



**English Language Arts
Grade 3
Scoring Guide for
Released Item #12
Peer Response to the
Student Writing Sample #2
Fall 2007**



PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

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

Use this checklist to help you with your response. Your response must be written on the lines on the next page. No extra sheets may be used.

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?

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

Mrs. Smith is very special person to me. She is very special to me, if she was not a teacher, I would not be in this classroom. Mrs. Smith teaches me things I don't know.

When I am stuck on something, shell help me. she is a super teacher. If I get a cut and it is just a little cut like a paper cut, she will put a bandage on it. That makes me feel better. If she didnt do that, all kinds of bacteria would get in it.

When, we get done doing a lot of work Mrs. Smith sometimes reads to us. She reads very loud and clear. She also reads very good books. She puts Brain Stretchers up on the boord for me to think about.

Sometimes they are kind of hard. but sometimes they are kind of easy. Everyday she takes us out to recess. But, if it is raining, we play inside. we like it when she takes us out to recess. She gives me work. I also like to do the work she gives me. She is allmost like another mom to me. She takes her time and does things with us. She does lots of activities with us. Like she takes us on trips. When I have problems she listened to me. She is a great person. I hope she stays that way.

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

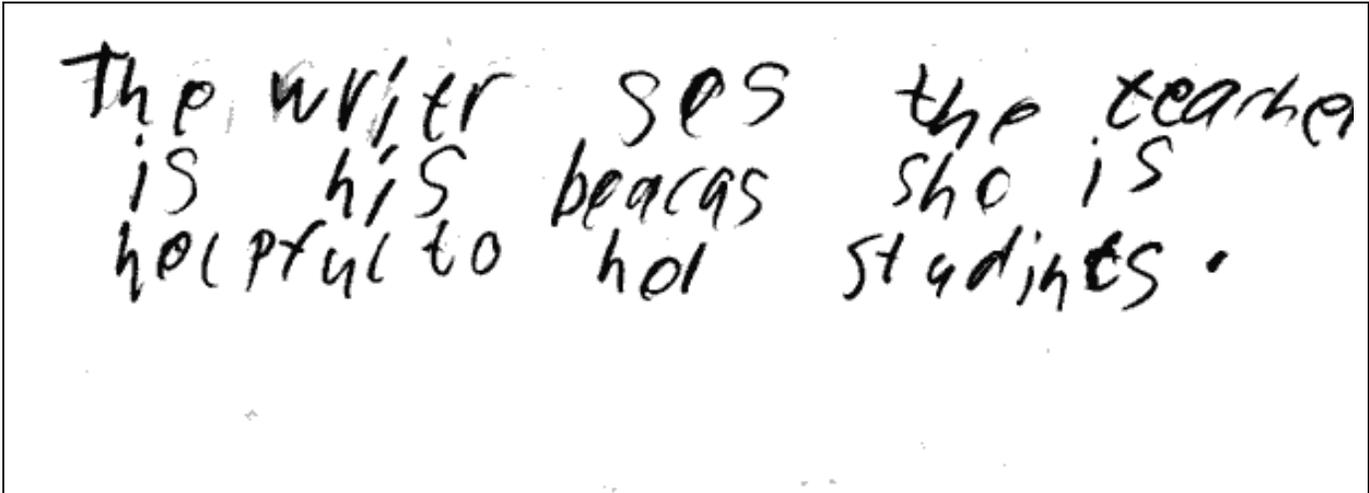
Anchor Paper 1 – Score Point 1

I think that the boy really liked his teacher because without her, he would only get a mean teacher, his teacher probably liked her students especially him. I think that teachers should do what the teacher did in the typed story, on a computer, that boy had did.

**Anchor Paper 1
Score Point 1**

This response demonstrates an attempt to address the task presented in the prompt. The response is general (*I think that the boy really liked his teacher because without her, he would only get a mean teacher...*) and does not refer to anything from the writing sample.

Anchor Paper 2 – Score Point 1



The writer ses the teacher
is his beacas she is
helpful to hol stadinges.

Anchor Paper 2 Score Point 1

This response demonstrates an attempt to address the task presented in the prompt. The response is general (...she is helpful to her studints.) This statement, while referring to the writing sample, is vague and inaccurate.

Anchor Paper 3 – Score Point 1

In the sample - the student did good explaining why her teacher was so nice. For example The student said that her teacher spent all her free time reading to the and playing games with the class.

**Anchor Paper 3
Score Point 1**

This response demonstrates an attempt to address the task presented in the prompt. The response is general (...her teacher spent all her free time reading to the and playing games with the class.). Although vaguely connected to the writing sample, this statement is not a detail from the sample.

Anchor Paper 4 – Score Point 2

The Ride ses she is liRE
a nother mom.

**Anchor Paper 4
Score Point 2**

This response demonstrates a limited ability to address the prompt by giving a detail from the writing sample (*The Ride ses she is like a nother mom.*) This detail is vague and does not directly answer the prompt.

Anchor Paper 5 – Score Point 2

Why Mrs. Smith is a special person because she is very nice to the person. I like his mom, to help him that she like a super teacher. That what I think, and she also helps him learn.

**Anchor Paper 5
Score Point 2**

This response demonstrates a limited ability to address the prompt by presenting several things about Mrs. Smith (*She is very nice to the person...like his mom, to help hm.*). While these refer to the story, they are general and vague, showing a limited understanding of the effective elements of writing.

Anchor Paper 6 – Score Point 2

I now Miss. Smith is speshe.
I think this because she cares, she
reads to them, she thakes them out
for reseese, she dose fun stuf with
her class. When the student said
she is like anther mom I now she
is speshe!

**Anchor Paper 6
Score Point 2**

This response demonstrates a limited ability to address the prompt by presenting several actions preformed by Mrs. Smith (...she cares, she reads to them, she thakes them out for reseese, she dose fun stuf...). While these actions are relevant to the writing sample, they are general and somewhat vague.

Anchor Paper 7 – Score Point 3

• Mrs. Smith is a good person because she helps people a lot. When she will take her time to help us with our work. Like he takes his time if we don't get we stay in and he will get us to understand it just like she does. I can compare to Mrs. Smith that is how I can tell.

Mrs. is nice in the story she helps people understand stuff she put work on the board sometimes it is easy and it is hard. She read to them when they are working. Mrs. Smith is a good teacher. Mrs. Smith is the best teacher and is the best teacher in the world.

Anchor Paper 7
Score Point 3

This student addresses the task by addressing the prompt (*Mrs. Smith is a good person...*) and using their own experiences as the reason for their conclusion (*I can compare Mr. _____ to Mrs. Smith that is how I can tell.*). The details from the writing sample (*...she helps people...Mrs. is nice... she put work on the board, sometimes it is easy and it is hard*) range from vague to specific, and include some inaccuracies (*She read to them when they are working.*). This insightful response demonstrates some understanding of the effective elements of writing.

Anchor Paper 8 – Score Point 3

The student who wrote the paragraph about Mrs. Smith explained that she is a very special person to him or her. He explained that she teaches him a lot and she is very nice. She takes care of cuts, and listens to what he says. She puts brain stretchers on the board, and I think that the student who wrote the paragraph liked brain stretchers. A clue that told me that he loved Mrs. Smith was that he said in the paragraph, "She is almost like a mom to me." That is the clue's the student gave to me, that tell me, Mrs. Smith is very special.

**Anchor Paper 8
Score Point 3**

This response addresses the task by offering specific details from the writing sample of Mrs. Smith's actions. The actions range from vague and general (...she teaches him a lot...she is very nice...She takes care of cuts, and listens to what he says.) to somewhat specific (She puts brain stretchers on the board...). The student then uses the "clue" (...she is almost like a mom to me.) to draw the conclusion that "Mrs. Smith is very special" to provide a comprehensive answer to the prompt.

Anchor Paper 9 – Score Point 3

The writer tells the reader that Mrs. Smith is a good person because, if the kids have a paper cut then she will give them a bandade. Also when there stuck on something she'll help them get out. If she dinit do that then all tyeps of bacteria would get in there body. She takes them on trips and the kids said she was a super teacher. If there done with there homework she will read them a good story! She puts Brain Stretchers to help them think. She gives them work that they like to do and the kids said shes very speshial!! Those are a lot of detail the writer put in to show Mrs Smith is a speshial person.

**Anchor Paper 9
Score Point 3**

This response addresses the task by providing a mix of general and specific details from the writing sample to show what Mrs. Smith does to be special or “a good person” (...she will give them a bandade...help them out...takes them on trips...read them a good story...Brain Stretchers to help them think”) demonstrating some understanding of the effective elements of writing.

Anchor Paper 10 – Score Point 4

It tells that Mrs. Smith is a special person by saying this "Mrs. Smith helps me if I'm stuck" she wouldn't be that special if she wasn't nice and helping people is nice. Another way she's special is that he said this "If I cut a paper cut she'll put on a bandaid" Most people don't let you put a bandaid on a paper cut but it's special that Mrs. Smith does, no wonder the writer thinks Mrs. Smith is special. If she wasn't special it wouldn't say this "she takes us on trips" If she wasn't special why would she take them on trips. There's lots of ways Mrs. Smith is special and if I knew her she would be special to me as well.

**Anchor Paper 10
Score Point 4**

This response clearly addresses the task with the student offering specific details from the writing sample of Mrs. Smith doing special things for the student (...helps me if I'm stuck...if I cut a paper cut she'll put on a bandaid...) and then explains why those actions are special (helping people is nice...Most people don't let you put a bandaid on a paper cut...). This response demonstrates an understanding of the effective elements of writing.