



**English Language Arts  
Grade 3  
Fall 2005**

**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.

**Student Writing Sample**

on his walk to school, Terrence had a feeling he was forgetting something. He talked to Antonio and Scott when he suddenly shouted, "That's it!"

Scott asked, "What's it?"

Terrence said, "I forget to do my science paper."

At 1:45 science class began. Terrence really liked reading that day. Everything was fine until the end when the teacher was collecting homework. Terrence's heart was pounding out of his chest. Terrence started to say, "I...I...um...forgot...uh...my...uh... homework at home." The teacher said, "Terrence, you handed it in yesterday."

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**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 during Part 3B.

**37 What is a good title for this story? Explain why you think it is a good title.**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on page 30. Only the writing on page 30 will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**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 on page 30.

**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?

**Michigan Educational Assessment Program**  
**Writing: Peer Response to the Student Writing Sample**  
**Grades 3-8**  
**Holistic Score Point Descriptions**

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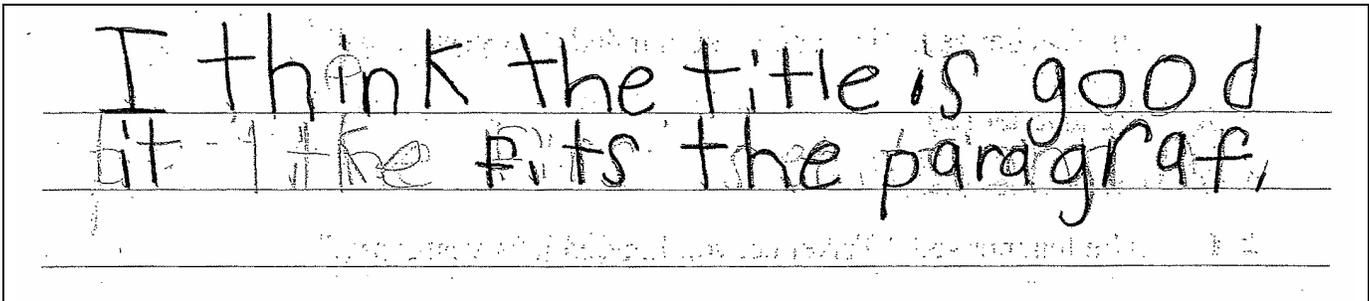
**Here is an explanation of what readers think about as they score this writing:**

- 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 – Score Point 1**



I think the title is good  
it fits the paragraph.

**Anchor Paper 1  
Score Point 1**

This response demonstrates an attempt to address the task presented in the prompt. It is, therefore, scoreable. No title is offered. Instead, the student presents a general opinion (...*the title is good*) with general support (...*it fits the paragraph*). Minor surface feature errors do not interfere with meaning.

**Anchor Paper 2 – Score Point 1**

The best tital I think  
is whers my homework

**Anchor Paper 2  
Score Point 1**

This response demonstrates an attempt to address the task by presenting a title for the story (*whers my homework*), but because the student does not explain why the title was chosen, little understanding of how to choose a title (i.e., the effective elements of writing that are relevant to the task) is shown.

**Anchor Paper 3 – Score Point 1**

How Terrence handed in the homework a day early. Which was very smart.

**Anchor Paper 3  
Score Point 1**

This response demonstrates an attempt to address the task by presenting a title for the story; but because the student does not explain why the title was chosen, the student demonstrates little understanding of how to choose a title (i.e., the effective elements of writing that are relevant to the task). The writer’s observation that it was smart to turn in the homework early does not enhance the response.

**Anchor Paper 4 – Score Point 2**

School  
Because it is uvolks arond  
The School and it is

**Anchor Paper 4  
Score Point 2**

This response presents a title (*School*) and supports choosing that title by citing relevant information from the story (*...becuse it is uvolks arond The School*). Surface feature errors do not interfere with meaning.

**Anchor Paper 5 – Score Point 2**

I Forgot My Homework  
Because he ghout he  
forgot his homework, but  
he broung it yesterday.

**Anchor Paper 5  
Score Point 2**

This response presents a title and explains why that is a good choice for a title by citing relevant details from the writing sample (...he ghout he forgot his homework. But he broung it yesterday). Surface feature errors do not interfere with meaning.

**Anchor Paper 6 – Score Point 2**

I think a good title for the story is Terrences trubl. becus he thinks he forgot his home wrck but he did't but he did not he trnd it in befor.

**Anchor Paper 6****Score Point 2**

This response addresses the task of choosing a title (*Terrences trubl*) and presents relevant (...*he thinks he forgot his homewrck but he did't*), sometimes repetitive (...*but he did not*), and somewhat vague (...*he trnd it in befor*) details from the writing sample. Though numerous, surface feature errors do not interfere with meaning.

**Anchor Paper 7 – Score Point 3**

Terrence science homework

I think that it's a good  
title because Terrence thought  
he forgot he already turned  
in his science homework  
and he said he forgot it  
at home and then his teacher  
said he turned it in yesten  
days

**Anchor Paper 7  
Score Point 3**

The writer presents a title (*Terrence science homework*) and supports that choice with specific, relevant detail from the writing sample (*...he forgot he already turned in his science homework...he said he forgot it at home...his teacher said he turned it in yesterday*).

**Anchor Paper 8 – Score Point 3**

Does Terrence loose his homework?  
I think it's a good title because  
he thought he forgot his homework  
but he didn't. Then found out  
from the teacher that he did  
turn in his homework.

**Anchor Paper 8  
Score Point 3**

This response includes a somewhat reflective title that demonstrates that this writer understands that the key element of the story is *not* that Terrance forgets his homework, but that, in fact, he did his homework and simply forgot that he had already turned it in. This student's title (*Does Terrence loose his homework?*) hints at the story's ironic twist showing understanding of the effective elements of writing that are relevant to the task of choosing a title. The writer supports the title by citing a mix of several general (...*he thought he forgot his homework but he didn't*) and specific relevant details from the writing sample (*Then found out from the teacher that he did turn in his homework*).

**Anchor Paper 9 – Score Point 3**

I think the story should be called  
The day Terrence thought he forgot his homework.  
The reason why I think it should  
be called that because he thought  
he forgot his homework, he thought  
he was missing something, and because  
he told his teacher he forgot his homework  
and his teacher said he handed it in  
yesterday. That's why I think the  
story should be called the day  
Terrence thought he forgot his  
homework.

**Anchor Paper 9  
Score Point 3**

This response addresses the task and presents a title with a mix of general and specific, relevant details.

**Anchor Paper 10 – Score Point 4**

A Bad Turned Good School Day. I think that is a good title because in the begging he thought he had forgotten his science paper but at the end when Terrence's teacher was picking up the papers his teacher said that he turned his science paper in yesterday. That is why I think (A Good Bad School) is a good title.

**Anchor Paper 10  
Score Point 4**

This response demonstrates a deeper understanding of the effective element of writing related to the task of titling. The creative title (*A Bad Turned Good School Day*) reflects key elements of the story, i.e., the ironic twist. In addition, the title is supported by relevant, specific detail from the writing sample (*in the begging he thought he had forgotten his science paper but at the end when Terrence's teacher was picking up the papers his teacher said that he turned his science paper in yesterday*).

**Anchor Paper 11 – Score Point 4**

I think a good title for this story should be Terrence Forgets because Terrence thought he forgot his science paper then when Terrence got to science class, his teacher was collecting the science papers, Terrence forgot that he had handed it in to the teacher yesterday, so he didn't forget his science paper, but he did forget about handing it in.

**Anchor Paper 11  
Score Point 4**

This response demonstrates an understanding of titling and of the ironic twist in the writing sample through the writer's clear explanation in the final sentence of the response of why *Terrence Forgets* is a good title. It is clear that the title is not referring to Terrence forgetting his homework, but forgetting that he handed it in (*he didn't forget his science paper, but he did forget about handing it in*).