



**English Language Arts
Grade 7
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.

It was the middle of the afternoon. It was in the summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up.

Lindsey asked, "Why aren't you cleaning up, Grandpa?" "I have a sore back, and I can't lift heavy boxes or walk at all." he replied.

When Lindsey looked at him, he said "You can help me by carrying these three heavy boxes to the shed." A smile came to her face when he said the words "help me."

Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavy box. The box clung to the floor as she tried to lift it. The box was almost as big as she was, and she couldn't hardly carry it. She rushed to the shed and set the box down inside. She saw lots of tools and fishing poles hanging from hooks on the walls.

When Lindsey rushed to the basement to grab another box, her grandpa scolded her for rushing. So she grabbed the next box. It was twice as heavier, and taller than the last one. As she tried to pick up the box, she fell to the floor. Everything fell to the floor making a big mess. She thought, "Oh, no. I'm in trouble."

She laid on the basement floor for a moment. Then she got back on her feet to clean up. It took her about five minutes to clean up. Once again she lifted the heavy box, thinking that now she knew why her grandpa's back was sore.

Finally Lindsey carried out the last box, she rushed to her grandpa saying that her back hurt. He acted like he didn't hear her and said, "You did an amazing job!"

She thanked him for the compliment as she wiped the sweat off her face. He gave her a high-five and thanked her for helping him with the boxes. When Lindsey said that he could call her any time for help, he gave her a hug.

The rest of the afternoon Lindsey felt good from having gotten all that exercise. She felt like a winner—someone who can survive a hard job!

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 Is this a good example of seventh-grade writing? 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
Grade 3-8
Holistic Score Point Description

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

The students writing example is good because they use a lot of common sense. The weakness was sometimes she used small sentences.

**Anchor Paper 1
Score Point 1**

Response attempts to address the task by making generalized comments about writing elements. (*"The weakness was sometimes she used small sentences."*) No supporting examples are offered, thus demonstrating little understanding of the relevant writing elements.

Anchor Paper 2

Here are some examples of why this is not good seventh-grade writing. The writing sample weaknesses is that the writer has to check for punctuation errors. Another thing is the writer could add a little more detail or discription in his/hers story. Some strengths of the writers story was that he/she stayed focused on the story and didn't put detail that didn't belong in the story. Also he/she didn't have run on sentences and he/she used complet sentences. Thos are ways this is not a good example.

**Anchor Paper 2
Score Point 1**

Response attempts to address the task by making general comments about writing elements. (“... weaknesses is that the writer has to check for punctuation errors . . . could add a little more detail or discription . . . strengths . . . was that he/she stayed focused on the story and didn't put detail that didn't belong . . . didn't have run on sentences and he/she used complet sentences.”). No supporting details or examples from the text are offered, thereby demonstrating little understanding.

Anchor Paper 3

This is a good example of seventh-grade writing because she picked a good topic and stayed on it. The weakness of the student writing was she or he didn't need exactly to tell us how big the boxes were. The grammar, spelling, and punctuation was very good.

Anchor Paper 3**Score Point 2**

Response addresses the task in a limited way with generalities about writing elements (“... she picked a good topic and stayed on it. . . . she or he didn't need exactly to tell us . . . grammar, spelling and punctuation was very good.”) and supporting one of them with a detail from the student writing sample (“how big the boxes were”). The relevance of the example is not explained, however, demonstrating limited understanding of the relevant writing elements.

Anchor Paper 4

A good thing about the student writing sample is that he/she gave very good detail like, "It was twice as heavier, and taller than the last one," another good thing is that he/she uses good English\grammer. like, "When Lindsey looked at him, he said, 'You can help me by carrying these three heavy boxes to the shed.'" A bad thing about the student witing sample is that he/she adds thing in it that don't need to be there. like, "I took her five minutes to clean up." So the student writing sample was good, but he/she needs to take more time on cheacking it over more slowly.

**Anchor Paper 4
Score Point 2**

Response demonstrates limited ability to address the task. Some relevant writing elements are discussed ("... he/she gave very good detail . . . uses good English\grammer . . . he/she adds thing in it that don't need to be there . . ."), each of which is supported by details from the text ("... like, 'It was twice as heavier, and taller than the last one' . . . like, 'When Lindsey looked at him, he said. 'You can help me by carrying these three heavy boxes to the shed.' . . . like, 'I took her five minutes to clean up.'") The relevance of the examples is not explained, demonstrating limited understanding of the elements of writing that support the task.

Anchor Paper 5

It is a good example in some ways and a bad example in others. First, one of the student's weaknesses is that they didn't use the right punctuation for their sentences. For example, "I have a sore back, and I can't lift heavy boxes or walk at all." he replied. Another weakness that the student has is that they could've made some compound sentences instead of making two sentences that talks about the same thing. For example, "It was the middle of the afternoon, It was in the summer. When clearly they could've said, It was the middle of a summer afternoon. Other than those weaknesses they did good. The student knows when to make a paragraph that talks about one topic. Another of the student's strengths is they know to put quotations around the direct words of the characters. For example, Lindsey asked, "Why aren't you cleaning up Grandpa". In conclusion, the student's weaknesses could ruin the story while their strengths help, but they need to work on writings.

Anchor Paper 5**Score Point 2**

Response demonstrates limited ability to address the task. Some relevant writing elements are discussed ("... they didn't use the right punctuation . . . they could've made some compound sentences . . . the student knows when to make a paragraph that talks about one topic . . . they know how to put quotations around the direct words of the characters"), most of which are supported by details from the text ("For example, 'I have a sore back, and I can't lift heavy boxes or walk at all.' he replied. . . . For example, 'It was the middle of the afternoon., It was in the summer.' . . . For example, Lindsey asked, 'Why aren't you cleaning up Grandpa'"). Although a suggestion is made, there is no explanation of why the writing would be improved as a result ("... instead of making two sentences that talks about the same thing . . . When clearly they could've said, It was the middle of a summer afternoon"), demonstrating limited understanding of the relevant writing elements.

Anchor Paper 6

The student writing sample is good and bad. One good thing is that the student used good vivid detail. For example, when Lindsey was going down the stairs fast, the student used the term "almost breaking her neck" to tell us that Lindsey was going really fast down the stairs. Another good thing is that the student stuck to the main idea. One bad thing is that the student made capitalization and punctuation errors. For example, when the grampa said "I have a sore back, and I can't lift heavy boxes or walk at all." he replied, they should have changed the period to a comma. Another bad thing is that the student didn't grab the readers attention with the lead paragraph. These are the good and bad parts of the student's writing sample.

**Anchor Paper 6
Score Point 3**

Response addresses the task by discussing writing elements ("*. . . used good vivid detail . . . stuck to the main idea . . . made capitalization and punctuation errors . . . They should have changed the period to a comma . . . Didn't grab the readers attention with the lead paragraph.*") and supporting some of them with examples from the student writing sample ("*For example, when Lindsey was going down the stairs fast, the student used the term 'Almost breaking her neck' . . . For example, when the grampa said 'I have a sore back, and I can't lift heavy boxes or walk at all.' he replied.*"). The relevance of one of the examples is adequately explained ("*used the term . . . to tell us that Lindsey was going really fast*"), thereby demonstrating some understanding of the relevant writing elements.

Anchor Paper 7

There are good examples and bad examples in this seventh grade writing. One of the good examples is that there is a hint of mystery in the beginning when readers might think "Why isn't he cleaning?". After that nothing exciting happens that is the first bad example. This story is too predictable if she falls down of course she's going to get back up again. It just doesn't grab the readers attention.

Another good example is that there is a good lesson for young readers, to never give up you can accomplish anything. The second bad example is that there are no similes, personifications, or metaphors. I think the story would have been better if the writer had added a personification. Instead of just saying the second box was taller + heavier they could have said, "when she went to fetch the second box she saw that it was heavy. It tall as a cold and unforgiving Mt. Everest. Towering over her it laughed.

I think it adds much more detail to the story with personifications.

Anchor Paper 7
Score Point 3

Response addresses the task by discussing writing elements (“*This story is to predictable . . . there is a good lesson for young readers . . . there are no similies, personifications, or metaphors . . .*”) and supporting some of them with examples from the student writing sample (“*‘why isn’t he cleaning’ . . . if she falls dow . . . get back up agian . . . Instead of just saying the second box was taller + heavier . . .*”). The relevance of the examples are adequately explained (“*. . . there is a hint of mystery in the beginning when readers might think ‘why isn’t he cleaning.’ After that nothing exciting happens . . . This story is to predictable if she falls dow of course she’s going to get back up agian. It just doesn’t grab the readers attention . . . I think the story would have been better if the writer had added a personification. Instead of just saying the second box was taller + heavier they could have said, ‘When she went to fetch the second box she saw that it was heavy + tall as a cold and unforgiving Mnt. Everest. Towering over her it laughed. I think it adds much more detail to the story with personifications.*”) and some understanding of the relevant writing elements is demonstrated.

Anchor Paper 8

This writer did a very good job writing for a seventh grader, but could make some improvements. For example: She did very well with punctuation and spelling, she also stuck to the topic very well. She never trailed off into another subject or a different story, but unfortunately she did also do some things she could have done better on. For example: the very first paragraph said: It was the middle of the afternoon. It was summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up. — The last two sentences in the paragraph were okay, but if I read the first couple sentences as a new reader... I would set the story right down. There is not enough detail in it, and it could have been a little more catchy. As an example, instead of putting, It was the middle of the afternoon. She could have put... It was the middle of the afternoon, the sun was shining, the birds were chirping, and flowers were smelling fresh, but something wasn't right. Just a little more detail would make it more interesting.

Anchor Paper 8
Score Point 3

Response addresses the task by discussing writing elements (*“She did very well with punctuation and spelling, she also stuck to the topic very well. She never trailed off into another subject or a different story . . . There is not enough detail in it . . .”*) and supporting one of them with an example from the student writing sample (*“The very first paragraph said: It was the middle of the afternoon. It was summer. Lindsey was at her Grandpa’s house. Normally on summer afternoons when she was at her grandpa’s house, he would be cleaning up. But today he wasn’t cleaning up.”*). The relevance of the example is explained (*“The last two sentences in the paragraph were okay, but if I read the first couple sentences as a new reader . . . I would set the story right down . . . not enough detail in it, and it could have been a little more catchy. As an example, instead of putting, It was the middle of the afternoon. She could have put . . . It was the middle of the afternoon, the sun was shining, the birds were chirping, and flowers were smelling fresh, but something wasn’t right. Just a little more detail would make it more interesting.”*), however, the lack of other examples keeps this at the level of some understanding.

Anchor Paper 9

43 The student writing sample was good. The author described the character's feelings and emotions well just like when he said, "A smile came to her face when he said the words 'help me.'" The author described the setting well when he said, "she saw lots of tools and fishing poles hanging from hooks on the walls." When writing this he also stuck to the thesis statement instead of talking about what they were going to eat for dinner or something else way off the topic.

I said, "The student writing sample was good," but it could use some work. I think the thesis needs to be more attractive as well. The story is way too boring and needs more action or needs to be spiced up a little. The author also needs to describe the actions of the characters better. The author could of added a line like, "As she climbed the stairs she felt as if the few stairs turned into a gigantic mountain," or something of the sort. If the author did these few things the reader would be able to create a good mental picture of the character, their actions and the setting.

Anchor Paper 9
Score Point 4

Response fully and clearly addresses the task by discussing writing elements (*“The author described the character’s feelings and emotions well . . . described the setting well . . . stuck to the thesis statement instead of talking about what they were going to eat for dinner or something else way off the topic. . . . the author also needs to describe the actions of the characters better.”*), some of which are supported by specific text examples (*“. . . like when he said, ‘A smile came to her face when he said the words ‘help me.’” . . . when he said, ‘She saw lots of tools and fishing poles hanging from hooks on the walls’*). The last writing element is explained more fully than the others (*“The story is way too boring and needs more action or needs to be spiced up a little . . . The author could of added a line like, ‘As she climbed the stairs she felt as if the few stairs turned into a gigantic mountain,’ or something of the sort. If the author did these things the reader would be able to create a good mental picture of the characters, their actions and the setting.”*) This explanation and reflection back to the reader demonstrates a level of understanding that earns this paper a score of a low 4.

Anchor Paper 10

43 As any young student writer she has a lot of skills that need to be developed, but also has some strengths in her writing. One of those strengths being she stayed on topic. Some student authors are one minute talking about helping her Grandpa and the next going on about their best friends dog. She stayed on topic very nicely. Some of the weaknesses of the writer was that she add extra sentences that were not needed like "She saw lots of tools and fishing poles, hanging from hooks on the wall. That just distracts the reader, developing the story in no way at all. Also, This author had a lot of short and choppy sentence that could bored a reader very quickly. She could have combined her sentences like that into one to make them more interesting. As with any author, young or old she had her strengths and weakness, but has potential to become better.

Anchor Paper 10
Score Point 4

Response fully and clearly addresses the task by discussing relevant writing elements (“*stayed on topic . . . add extra sentences that were not needed . . . had a lot of short and choppy sentence*”), some of which are supported with specific text examples (“*. . . helping her Grandpa . . . like ‘She saw lots of tools and fishing poles hanging from hooks on the wall’*”). The relevance of the examples is fully explained (“*Some student authors are one minute talking about helping her grandpa and the next going on about their best friends dog. She stayed on topic very nicely . . . That just distracts the reader, developing the story in no way at all.*”) and an explanation for the last element is also offered (“*. . . that could bored a reader very quickly. She could have combined her sentences like that into one to make them more interesting.*”) though it is weakened by a lack of example. The fully explained examples, however, demonstrate a level of understanding which earns this paper a score of a low 4.