Michigan Educational Assessment Program

English Language Arts
Grade 3
Fall 2006

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

MICHIGAN Department of Education

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 How could the writer make this paragraph more interesting?

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 51. Only the writing on page 51 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 on the next page.

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
Grade 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
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

They could tell anything ther is to know

Anchor Paper 1
Score Point 1

This response demonstrates an attempt to address the task presented in the prompt. The response is general (*They could tell everything ther is to know…)* and does not refer to anything from the writing sample.

Anchor Paper 2

He codwrite more words in the Story
Ther stor that he write it need mor
wors. I dot Like that Story.
becos that the story is not funny.

Anchor Paper 2
Score Point 1

This response demonstrates an attempt to address the task presented in the prompt. The response is general (*He cod write more words…)* and does not refer to anything from the writing sample.

Anchor Paper 3

They could tell some more abot the story. How it can be fun and interesting. but they can come up with some more sentence. because they did a good job but they nide some more sentence. So we can read some more.

Anchor Paper 3
Score Point 1

This response demonstrates an attempt to address the task presented in the prompt. The response is general (*They could tell some more abot the story. How it can be fun and interesting.)* and does not refer to anything from the writing sample. The suggestion (*…come up with more sentences…)* would add length to the writing sample but does not address making the story more interesting.

Anchor Paper 4

the writier could tell us more of Who came over and Why he came ofer.

Anchor Paper 4
Score Point 2

This response demonstrates a limited ability to address the prompt by giving two suggestions (*tell us more of who came over and why he came ofer.)* that reference the writing sample. These general suggestions provide the author with a part of the story where he could add detail. However, the student does not state why this would add interest or how the author could use this to create more interest.

Anchor Paper 5

I think the writer could matre the story more interesting by saying what they did in the snow. The writer could make it interesting by saying wlat kind of junl food they ate. The writer could make the story more interesting bx saying what the month is in the story. The writer could make the story more interesting by making longer sentences.

Anchor Paper 5
Score Point 2

This response demonstrates a limited ability to address the prompt by giving suggestions (*…what they did in the snow…what kind of junk food…*) that have a direct reference to the writing sample. While these subjects are found in the story, they are general in nature and there is no attempt to explain the choices or why this would increase interest in the story.

Anchor Paper 6

I think they could have
talked more about when they
were playing snow and when
they were watching the movie.
Also, they could have talked more
about the visitors that came
over to their house.

Anchor Paper 6
Score Point 2

This response demonstrates a limited ability to address the prompt by presenting three recommendations (*…talked more about when they were playing snow and when they were watching the movie…more about the visitors…*) where more information could be added. These recommendations, while relevant to the writing sample, are general and somewhat vague. There is no explanation as to why this would aid the writing sample.

Anchor Paper 7

I my opinion I think the arther who wrote they story should write more about the vistor and Maggie. Like tell who was the vistor Also write What Kind of toy the kid got Also tell what the kids play out side in the snow. Then write more about what the kids did inside Also write how the movie King Kong was Also when it said Maggies mom came at 5:00 p.m is wrong becaus you need a collon and that's how I fix the story.

Anchor Paper 7
Score Point 3

This response addresses the task by stating areas of the story where more information could be included (*…write more about the vistor and Maggie…what kind of toy…what the kids play outside…what the kids did inside…how the movie was…*). These suggestions would produce a mix of general (*…about the visitor…*) and specific (*…what the kids play outside in the snow.*) details. The student makes no attempt to explain how it would be more interesting if these suggestions were followed.

Anchor Paper 8

The other could of told me that what books did they read. Was the hot chocolet very good or very bad tell me more about the event. Did they ingoy the snow or not. Was the snow very cold is that how they came in side to wach the moves. Was the hot chocalent hot or cold I wonder what was it. I wish the story was much longer and more detales or spsific words lik. Was the hot chacotent delishes or just the plan old werd word very good. More spisfific words a lot of them. Did they like the Mocuies or not tell us more about the good boring story. What day of the week was it ok.

Anchor Paper 8
Score Point 3

This response addresses the task by offering specific details in the form of questions (*Was the hot chocolet very good or very bad…Was the snow very cold…Did they like the moovies or not…*) that could be included in the story to provide interest. The student connects one of the details with more of the story (*Was the snow very cold is that how they came in side…).* Specific word choice is also suggested *(Was the hot chocolent delishes or just the plan old werd word very good.*). Surface feature errors do not interfere with the meaning.

Anchor Paper 9

He/She could have told us more where
he/she lived. Maybe you could have told
us more about Mrs. Walter cause
she is a flat charicter in that story.
Maybe you could have gave more
details about Mrs. Walter and
what the movie was about.
You did good on the words
none of them were miss spelled
You also did good on saying what
time Maggies mom came how come
you couldn't give details like
that through the whole story.

Anchor Paper 9
Score Point 3

This response addresses the task by offering a combination of general and specific requests for details (*...where he/she lived…more about Mrs. Walker…what the movie was about…*) for inclusion into the writing sample to increase interest. The student touched on one effective element of writing by identifying the lack of character development for Mrs. Walker (*…told us more about Mrs. Walker because she is a flat character…*).

Anchor Paper 10

He could make it more interesting by
putting more details in every sentence
like when he Said We wached a movie
in my mom room me and my friends
Or Say me and my friends enjoyed It
You Can make things interesting but
In a little more flavor like if I Say
Hello how are you but what if I want
to make it more interesting I would
Say Hello how are you doing today So
If peaple want to make Stuff interesting
they will and Some more words and
When the boy told us he got hot choclate
why it was prababy becouse he got
cold when he played inthe snow or prabably
because he was thristy he would have to
give us more details.

Anchor Paper 10
Score Point 4

This response clearly addresses the task with the student offering methods of increasing interest in the writing sample. With the general suggestion (*…by putting more details in every sentence…*) the student includes the example *(…when he said we watched a movie…say me and my friend enjoyed it…*). Word choice is discussed (*…if I say Hello how are you but…Hello how are you doing today…*). Finally, two possible examples of why the children came inside are presented (*…why it was probaby becouse he got cold when he played in the snow or prabably becouse he was thirsty…*). Surface feature errors do not interfere with the meaning.