



**English Language Arts
Grade 8
Scoring Guide for
Released Item #12
Peer Response to the
Student Writing Sample #2
Fall 2007**



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.

STUDENT WRITING SAMPLE #2

Cunning, quick and brave is my hero or heroine. Out of the everyday sort comes the brilliant person who I admire most. Many people like superheroes. I like a person that I see every day. My sister is my heroine. She doesn't leap from a comic book or television. She doesn't blast bad guys. Cristina is her name, and she is a heroine for who she is.

She is smart and caring. Always knowing what to do. A leader and a helper. She always wants to leap into a new book.

Strong and tough, always striving to be better. Taking the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Cristina. She is always there for me to talk to. If practice makes perfect, then Cristina has been practiced for years. Smiles come in bundles from her. Heroine of the century, the billboards would say.

I could go see a million superheroes and Cristina would outrank them all. Skilled and talented at sports and school. That's my heroine, the person I most admire. Cristina, my heroine of the future.

Prompt

PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

12 Good writers often vary their sentence structure and their word choices. Was this writer effective in doing so? Why or why not?

Use examples and details from Student Writing Sample #2 on page 12 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 on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 1B: CHECKLIST FOR THE
PEER RESPONSE TO STUDENT WRITING SAMPLE #2**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B 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
Rubric for Peer Response to the Student Writing Sample #2
Grades 3 – 8

- 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 – Score Point 1

Yes They did vary There sentence structure.

**Anchor Paper 1
Score Point 1**

Response attempts to address the task by making a general statement about one of the writing elements in the prompt (*Yes They did vary There sentence structure*) but offering no details from the student writing sample as support. Little, if any, understanding is demonstrated.

Anchor Paper 2 – Score Point 1

I think the writer did not vary her sentence structure because the sentences were plain and short, but she did get the point across.

Anchor Paper 2 Score Point 1

Response attempts to address the task by talking about one of the writing elements in the prompt (...*did not vary her sentence structure because the sentences were plain and short*) but offering no supporting details from the student writing sample. Little understanding is thereby demonstrated.

Anchor Paper 3 – Score Point 1

Yes, this write was effective in varying the sentence structure or word choice. A example of the varied sentence structure is the first three sentences in paragraph 1. The first sentence is a very decritive one. The second sentence is a long and informable one. While the third is a short sweet and to the piont sentence.

An example of good word variation is the fact that he starts almost every sentenc with a different word. He or she starts a couple with she alot, but that's okay. Most of all I think they have a good writing piece.

**Anchor Paper 3
Score Point 1**

Response attempts to address the task by talking about the writing elements (...this write was effective in varying the sentence structure or word choice... the first sentence is a very decritive one. The second sentence is a long and informable one. While the third is a short sweet and to the piont sentence... good word variation is the fact that he starts almost every sentenc with a different word. He or she starts a couple with she alot) but offering only references to the text (...the first three sentences in paragraph 1) or words that are too general to be credited as support (...she). Little understanding is thereby demonstrated.

Anchor Paper 4 – Score Point 2

I think this author effective in varying thier sentence structure or word choices because the author uses a lot of different words in the story when the kid describes his sister.

**Anchor Paper 4
Score Point 2**

Response addresses the task in a limited way by talking about one writing element (...*the author uses a lot of different words... when the kid describes*) and supporting it with one detail from the student writing sample (...*his sister*). No explanation of the relevance of the example is offered, thereby demonstrating only limited understanding and earning this paper a score of a low 2.

Anchor Paper 5 – Score Point 2

This writer was not varying the sentence structure, because the sentences are all periods. The writer could use some exclamation points and some quotation marks. Like the first sentence "Cunning, quick and Brave is my hero or heroine". The first sentence could also end in an exclamation point too.

**Anchor Paper 5
Score Point 2**

Response addresses the task by talking about one of the writing elements (*This writer was not varying the sentence structure, because the sentences are all period's... The writer could use some exclamation points and some quotation mark's... The first sentence could also end in an exclamation point too*) and supporting it with one example from the student writing sample (*Like the first sentence "Cunning, quick and Brave is my hero or heroine"*). No explanation of the relevance of the example is offered, thereby demonstrating limited understanding.

Anchor Paper 6 – Score Point 2

In this writing sample I strongly believe that she had good word choice and good sentence structure. In her story, I read some well chosen words such cunning, and striving. Bundles and brilliant are also good word choices. She also was very descriptive about her sister, by stating that she was thoughtful and prepared. She also said that her sister is smart and caring. Her sentence structure was very good because almost all of her sentences did not start with the same word. For example one sentence started with "Smiles" and the one after it started with "Heroine". Last her sentences flowed really well.

**Anchor Paper 6
Score Point 2**

Response addresses the task in a limited way by talking about the writing elements in the prompt (...had good word choice and good sentence structure... I read some well chosen words... She also was very descriptive about her sister... almost all of her sentences did not start with the same word... Last her sentences flowed really well) and supporting them with examples from the student writing sample (...such cunning, and striving. Bundles and brilliant... about her sister, by stating that she was thoughtful and prepared... her sister is smart and caring... For example one sentence started with "Smiles" and the one after it started with "Heroine"). No explanation of the relevance of the examples is offered, thereby demonstrating limited understanding and earning this paper a score of a high 2.

Anchor Paper 7 – Score Point 3

Good writers often vary their sentence structure and their word choices. The writer was not effective in doing so. The writer has the verb first, and then the subject for almost every sentence and that was driving me insane. "Strong and tough, always striving to be better," and "thoughtful and prepared are descriptions of Cristina," the author could have wrote "She's strong, tough, and always striving to be better" and "Descriptions of Cristina include thoughtful and prepared," to vary her sentence structure. Also, the writer could of wrote in those ways so the reader doesn't become bored and distracted by keep seeing and reading the same sentence structure over and over again.

**Anchor Paper 7
Score Point 3**

Response addresses the task by discussing one writing element (*The writer has the verb first, and then the subject for almost every sentence*) and supporting it with an example from the student writing sample (*"Strong and tough, always striving to be better," and "thoughtful and prepared are descriptions of Cristina," the author could of wrote "She's strong, tough, and always striving to be better" and "Descriptions of Cristina include thoughtful and prepared" to vary her sentence structure*). The relevance of the example is explained (*...that was driving me insane... the writer could of wrote in those ways so the reader doesn't become bored and distracted by keep seeing and reading the same sentence structure over and over again*) and some understanding is thereby demonstrated. This paper is scored a low 3.

Anchor Paper 8 – Score Point 3

I think the writer was effective at varying their sentence structure and their word choices.

The writer uses specific details about their heroine. The writer states that their heroine is strong and tough, always striving to do better. The writer described their heroine to be thoughtful and prepared, a leader and a helper.

The writer uses great words, instead of just describing their heroine in short boring words. For example, "She doesn't leap from a comic book or television." "She doesn't blast bad guys." "If practice makes perfect, then Cristina has been practicing for years."

So I think the writer did a good job and was effective in varying their sentence structure and their word choices, because he or she kept me entertained and wanting to read more.

**Anchor Paper 8
Score Point 3**

Response addresses the task by discussing one of the writing elements (*The writer uses specific details about their heroine... described their heroine... uses great words, instead of just describing their heroine in short boring words*) and supporting it with examples from the student writing sample (*The writer states that their heroine is strong and tough, always striving to do better... described their heroine to be thoughtful and prepared, a leader and a helper... For example, "She doesn't leap from a comic book or television. "She doesn't blast bad guys. "If practice makes perfect, then Cristina has been practicing for years."*). The relevance of the examples is explained (*So I think the writer did a good job and was effective in varying their sentence structure and their word choices, because he or she kept me entertained and wanting to read more*).

Anchor Paper 9 – Score Point 3

This writer, who wrote about her sister, did use MANY different sentence structures and word choices. In the story, he/she used many different sentence beginnings and "he" (let's say) described her in many different ways.

"Out of the everyday sort comes the brilliant person who I admire most". You could just say the person I admire is brilliant compared to everyday sort. But he twists it, so it sounds more interesting, or "Taking the challenge, that's the sister of mine." I am pretty sure he uses this kind of sentence structure as an appositive. He uses ordinary sentences and twists them around, so they are more interesting to read. "Strong and tough, always striving to be better." Again, he could have just put, my sister is strong and tough. She is always striving to be better. But that's boring.

In this story, he chooses words carefully to describe his sister... "Cunning, quick, and brave is my hero or heroine." "Heroine of the century, the billboards would say" That is how this writer varied with both sentence structures & word choices.

Anchor Paper 9
Score Point 3

Response addresses the task by discussing both writing elements (...did use many different sentence structures and word choices... used many different sentence beginnings and... described her in many different ways...uses this kind of sentence structure as an appositive... uses ordinary sentences and twists them around... chooses words carefully) and supporting them with examples from the student writing sample ("Out of the everyday sort comes the brilliant person who I admire most"... "Taking the challenge, that's the sister of mine"... "Strong and tough, always striving to be better"... "cunning, quick, and brave is my hero or heroine." "Heroine of the century, the billboards would say"). The relevance of some of the examples dealing with sentence structure is explained (You could just say The person I admire is brilliant compared to everyday sort. But he twists it, so it sounds more interesting... Again, he could have just put, My sister is strong and tough. She is always striving to be better. But that's boring), but the relevance of the word choice examples is not addressed. Some understanding of the relevant writing elements is demonstrated and this paper is scored a high 3.

Anchor Paper 10 – Score Point 4

~ No, I do not think the author was effective with writing their sentence structure and word choice.

I don't think he had good word choice because he chose to use the word "heroine" and "Christina" too often. For example, in paragraph four, the author of this piece uses his sister's name or the word "heroine" about five times in four sentences. This occurs through the entire piece. This made it not flow well or sound good.

Also, his essay on his sister, Christina, did not have good sentence structure. This is because his piece doesn't flow. "Strong and tough, always striving to be better. Taking the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Christina." This was just one example of how the sentence structure

didn't flow. His ideas are spread out and not organized well. This is why I believe that this piece is not written with good sentence structure or choice of words.

Anchor Paper 10
Score Point 4

Response clearly and fully addresses the task by discussing both writing elements (...don't think he had good word choice because he chose to use the word "heroine" and "Christina" too often... did not have good sentence structure... His ideas are spread out and not organized well) and supporting them with examples from the student writing sample (For example, in paragraph four the author of this piece uses his sister's name or the word "heroine" about five times in four sentences.... "Strong and tough, always striving to be better. Takeing the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Christina"). The relevance of the examples for each writing element is explained (This accurs through the entire piece. This made it not flow well... This was just one example of how the sentence structure didn't flow).

Anchor Paper 11 – Score Point 4

I think this writer was very effective in changing sentence structure and word choice. Sentences like "Out of the everyday sort comes the brilliant person who I admire most," grab your attention. Words like "leap", "blast", and "superhero" keep you interested. Although some sentences can be a little confusing ("Cunning, quick, and brave is my hero or heroine"), the style of writing seems enthusiastic and really convinces you how she feels about her sister. The sentence structure almost gives the story a grand or regal feel, as though the writer was talking about a queen. In saying "That's my heroine, the person I most admire" instead of just "she's my hero", you really feel the writer's passion. I think the writer used sentence structure and word choice in a way that really enhanced the story and made it believable her sister truly was her biggest hero.

Anchor Paper 11 Score Point 4

Response clearly and fully addresses the task by discussing both writing elements (Sentences like... grab your attention.... Words like... keep you interested.... some sentences can be a little confusing) and supporting them with examples from the student writing sample ("Out of the everyday sort comes the brilliant person who I admire most"... "leap", "blast", and "superhero"... "Cunning, quick, and brave is my hero or heroine"... "That's my heroine, the person I most admire"). The relevance of examples of each writing element is fully explained (...the style of writing seems enthusiastic and really convinces you how she feels about her sister. The sentence structure almost gives the story a grand or regal feel, as though the writer was talking about a queen... In saying... instead of just "She's my hero", you really feel the writer's passion... used sentence structure and word choice in a way that really enhanced the story and made it believable her sister truly was her biggest hero).