



**English Language Arts
Grade 6
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

I'm choosing summer because its my favorite season. I always go swimming with my friends. I bring out my boat and we go all over the pool with it. It's really fun.

Sometimes we go to cookouts or we have cookouts. When we have cookouts we have hambargers, fries, chip, and hotdogs. Then we take a swim and play.

My friends and me always go skating. We go around the block and down the biggest hill in the street. I'd never fallen in my life.

Then we go bike riding around the block again. Sometimes we got to the mall. We get a bunch of candy. After that we go in a tree house in my back yard. We go in sit on the chairs, and eat all the candy.

Sometimes we play capture the flag with water ballons. We have a red flag and a blue flag. We also hide the flags.

We play vido games. We like to play each other and keep score. And that's what I do over the summer.

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 Is this a good example of sixth-grade writing? Why or why not?

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

This is not a sample of a good sixth grade writing. The reason it's not is because the author spelled stuff wrong. They also punctuated wrong in two places. This person does not write very well for a sixth grader. I definitely think this is **Not** a good writing sample.

**Anchor Paper 1
Score Point 1**

In this response the student attempts to address the task (*This is not a sample of a good sixth grade writing.*) but demonstrates little understanding of the effective elements of writing by offering only general observations about spelling and grammar (*the author spelled stuff wrong...punctuated wrong*).

Anchor Paper 2 – Score Point 1

This is not a good example because most of the sentences were not complete. It also repeats words over way to many times and some of the paragraphs can be changed around or combined. They should have changed some sentences around and re-worded some of the sentences.

**Anchor Paper 2
Score Point 1**

This response attempts to address the task (*This is not a good example...*) but a list of generalized statements and suggestions (*sentences were not complete; repeats words; some of the paragraphs can be changed around or combined*) with no specific detail, demonstrates little understanding of the effective elements of writing.

Anchor Paper 3 – Score Point 1

No, I do not think this was a good example of sixth-grade writing. The following are my reasons:

One reason this is not good sixth-grade writing is because this author used boring words. The author's words were used again and again. Since the words were already boring, that made it even more boring.

Another reason is this piece needed more voice. If the author put more voice in it, it would be better, but still not great.

One more thing this author

could have done was check his spelling one more time. That way, there wouldn't be words spelled wrong.

That's why I think that this wasn't good sixth-grade writing.

Anchor Paper 3**Score Point 1**

This response attempts to address the task (*No, I do not think this was a good example of sixth-grade writing*) but repeated generalizations demonstrate little understanding of the effective elements of writing.

Anchor Paper 4 – Score Point 2

No, this is not good sixth grade writing because, the person did not use good info or support there writing. They also wrote in-complet paragraphs. The person should have given more details on there subject/subjects. They also went of on what they do in cummers, and not why they liked it. They also need a clearer responce.

They gave few details, so I think they need more response, and more about why they like summer. So, No it's not a good writing piece.

**Anchor Paper 4
Score Point 2**

This response demonstrates a limited ability to address the task (*No, this is not good sixth grade writing...*). Minimal and partially relevant detail from the writing sample supports the idea that the writing needs more detail about summer.

Anchor Paper 5 – Score Point 2

Do you think this was a very good peice?
I don't! Here are some supportive details
to tell you why.

First of all when he said "I'm choosing
summer because its my faorite season" he didn't
say what he was choosing it from or for. Then
he had grahmer mistakes and his sentances
were choppy. Plus a lot of his story was hard
to understand.

I hope I get a higher grade than
him. Because I know if I wrote a paper
like that I'd get pretty low score.

**Anchor Paper 5
Score Point 2**

This response demonstrates a limited ability to address the task by offering several ideas (*he had grahmer mistakes and his sentances were choppy; his story was hard to understand*), but no detail from the writing sample is included. Partially relevant detail from the writing sample only supports the idea that the writer never explained why summer was chosen as the topic (*"I'm choosing summer because its my faorite season" he didn't say what he was choosing it from or for*).

Anchor Paper 6 – Score Point 2

For a sixth-grade writing piece, that was bad. They had no order, spelling errors, and it was really boring to read.

I would think that a sixth-grader would know how to spell video. This person did not spell it right they spelt it vido.

The ideas where really random. There was no order in the paragraphs. One sentence was about video games, and then the end sentence.

None of the sentences where attention grabbing. If I did not have to read it I would not do. It was the most boring paper

I have ever read.

**Anchor Paper 6
Score Point 2**

The student demonstrates a limited ability to address the task (*For a sixth-grade writing piece, that was bad.*) by offering ideas and some partially relevant details as support (*spelling errors... This person did not spell it [video] right they spelt it vido... they had no order... One sentence was about video games, and then the end sentence.*). An additional idea is given (*it*

was really boring to read...Non of the sentences where attention grabbing.) but no detail from the writing sample is offered as support.

Anchor Paper 7 – Score Point 3

No, I don't think that this is a good example of sixth-grade writing, because when I look at this sample I'm thinking to myself that I would have to make a lot of corrections.

Well for one this person had a lot of misspelled words. For example the person wrote "it's" wrong and didn't really explain what she was writing about so really I had to guess. For example the person just wrote in the beginning "I'm choosing summer".

Also the person didn't have complete sentences. For example the person wrote "We have a red flag and a blue flag. We also hide the flags." she made those into two different sentences. Then he or she wrote "We play video games." that's not a complete sentence.

I also think that he or she should have been more specific and that's why I think that this writing sample is not a good example to sixth-graders!

**Anchor Paper 7
Score Point 3**

This response addresses the task (*No, I don't think that this is a good example of sixth-grade writing*). Although somewhat list-like, the essay demonstrates some understanding of the effective elements of writing by generally identifying what was wrong with the writing sample (*this person had a lot of misspelled words; didn't really explain what she was writing about; didn't have complete sentences*) and elaborating with specific relevant details (*the person wrote 'it's' wrong; just wrote in the beginning "I'm choosing summer"*).

Anchor Paper 8 – Score Point 3

No, I do not think this is a good example a sixth-grade writing. I don't think this is a good example because the writer miss-spelled alot of words, has bad entrodution and concluding sentences, some things dont make sence, and there is a whole bunch of different topics.

I think the author has bad entrodution sentences because 2 of them start with somtimes, and one of them starts with then. Also they dont have alot of detail. I think the concluding sentences are bad because there isn't really any. The author should work on that.

Also, I think some things don't make sence because the author miss spelled or made silly mistakes like that. For example the author wrote 'we had lamburgers, fries, chip, and hotdogs! Also 'Somtimes we got to the mall! I think the author should

look over her writing.

Anchor Paper 8
Score Point 3

This response addresses the task (*No, I do not think this is a good example a sixth-grade writing*) with some understanding of the effective elements of writing. Ideas are generally stated (*the writer miss-spelled alot of words, has bad entrodution and concluding sentences, some things don't make sence*) and somewhat supported with relevant specific details from the

writing sample (*miss spelled...hambergers; bad entroduction sentences because 2 of them start with sometimes...the concluding sentences are bad because there isn't really any; made silly mistakes... 'sometimes we got to the mall').*

Anchor Paper 9 – Score Point 3

I don't think this is a good example of sixth-grade writing because the author of this text made a lot of mistakes. One of the mistakes were, that it didn't flow very well. This happened because he used periods when a comma was needed. Another one I noticed was a spelling error. The author spelled "video" wrong. One other thing I noticed was that he didn't use a lot of detail. The author didn't explode the moment. I didn't feel like I was there during the cookouts, or playing capture the flag with all the kids. Finally I noticed the way the author layed out the paragraphs. He could've exploded the moment for one paragraph. Instead the author just listed what he

did over the summer.

Overall, I liked the sample, but I think the author could of done better.

Anchor Paper 9
Score Point 3

This response addresses the task (*I don't think this is a good example a sixth-grade writing...*) with some understanding of the effective elements of writing. The student lists the “mistakes” in the writing sample with a mix of general and specific details (*it didn't flow very well; spelling error. The author spelled 'video' wrong; he didn't use a lot of detail...I didn't feel like I was there during the cookouts, or playing capture the flag; the way the author layed out the paragraphs...just listed what he did over the summer*).

Anchor Paper 10 – Score Point 4

No I don't think this is a good example of sixth grade writing. I think this because there is no descriptive details. "We sit in the chairs and eat the candy" He makes it seem like a robot has more feeling. "My friends and I go swimming every day" They don't tell how deep the pool is how cold it feels. They say they go down the biggest hill on the street, They don't say how fast you think you're going no analogies or metaphors. "Sometimes we have look outs or we go to look outs we have hotdogs, chips, Hamburgers, and fries." They don't describe if they were cooked well enough if they tasted good. "After that we go in my treehouse" What colour is the treehouse? How big is it? What do you have in it? They need to answer certain questions. They go to the mall what mall is it? What store did you buy the candy from? Some times you need to describe feeling that what catches the readers attention. That is why I think this is not a good sixth grade writing sample.

Anchor Paper 10
Score Point 4

This focused response addresses the task (*No I don't think this is a good example of sixth grade writing.*) and demonstrates an understanding of the effective elements of writing. A clear idea about the writer's lack of details is addressed in several ways (*there is no descriptive details; no analogy or metaphors; They need to answer certain questions; you need to describe feeling*) and is 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 lack of descriptive feelings in the writing sample (*He makes it seem like a robot has more feeling; you need to describe feeling that what catches the readers attention*).