



**English Language Arts
Grade 5
Scoring Guide for
Released Item #12
Peer Response to the
Student Writing Sample #2
Fall 2007**



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

Many kites today are used for entertainment, but in the past it was used for many important things.

Many people in history used kites to invent things. In the 1700s, a man named Benjamin Franklin became famous for using a kite to make electricity.

After that, lots of people used electricity to make inventions like electric motors, light bulbs, and the first video player.

In the 1700s, box kites were used to measure how fast wind was going. What the temperature was. What was in the air.

Then, in 1907 a man named Alexander Graham Bell thought that kites could be used to fly. So, he built kites big enough to lift people in the air.

But in Japan, Mr. Katsutaka Murooka would send kites with video cameras to take pictures high in the sky. The pictures are displayed in a very small museum.

Today people use kites to have fun. These activities are kite sailing, kite bugging, and kite jumping. These fun activities need lots of important training and safety rules.

In our history, kites have been used to make some important inventions they are also used for fun. So some of the most funnest things can be used for the best discovors.

Prompt

PEER RESPONSE TO STUDENT WRITING SAMPLE #2**DIRECTIONS:**

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

12 What advice would you give the writer to improve this writing sample? Why?

Use examples and details from Student Writing Sample #2 on page 12 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 on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 1B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B 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
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

The writer needs only a little advice. He was ok on his writing piece and it was very good. But it looked like he needed help editing. There were a few mistakes on that. There was a couple punctuation mistake in this to. He could fix most of it. But it was pretty good

**Anchor Paper 1
Score Point 1**

In this response the student attempts to address the task (*The writer needs only a little advice.*) but demonstrates little understanding of the effective elements of writing by offering only general observations about editing and punctuation... (*he needed help editing; There was a couple punctuation mistake*).

Anchor Paper 2 – Score Point 1

If I could give this writer this story advice I would tell him to put more details. I would tell him this because in the writing it doesn't have enough details. Like could of told more stuff about the subject. Another thing I would tell the writer is work on punctuation. I would tell him this because he really needs to work on it. That is what I would tell the writer in this story.

**Anchor Paper 2
Score Point 1**

This response attempts to address the task by offering suggestions that would make the writing clearer to readers, but does so with only generalized suggestions (*I would tell him to put more details... more stuff about the subject... work on punctuation*). No detail from the writing sample is given as support.

Anchor Paper 3 – Score Point 1

The advice I would give to improve his writing sample is to have more sentence fluency and sentence variety. I also think that he could use grammar better and use punctuation in the correct spots. He could use different words in the beginning of sentences because he uses really boring words and I think that he could use more variety for those words. I also think he could use more detail in the sentences and subjects that he talks about. I think all of that because if he did all of that it would be a better story and it would be less boring because he would actually have sentence fluency and sentence variety. That is what I think he should to improve his story

**Anchor Paper 3
Score Point 1**

In this response the student attempts to address the task (*The advice I would give to improve his writing sample is...*) but only offers a long list of generalized suggestions (*have more sentence fluency and sentence variety... use grammar better... use punctuation in the correct spots*).

Anchor Paper 4 – Score Point 2

I would have some advice for the student to use.

My first advice is to look for misspelled words like "discovory".

Second I would tell him that he needs capitals, periods, question marks etc.

These are all the advice I'd give the student.

**Anchor Paper 4
Score Point 2**

This response demonstrates a limited ability to address the task (*I would have some advice for the student to use.*) by listing several suggestions relating to spelling and mechanics (*look for misspelled words; he needs capitals, periods, question marks*). Partially relevant detail from the writing sample only supports the suggestion that there are spelling mistakes in the writing sample (*words like 'discovory'*).

Anchor Paper 5 – Score Point 2

Some advice I would give the writer to improve is put some excitement into it. Use a variety of words like in the story how some of the sentences start the same like the first and the second both start with many. Another thing the writer could do is say what kinds of kites they used or where they were made. Make even say who advertised the kite!

**Anchor Paper 5
Score Point 2**

In this response the student demonstrates a limited ability to address the task (*Some advice I would give the writer to improve is...*) by offering ideas and some partially relevant details from the writing sample as support (*put some excitement into it; Use a variety of words...the first and second [sentences] both start with many... say what kind of kites they used*).

Anchor Paper 6 – Score Point 2

I advice the writer to make the paragraphs longer so the reader would get more information. Also the writer should include more information to the introduction like things that grab the reader's attention. In paragraph four the writer is talking about the 1700's but in paragraph five he/she is talking about 1907, I think he/she should not jump from time to time so quickly. At the end, the writer should say how important kites are because they made many discoveries.

This is the advice I give to the writer in he/she story.

**Anchor Paper 6
Score Point 2**

This scattered response shows a limited ability to address the task by offering several ideas (*make the paragraphs longer so the reader would get more information; include more information to the introduction; he/she should not jump from time to time so quickly*), but only supports, with partially relevant detail, the idea that the author jumps around through time (*In paragraph four the writer is talking about the 1700's but in paragraph five he/she is talking about 1907*). An additional vague detail is offered (*say how important kites are because they made many discoveries*), but this detail, though relevant, is not clearly attached to the student's earlier suggestion that the author "include more information."

Anchor Paper 7 – Score Point 3

Actually, I thought that was pretty good. But I want to see more excitement like when you said a man named Benjamin Franklin became famous for using a kite to event electricity readers are gonna want to know how for an example how did he use the kite what did he do with it. You have to support your statement. And then again, when you start talking about Alexander Graham and how he used kites to build a flying machine you need to have details and something to support your statement and have a lot of details otherwise I really like your story there weren't any spelling errors so that's pretty good.

Anchor Paper 7
Score Point 3

This response addresses the task with some understanding of the effective elements of writing. An idea is generally stated (*you need to have details and something to support your statement*) and somewhat supported with relevant and specific details from the writing sample (*how did he use the kite what did he do with it; How he used kites to build a flying machine*).

Anchor Paper 8 – Score Point 3

I think the student has a very nice writing sample, but there needs to be some changes. The student should look in a thesaurus for better words than fun. The student that wrote this has a good body, but not enough detail. He should have details about how some of the new inventions work, and how they are related to the kite. I think he or she should tell about how Benjamin Franklin used a kite to make electricity. How was a box kite made? How would someone build a kite to lift a person in the air? I think this would be a good essay if the student used some of my advice.

**Anchor Paper 8
Score Point 3**

This response addresses the task and shows some understanding of the effective elements of writing by generally identifying two ideas and somewhat supporting each with specific relevant detail from the writing sample. The first idea (*look in a thesaurus for better words*) is specifically supported (*better words than fun*), and the second idea (*not enough detail*) is supported with specific detail (*how some of the new inventions work and how they are related to the kite; how Benjamin Franklin used a kite to make electricity. How was a box kite made? How would someone build a kite to lift a person in the air?*).

Anchor Paper 9 – Score Point 3

Well, one thing is he could title it something like "Kites amazing History. Just to make it sound interesting." He also could make it a little longer and add more details. Then he could title little sections stuff like what the paragraph was about like box kites or Did you know. It helps get kids interested. I know this as a fact cause kids if you take them to a museum they usually just look. So if you make spunky titles or spunky pictures, kids are more likely going to like it and maybe even want to know more information. Like when they say that box kites were used in the 1700's, to measure how fast wind was going, they could tell stuff like why they don't do that anymore. So basically more info and a lot more details! And maybe how the kites changed to

being just flying devices. So MORE detail.ü

Anchor Paper 9
Score Point 3

This response addresses the task by listing several suggestions that would improve the writing sample. Some understanding of the effective elements of writing is shown by generally identifying suggestions that would improve the writing sample (*he could title it something; title little sections stuff like what the paragrah is about...spunky titles; more info and alot more details*) and somewhat elaborating these suggestions with specific relevant details (*title it something like Kites Amazing History; title sections...like Box Kites or Did You Know; how the kites changed to being just flying devices*).

Anchor Paper 10 – Score Point 4

Some advice I would give the writer to make it a better story would be not to use so many periods. In the story when it says "kites were used to measure how fast wind was going. What the temperature was. What was in the air." The story would be better if the writer added commas at that point instead of periods.

Some other parts in the story that I quite didn't understand was in the 5th or 6th paragraph, was when it said, "Then in 1907 a man named Alexander Graham Bell thought that kites could be used to fly. So, he built his kite big enough to lift people in the sky. But in Japan." Right there it sounds like the writer is comparing both of the inventors. It would sound better if it were, "and in Japan."

In the 6th paragraph, it said the pictures are in a small museum. But it does not tell you where the museum is. The writer should have added the name of the museum, so he wouldn't just call it "a small museum."

In the 8th paragraph it said, "In our history, kites have been used to make some important inventions they are also used for fun." It does not make sense! Inventions and they should be different sentences or should be separated by a comma. I hope my advice helps the story.

Anchor Paper 10**Score Point 4**

This thorough response addresses the task (*Some advice I would give the writer to make it a better story would be...*) and demonstrates an understanding of the effective elements of writing. Clear ideas are fully supported with relevant specific details from the writing sample. Suggestions made by the student show an awareness of how the reader is impacted by the writing (*I quite didn't understand; it would sound better if; it does not make sense*).