Michigan Educational Assessment Program

MEAP Fall 2011
Grade 4 Writing
Peer Response to the Student Writing Sample Scoring Guide

MICHIGAN Department of Education

PEER RESPONSE TO A STUDENT WRITING SAMPLE

DIRECTIONS:

In this part, you will write an answer to a question about a Student Writing Sample. The paragraphs in the Student Writing Sample are numbered to help you. Your audience will be interested adults.

You must write your response on the lines in Day , Part of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

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

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

PEER RESPONSE TO A STUDENT WRITING SAMPLE

What could the writer do to improve the sample on the next page?

Use details and/or examples from the Student Writing Sample to support your answer and explain why your suggestions improve the sample.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

_____ Did I clearly answer the question?

_____ Did I support my answer with details and examples from the Student Writing Sample?

_____ Did I explain why my suggestions improve the Student Writing Sample?

STUDENT WRITING SAMPLE

Sample not released.

Michigan Educational Assessment Program
Holistic Writing Rubric
Peer Response to Student Writing Sample
Grades 4 and 7

Prompt: What could the writer do to improve this sample?

- Use examples and/or details from the Student Writing Sample on page # to support your answer.
- Explain why your recommendation(s) improve the writing sample.

Rubric:

4 Recommendation(s) is provided. Relevant, specific examples and/or details from the sample support the recommendation(s). A strong explanation(s) of why the recommendation(s) improves the sample is provided.

3 Recommendation(s) is provided. Relevant, specific examples and/or details from the sample support the recommendation(s). An explanation of why the recommendation(s) improves the sample is provided.

2 Recommendation(s) OR explanation(s) of why a change is needed is provided. Examples and/or details from the sample support the recommendation/explanation.

1 Recommendation(s) is provided OR examples and/or details from the sample are provided that clearly identify a problem or a recommendation.

0 Recommendation(s) is **not** provided. A score of zero will result in one of the following condition codes:

A Off-topic/Off-task
B Illegible or written in a language other than English
C Blank
D Insufficient to rate

We support answer with details and examples to improove this paragrapth.

ANCHOR PAPER 1
Score Point: 0

This response is a reworking of the prompt. The lack of recommendations, details, and explanations limits this response to score point 0.

i read adout She Want to Be an art
like her Brother and She said
She draw horses and She said
She probably not be an artist Win
She grow up But She said there
are other skills to do

ANCHOR PAPER 2
Score Point: 0

This response is a brief summary of the sample. The lack of recommendations limits this response to score point 0.

The student likes to write. His dad and his brother, Josh, went to a art school. When he draw he said is to little pointless. But he enjoys the drawing. When he said when I grow up maybe I'll not be a artist at all. Then when he said drawing is a skill. Then the student said I can draw people but I can't draw their face or their hand but I am pretty great at drawing the rest. When he mess up his brother said's don't give up. and he practice and practice until he fill the page up.

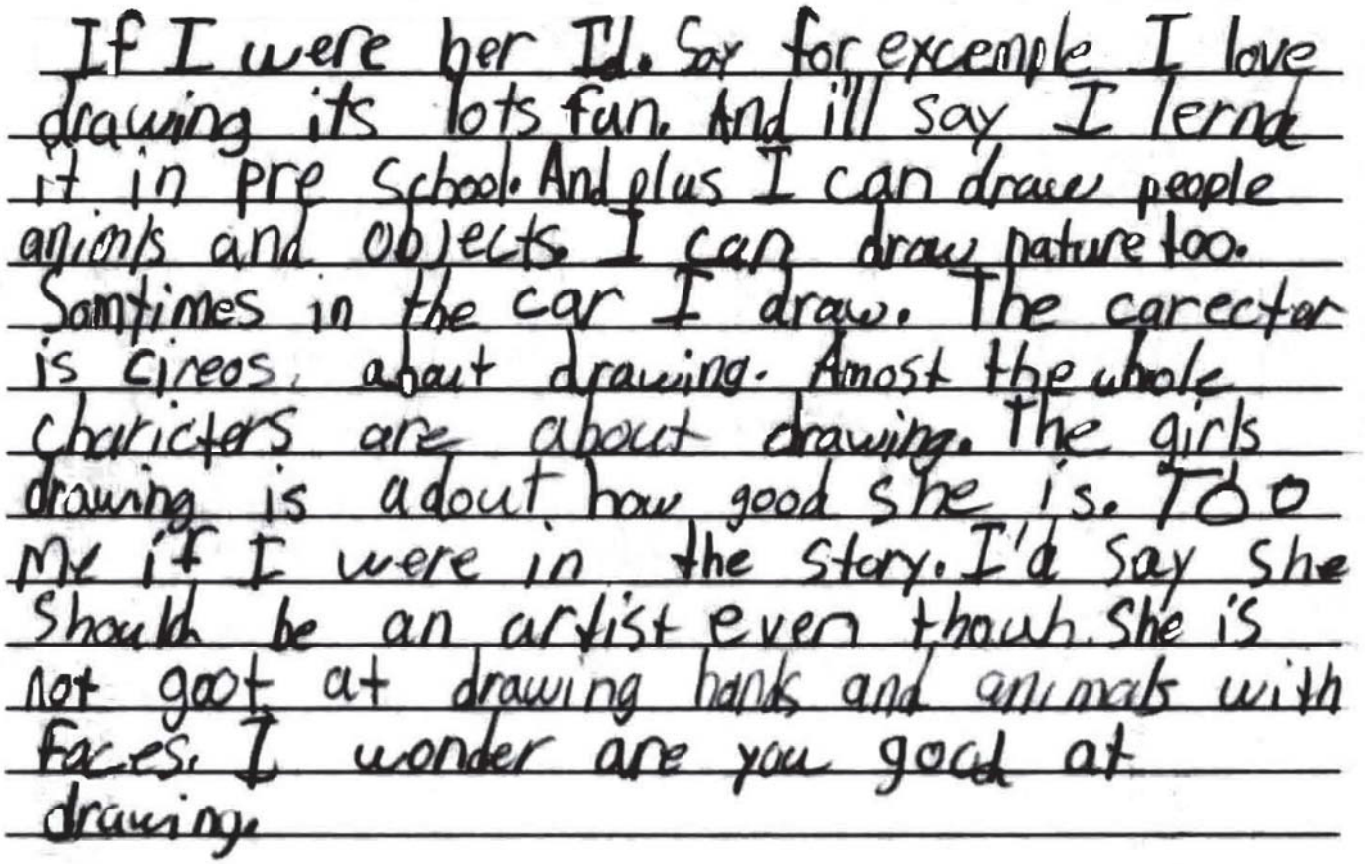
ANCHOR PAPER 3
Score Point: 0

This response is a brief synopsis of the sample. No recommendations of how to improve the selection are provided, and therefore it is limited to score point 0.

I whood do a mustach on
Isfase.
I woode do a I Ballonhem.
I Whod make hem a Math
on is face.
Ill Pot the ears on nim Sed
Josh.
I whode mak a bollon on jis
Hand. I will Pot three bolon
on lis hands.
I wode mak him Sum
hand Two hands for Hem.
I whode mak nem Sum
I Shet.

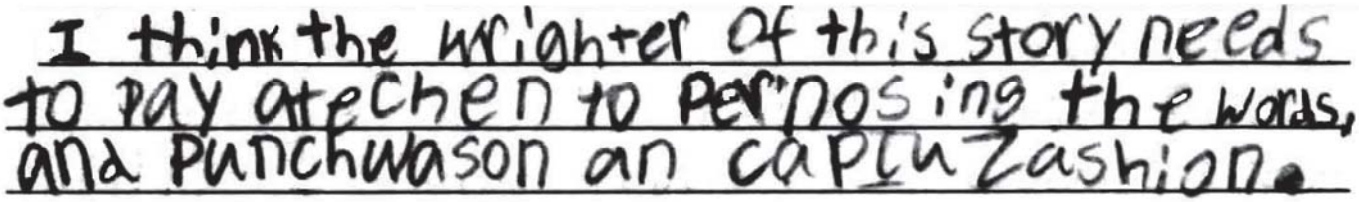
ANCHOR PAPER 4
Score Point: 0

This response merely suggests what the student would draw rather than addressing the tasks required by the prompt, and is therefore limited to score point 0.


If I were her I'd. Say for excemple I love drawing its lots fun. And i'll say I lernd it in pre School. And plus I can draw people anions and objects. I can draw nature too. Samtimes in the car I draw. The carecter is cireos, about drawing. Amost the whole charicters are about drawing. The girls drawing is adout how good she is. TOO Me if I were in the story. I'd say She Shouth be an artist even thouh. She is not goot at drawing hands and animals with Faces. I wonder are you good at drawing.

ANCHOR PAPER 5
Score Point: 0

This response recommends changes to the sample that alter the content rather than improving errors or deficiencies. This response is limited to score point 0.



ANCHOR PAPER 6
Score Point: 1

This response contains three general recommendations (pay attention to pronouncing words, punctuation, and capitalization). The lack of a specific detail from the sample limits this response to score point 1.

The Writer can Inprove his or her sample by rereading the sample Making sure it Makes Sence, because when other people read they want to under stand It and enjoy it not Just put it down and find a new book. Also you can use a dictionaries or sound it out. She or he can do this to help them. They need to also fix there capalizeation a punckuation were to put them at.

I think this story is pety good. But there is a couple things he/she could improve. Frist, I think they could is spelling on a word wall or a book. Next is punction some thing like a river. Dad did not needed to be capidled. You don't need to keep recipthing like drawing is ponitless. I think he could on thous thing to make his story better.

ANCHOR PAPER 8
Score Point: 2

This response contains the recommendation (You don't need to keep repeating) connected to the detail (drawing is pointless). This combination earns a score point of 2.

Pockousn you cudd wirte more of the stoy. What is your bother and dad name in the stoy. What art school did you go to? What animals do you draw now in days. what was your teachecher name? What can you draw now? Can you draw back grond now. What is the hard part on the hose to draw. Why do you what to be an artist when you grow up. How is your drawing skills now. what is your real name? How much do you enjoy it to draw in a art school. How would you improve your drawing. Drawing the more would improve your drawing.

The writer should put how much more Josh his dad and him went to the art school. The dad should have said "well son I think you are going to be a great artist." then the son should have said "thanks dad your a great dad too." Then The boy started to draw all his life.

Josh taught the son how to draw. The little boy said animals are hard to draw. The little boy said drawing is something to do when your bored. He said he enjoy drawing. That is one of his skills. He said horeses are really tough.

My recommendations improve the sample because I like to drow. Drawing is fun. My mom and my dad took me to a

art school. The art School is so fun. My art teacher was named Mrs. settings. She was really fun.

There are ways this student could have improved his/her writing. Those ways are.... The student could have put taught me instead of teached me. Why, because it's not proper English. Instead of putting "I can draw pretty well" The writer could put "I can draw decently." Why, because it makes him/her sound a lot smarter. "I doesn't draw very often" right now is not the time nor place to put doesn't there, instead maybee "I don't, "I hardly ever draw", or "I don't like to draw very much." Why, again it isn't proper English.

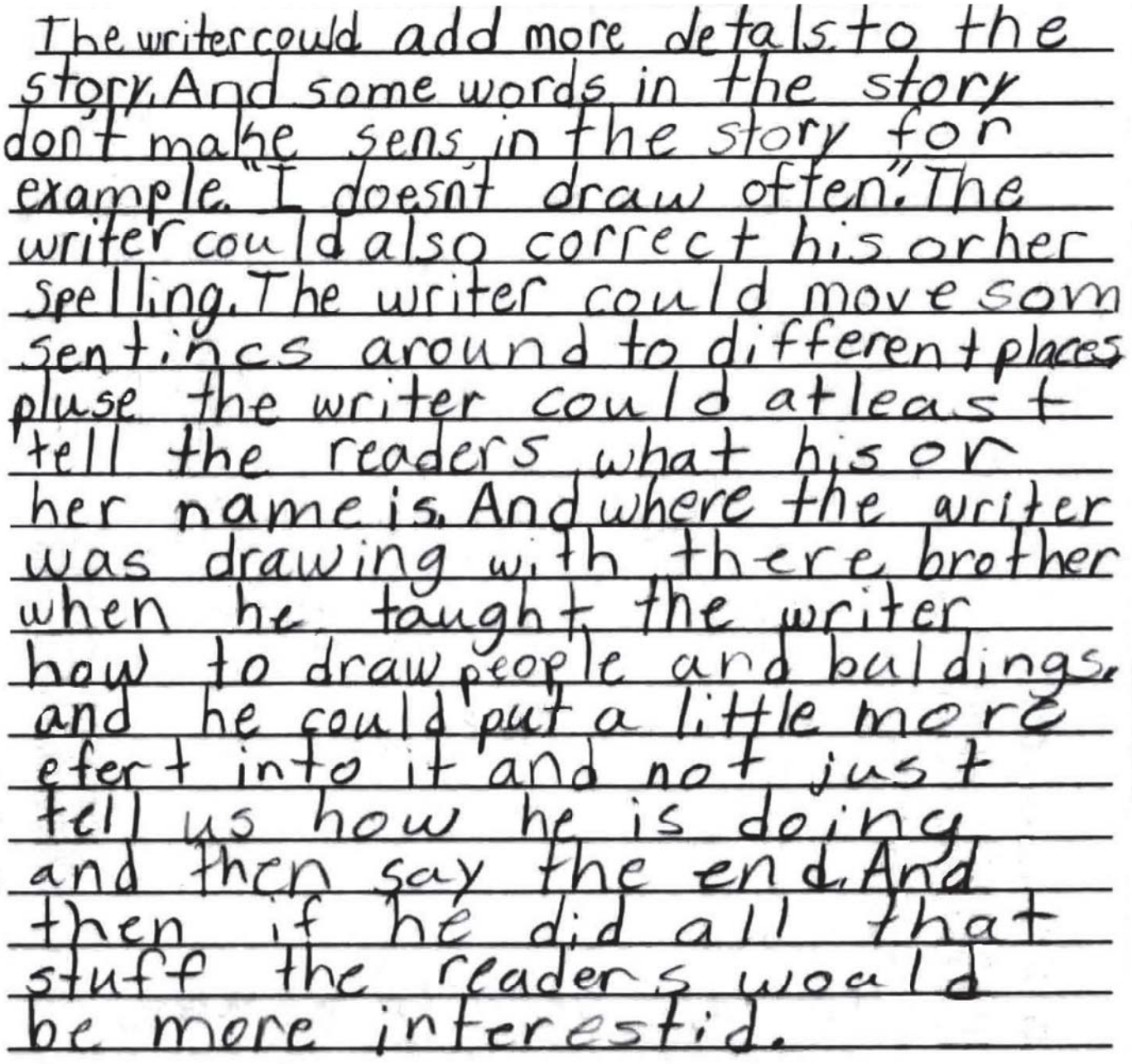
Where they said I could draw pitures of pepple I know and bilding s I imagine, or nature thats around me, he isnt spisific and forgot a coma. He said Josh teached me he should say Josh taught me not tearched. He lost me at drawing to me is a litted exiting, Specific, and a little pointless he is saying He loves it and he dosent, and he dosent think that it makes sense to draw. Then he sais its Specific again. He is not making any sense and is confuzing me. Then he talks about animals and then nature in the same small sentence. He sais it is pointless to him all the time. He skips words he needs to make it a complet Sentence. He pushes himself away from his goal of becoming an artist He sais to me too much. He says it is pointless and then exiting So he confuses me.

They could of made it more about drawing. And insted doesn't they could of used don't. I doesn't draw often doesn't make sence. It could have been longer too.

ANCHOR PAPER 13
Score Point: 3

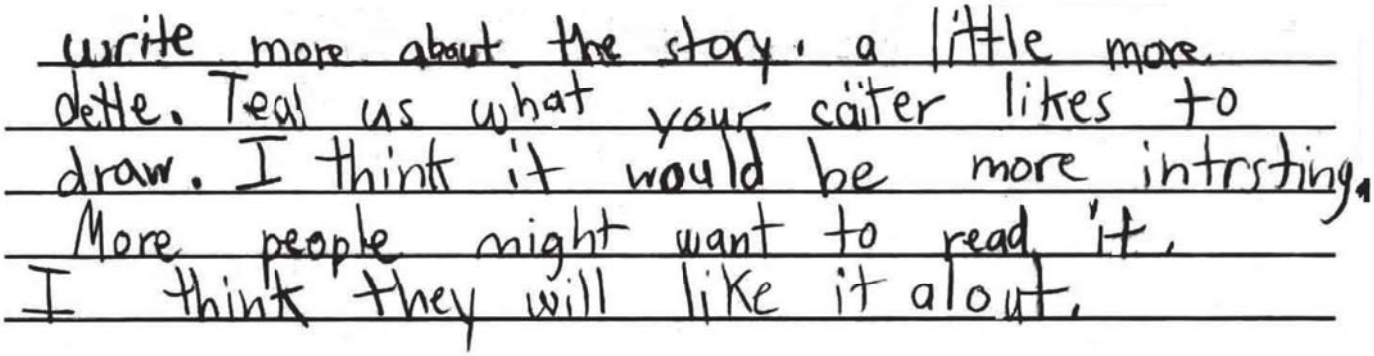
This response contains the recommendation (could have used) connected to the detail (doesn't) and the explanation (doesn't make sense). This response earns a score point 3.

The writer could say "I" don't draw "often" instead of saying I doesn't draw often. Also I don't get why she or he said Drawing to me is a little exiting, specific, and a little pointless, but I enjoy it. But she said it's pointless I'm very confused She or he should just say I like drawing but I don't prefer doing this as a lifetime job or a job at all. To make the reader less confused. Next I would like to say that she or he should have focused on one thing like I think drawing is specific and so on. So what I'm trying to say is I like she or hes story but it is a little confusing its ok if you don't agree but its just my opioin. Thats what I think she or he should do better on.


The writer cowld add more detals to the story. And some words in the story don't make sens in the story for example. "I doesn't draw often". The writer could also correct his or her spelling. The writer could move som sentincs around to different places pluse the writer could atleast tell the readers what his or her name is. And where the writer was drawing with there brother when he taught the writer how to draw people and buldings. and he could put a little more efert into it and not just tell us how he is doing and then say the end. And then if he did all that stuff the readers would be more interestid.

ANCHOR PAPER 15
Score Point: 3

This response contains the recommendation (add more details) connected to the details (drawing, brother, people, etc.) and the explanation (the readers would be more interested). This response earns a score point 3.

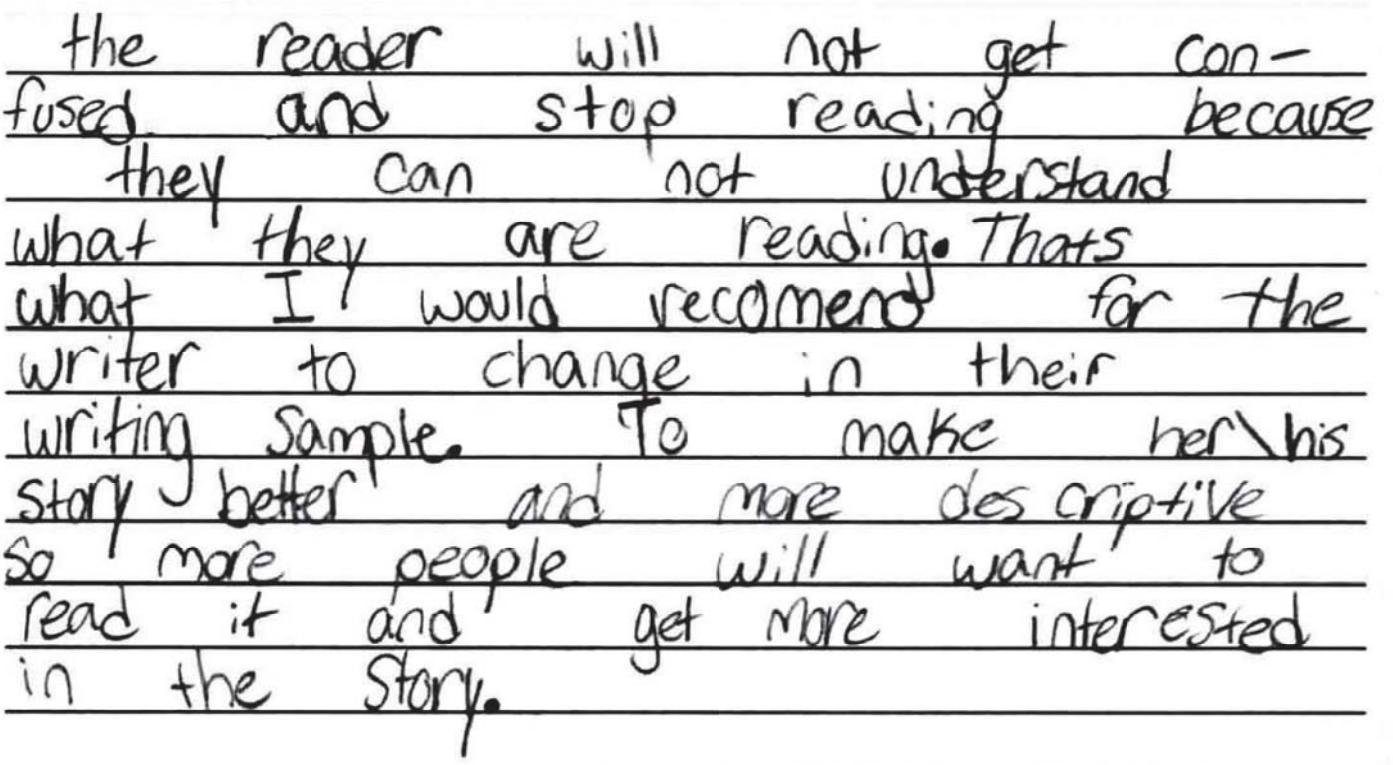


ANCHOR PAPER 16
Score Point: 4

This response contains the recommendation (more detail/tell us) connected to the detail (draw) and the extended explanation (it would be more interesting. More people might want to read it… they will like it a lot). This response earns a score point 4.

I think the writer could go back to the story and try not to use the same things over and over again, for example: I will probably never be an artist when I grow up. Then in the next caple paragraphs, I will probably never be ann artist when I grow up.

And then I would go back and make sure that everything makes sense for example: I doesnt. Thats what I would do. My first recomendation would improve the student writing Sample. Because if you did not have the same things over and over again it would sound better. And if you keep listing the same things over and over again it does not sound good. My second recardman-dation would help the Student writing sample because, if you go back and fix those words then



ANCHOR PAPER 17
Score Point: 4

This response contains the recommendation (fix those words) connected to the detail (I doesn't) and the extended explanation (The reader will get confused and stop reading because they can not understand what they are reading). This response earns a score point 4.