchor Paper 10

I disagree the this writer wrote clear enough so I can read it. Sometimes I had to reread a Paragraph. In line 5 "it was cool" That didn't make any sence. What was cool, and what kind of cool. Cool like "cold" or cool like "Awesome".

On line 11 how did the collar come undone, did the owner unclipp it his self or did it just break. On line 22 what was the point of saying that one of the trash cans was made out of green plastic. We didn't need to know ~~what~~ what the trash can was made of.

When the cat said "I've been there once. Let's go." on line 28, you should have put more details. On line 30 "No one was there" No one was where, at the house, at the icecream shop, I want to know.

One ~~in~~ more thing when you said "Barking at their own door" Who's own door ~~where~~ were you talking about. I thought it was the icecream shop at first. Intill Teddy came out of their own house I understood. I think you should have explained it better.

Anchor Paper 10

Score Point 4

Response addresses the task by discussing writing elements ("In line 5 . . . That didn't make any sence. . . . On line 22 what was the point of saying . . . you should have put more details . . . you should have explained it better.") and supporting them with examples from the student writing sample (" . . . 'it was cool' . . . one of the trash cans was made out of green plastic . . . When the cat said 'I've been there once. Let's go' . . . 'No one was there' . . . when you said 'barking at their own door'"). The relevance of one of the examples ("Who's own door were you talking about. I thought it was the icecream shop at first. Intill Teddy came out of their own house I understood.") is more fully explained than others ("Sometimes I had to reread a Paragraph . . . What was cool, and what kind of cool. Cool like 'cold' or cool like 'Awesome' . . . We didn't need to know what the trash can was made of. . . . No one was Where, at the house, at the ice cream shop, I want to know."), thereby demonstrating a level of understanding which earns this paper a score of 4.