



**English Language Arts
Grade 7
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

Winter is my favorite season. It is my favorite because you can do a lot more activities in winter than any other season. Some things I like to do in winter are sled, skiing, and have snowball fights.

I love to skate on ponds and at rinks. When I spin it feels like I am stuck in a spinning tornado. When you glide across the ice it feels like you are going to fall. Another activity I like to do is tubing. I like to go down the icy snowhill. When I go down the hill fast the wind stings my cheeks. It feels like my skin is flying behind me. I try to avoid the jumps.

Skiing is my favorite winter sport. I love to ski down the steep hills and going back up with the chair lift. The skis are as long as a bus, so it is hard to stop. The ride is very enthralling.

One favorite activity is having snowball fights. I love to make snowballs and then throw it at people. Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.

When I came inside from playing, I am always looking forward to a nice, hot cup of cocoa. Me and my brother have cocoa with our breakfast every day in the winter. That is my favorite winter drink.

These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do.

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 Does the writer do a good job of explaining the main idea? 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

Yes! because they spelled every thing right an explained the hole thing like it should be explained and written.

Anchor Paper 1

Score Point 1

Response attempts to address the task by making a general statement in answer to the prompt (...they spelled every thing right an explained the hole thing like it should be explained and written.) but offering no supporting details or examples from the student writing sample. Little, if any, understanding of the relevant writing elements is demonstrated.

Anchor Paper 2 – Score Point 1

Yes, because he/she put abt of detail in it and they don't put to much information in the introduction. Then that person put lots of detail in the story to make it exciting. That person added alot of activities and that made the story really good. Thats why I think he/she had a good writing piece

**Anchor Paper 2
Score Point 1**

Response attempts to address the task by talking about relevant writing elements (Yes, *because he/she put alot of detail in it and they don't put to much information in the introduction... put lots of detail in the story to make it exciting... added alot of activities and that made the story really good*) but offering only a vague reference to examples from the student writing sample which is too general to be credited. Little understanding of the relevant writing elements is thereby demonstrated.

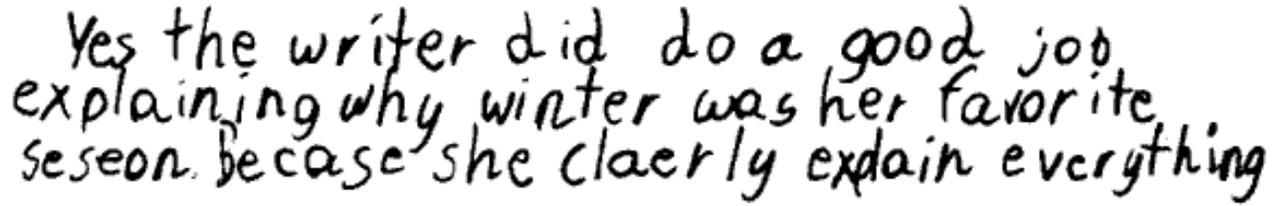
Anchor Paper 3 – Score Point 1

I think the writer did a good job explaining the main idea because he stayed on topic. When people go off topic you cant tell which topic is the real topic. Also it was good because he had alot of adjectives to help describe the topic. With alot of adjectives it is easier to picture the story in your mind. He told us alot about what he likes to go. When he tells us that we get more excited to do what he likes to do. I think to writer did a good job explaining the main idea.

**Anchor Paper 3
Score Point 1**

Response attempts to address the task by talking about relevant writing elements (...did a good job explaining the main idea because he stayed on topic... he had alot of adjectives to help describe the topic... He told us alot about what he likes to go.) and their effect on the reader (When people go off topic you cant tell which topic is the real topic... With alot of adjectives it is easier to picture the story in your mind... When he tells us that we get more excited to do what he likes to do). However, with no supporting details or examples from the story, little understanding is demonstrated.

Anchor Paper 4 – Score Point 2



Yes the writer did do a good job explaining why winter was her favorite seseon. because she claelry explain everything

Anchor Paper 4
Score Point 2

Response addresses the task in a limited way by talking about the writer’s strategy for explaining the main idea (...*writer did do a good job explaining why... Becase she claelry explain everything*) and supporting it with a detail from the student writing sample (...*winter was her favorite seseon*). However, no explanation of the relevance of the example is offered, thereby demonstrating limited understanding of the relevant writing elements.

Anchor Paper 5 – Score Point 2

I think that the writer does a good job in the student writing sample. The writer goes into a lot of detail and also uses unique comparisons such as the skis being as long as buses or him/her spinning like a tornado.

**Anchor Paper 5
Score Point 2**

Response addresses the task in a limited way by talking about relevant writing elements (*The writer goes into a lot of detail and also uses unique comparisons*) and supporting one of them with examples from the student writing sample (*...such as the skis being as long as buses or him/her spinning like a tornado*). However, no explanation of the relevance of the examples is offered and limited understanding is demonstrated.

Anchor Paper 6 – Score Point 2

I believe that the writer did a good job of explaining the main idea. The writer begins the sample with a introductory sentence. The writer gives specific details such as her favorite things to do in winter. The author describes how she feels when she ice skates. The writer lists her favorite winter activity, favorite winter sport, and what she looks forward to eat and do in the winter time.

These are some of the reasons why I believe that the writer did a good job of explaining the main idea.

**Anchor Paper 6
Score Point 2**

Response addresses the task in a limited way by talking about the writer's strategy for explaining the main idea (*The writer begins the sample with a introductory sentence... gives specific details... describes how she feels... lists... what she looks forward to eat and do...*) and supporting it with details (*...such as her favorite things to do in winter... when she ice skates... her favorite winter activity, favorite winter sport... in the winter time*). The relevance of the details is hinted at by the repeated reference to winter. This paper is scored a high 2.

Anchor Paper 7 – Score Point 3

In my opinion, the writer does a good job of explaining why he likes winter. He tells his reader he enjoys winter activities, such as sledding, ice skating, and snow ball fights. He also gives reason why he enjoys it. Like, when he says he likes skiing, he tells us the reason he enjoys it is he likes going down the hill and coming up the ski lift. Last, he tells us he enjoys the cocoa, he gets when he comes inside from playing in the snow. I think the author expresses his love for winter very well.

Anchor Paper 7 Score Point 3

Response addresses the task by discussing the writer's strategy for explaining the main idea (...writer does a good job of explaining why... tells his reader he enjoys winter activities... gives reason why he enjoys it... Like, when he says he likes skiing, he tells us the reason he enjoys it... Last, he tells us he enjoys) and supporting it with specific examples from the student writing sample (...such as sledding, ice skating, and snow ball fights... is he likes going down the hill and coming up the ski lift... the cocoa, he gets when he comes inside from playing in the snow). The relevance of the examples is explained by identifying the main idea that this strategy is being used to explain (I think the author expresses his love for winter very well.), thereby demonstrating some understanding of the relevant writing elements and earning this paper a score of a low 3.

Anchor Paper 8 – Score Point 3

Yes, I think that the author does a good job of explaining the main idea. He may not have a clear introductory sentence but during the first paragraph he clearly explains what the story was about. During the first sentence he wrote, "Winter is my favorite season." This doesn't tell us specifically what the story is about but it does give a general overview on the topic.

In the following sentence the writer states, "It is my favorite season because you can do a lot more activities in the winter than any other season." This gives us an even more in depth view of the topic. By now we have a pretty good understanding on what the story is about.

The final sentence in the first paragraph is what gives me the full

picture on what the story is about. The writer wrote, "Some things I like to do in winter are sled, skiing, and have snowball fights." This is what gives us a full view on what the story is about. In conclusion, the writer did not write a good introductory sentence but did present the main idea.

Anchor Paper 8
Score Point 3

Response addresses the task by discussing the writer's strategy for explaining the main idea (*He may not have a clear introductory sentence but during the first paragraph he clearly explains what the story was about... During the first sentence he wrote... In the following sentence the writer states... The final sentence in the first paragraph is what gives me the full picture*) and supporting it with details and examples from the student writing sample (*"Winter is my favorite season"... "It is my favorite season because you can do a lot more activities in the winter than any other season"... "Some things I like to do in winter are sled, skiing, and have snowball fights"*). The relevance of the examples is explained (*This doesn't tell us specifically what the story is about but it does give a general overview on the topic... This gives us an even more in depth view of the topic. By now we have a pretty good understanding on what the story is about... This is what gives us a full view on what the story is about.*). Some understanding is demonstrated and this paper is scored a 3.

Anchor Paper 9 – Score Point 3

I believe the writer does do a good job of explaining the main idea. The writer's topic is winter. The writer explains why he chose the topic. "Winter is my favorite season." The writer also tells why he likes winter in the introduction paragraph. "Some things I like to do in winter are sled, skiing and have snowball fights." The writer goes on to describe these activities in later paragraphs.

The detail is very vivid. "When I spin it feels like I am stuck in a spinning tornado." Or: "It feels like my skin is flying behind me." These words give the reader a picture of their favorite winter pastimes.

In conclusion, I think the writer explains the main topic clearly. The writer tells about winter and why it is his favorite season.

**Anchor Paper 9
Score Point 3**

Response addresses the task by discussing relevant writing elements and the writer's strategy for explaining the main idea (*The writer explains why he chose the topic.... also tells why he likes winter in the introduction paragraph.... goes on to describe these activities in later paragraphs. The detail is vivid*) and supporting them with examples from the student writing sample ("Winter is my favorite season."... "Some things I like to do in winter are sled, skiing and have snowball fights."... "When I spin it feels like I am stuck in a spinning tornado." Or: "It feels like my skin is flying behind me"). The relevance of the examples is explained, either as an individual writing element (*These words give the reader a picture of their favorite winter pastimes*) or as part of the writer's overall strategy (*... the writer explains the main topic clearly. The writer tells about winter and why it is his favorite season*) demonstrates some understanding and earns this paper a score of a high 3.

Anchor Paper 10 – Score Point 4

43 I think the author does a good job explaining the main idea, which is winter is her favorite season. The author says she likes winter because of all the activities you can do, she then lists some of them, like, skating, tubing, skiing, having snowball fights, and also drinking hot cocoa. She also describes the activities using comparisons, to describe spinning on skates she says, it feels like I am stuck in a spinning tornado. Also she says, the skis are as long as a bus, and her hands feel frozen as if they were ice.

In the first paragraph she introduces the topic, and gives examples. Then she goes and explains each example with details. For every activity she explains how it feels and what she does, which helps the reader understand the topic a lot more, so I think

that the author of this story does do a good job of explaining the main idea, using examples, and details.

Anchor Paper 10
Score Point 4

Response clearly and fully addresses the task by discussing relevant writing elements and the writer's strategy for explaining the main idea (...lists... comparisons... the first paragraph she introduces the topic, and gives examples... details... explains how it feels and what she does...) and supporting them with examples and details from the student writing sample (...winter is her favorite season... says she likes winter because of all the activities you can do... like, skating, tubing, skiing, having snowball fights, and also drinking hot cocoa... it feels like I am stuck in a spinning tornado... the skis are as long as a bus... her hands feel frozen as if they were ice). The relevance of the examples is fully explained by identifying the main idea, giving the logical connections between the writer's elements and strategies, and by showing how this strategy affects the reader (...does a good job explaining the main idea, which is winter is her favorite season... says she likes winter because of all the activities you can do, she then lists some of them... describes the activities using comparisons... explains each example with details. For every activity she explains how it feels and what she does, which helps the reader understand the topic a lot more... the author of this story does do a good job of explaining the main idea, using examples, and details) thereby demonstrating understanding and earning this paper a score of a low 4.

Anchor Paper 11 – Score Point 4

16, I don't think the writer did a good job of explaining the main idea. To explain the main idea, most details has to lead back to the main idea. But this writer has not done a good job of that.

For example, the author wrote, "I try to avoid jumps." I thought that sentence was randomly thrown in. It didn't really have anything to do with tubing, and avoiding jumps doesn't prove he likes winter. Another example is that the author had written, "The skis are as long as a bus, so it is hard to stop." That show nothing about the enjoyment of winter. A third point is, "Sometimes when I'm making snowballs I take off my gloves. And my hands feel frozen as if they were ice." the writer had stated. Does he enjoy winter because his hand feel frozen when he was making snowballs? I don't think that's the case. Last of all, the student's conclusion statement is, "These are some things I love to do in winter. They may not be your favorite, but

they are mine. I hope you enjoy these activities as much as I do." This was written about winter activities, not winter, the season!

In conclusion, the student had thrown in a lot of details, but many didn't have to do with the main idea. The conclusion wasn't even about the main idea! So I strongly think that the student did not do a good job of explaining the main idea.

Anchor Paper 11
Score Point 4

Response clearly and fully addresses the task by discussing relevant writing elements and the writer's strategy for explaining the main idea (...that sentence was randomly thrown in.... the student had thrown in a lot of details, but many didn't have to do with the main idea) and supporting them with examples from the student writing sample (... author wrote, "I try to avoid jumps."... "The skis are as long as a bus, so it is hard to stop."... "Sometimes when I'm making snowballs I take off my gloves. And my hands feel frozen as if they were ice."... "These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do"). The relevance of the examples is fully explained (To explain the main idea, most details has to lead back to the main idea. But this writer has not done a good job of that.... It didn't really have anything to do with tubing, and avoiding jumps doesn't prove he likes winter.... That show nothing about the enjoyment of winter.... Does he enjoy winter because his/her hand feel frozen when he/she was making snowballs? I don't think that's the case.... This was written about winter activities, not winter, the season!... The conclusion wasn't even about the main idea!) thereby demonstrating understanding.