



**English Language Arts
Grade 3
Scoring Guide for
Released Item # 45
Peer Response to the
Student Writing Sample #3
Fall 2008**



PEER RESPONSE TO STUDENT WRITING SAMPLE #3**DIRECTIONS:**

Answer the question on page 25. You may use Student Writing Sample #3 on the next page to help you answer the question.

Use this checklist to help you with your answer. Your answer must be written on the lines on page 25. No extra paper 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?

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

One day I woke up in the heart of the jungle I was super afraid yet super excited. Anyway, I was hungry and it was breakfasttime. My stomach growled like a little lion. I looked around for something to eat. I finally found some ripe bananas up in a tree. I climbed the banana tree to get 1 to eat. When I climbed up the tree and sat on a branch, a monkey sat next to me. I giggled and pated it on the head. I looked up and saw beautiful white flowers. I grabbed my frist banana and started to peel it. The monkey looked hungry. I gave it to him. I picked another banana and ate it. After breakfast I walked away with the monkey following me. We walked until my watch showed one o'clock in the display window. Then we stopped for lunch. The monkey and I shared another banana.

The tigers always come out around 100 p.m. Soon we walked right into one. The tiger roared at me. We ran for our lives. I looked behind me. The tiger was getting closer and closer. POOF! That's when I woke up. It was all a dream. So thats my day in the jungle, now tell me about yours.

**Michigan Educational Assessment Program (MEAP)
Writing: Peer Response to a Student Writing Sample
Grades 3 - 8
Holistic Scorepoint Descriptions**

Here is an explanation of what readers think about as they score your 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 or insufficient
- B** Written in a language other than English or illegible
- C** Blank
- D** Summarizes, revises, and/or copies the student sample, making no connection to the question asked

More Details about people
animals, setting

ANCHOR PAPER 1

SCORE POINT: 1

This response demonstrates an attempt to address the task with a vague suggestion (more details about people, animals, setting). There are no details from the sample offered as support. Little understanding of the elements of writing is demonstrated.

hear she could of did her
 detail to the story and
 she could of told us where
 she was at + talk
 her house to something,
 she could of told what
 of be throw she says.

ANCHOR PAPER 2**SCORE POINT: 1**

This response demonstrates an attempt to address the task. The writer identifies an improvement (more details) and makes suggestions as to what those details might be (could of told us where she was at, talk about her house). There are no details from the writing sample offered as support. Little understanding of the elements of writing is demonstrated.

Put some more sound words and add some dollar
words. Put more pictures in my mind. Put more details.
Add more pizzazz. Put some capital letters
for the sound words. Add some
more word choice in the story.
When you add capital letters you might
want to do more exclamation points. Make
add an more exciting ending in the story.

ANCHOR PAPER 3**SCORE POINT: 1**

This response demonstrates an attempt to address the task. The writer identifies elements of writing (sound words, some dollar words, more pictures in my mind, more detail, add more pizzazz, capital letters, word choice, exclamation marks, more exciting ending). There are no details or examples from the writing sample offered as support.

Make it longer, explain more about
your dream, like when you saw
I was hungry it was breakfast time
what did you have for breakfast
Sere all a banana a apple whole

ANCHOR PAPER 4**SCORE POINT: 2**

This response demonstrates a limited ability to address the task. The writer identifies an improvement (explain more about your dream). This is supported using details from the writing sample (I was hungry it was breakfast time, what did you have for breakfast). More examples are needed for a higher score.

I think the writer could improve on
doing the o'clock sign like when
it says the lion's come out a 1:00

ANCHOR PAPER 5**SCORE POINT: 2**

This response demonstrates a limited ability to address the task. The writer suggests an improvement (doing the o'clock sign) and supports it with a detail from the writing sample (come out at 1:00). More examples are needed for a higher score point.

I think he should do to improve
his story is to stay on top
because i looked up and saw
the ~~Be~~ Beautiful flower's. And he
Needs to tell the Character's name's.

ANCHOR PAPER 6**SCORE POINT: 2**

This response demonstrates a limited ability to address the task by requesting the elimination of detail (stay on topic because I looked up and saw the beautiful flowers) and requesting additional information (tell the character's names). While the first request connects to the writing sample, neither request improves the sample significantly.

The wrighter could improve by
macking more detail. like make more
bananas like he ate 2 bannanas
Was the Jungle hot and steamy
did he get hot when he was
swing through the jungle.

ANCHOR PAPER 7**SCORE POINT: 3**

This response addresses the task by offering a suggestion (making more details) and suggests what could be added (he ate 2 bananas, was the jungle hot and steamy, did he get hot when swinging through the jungle) to improve the writing sample. The information produced from answering the questions the writer asks would further improve the writing sample. Some understanding of the effective elements of writing is demonstrated.

They could say what happened to the monkey like say the monkey survive or say that in the dream if she made the monkey her pet or some thing and if she told her mom and if she believed in her or not so we would now more about the story.

ANCHOR PAPER 8**SCORE POINT: 3**

This response addresses the task by suggesting the addition of details (what happened to the monkey, if she told her mom) with examples of what could be added (the monkey survive, she made the monkey her pet, if she believed her). The student also states why the additional details should be added (so we would know more about the story).

I would tell the witer to tell me what you did with the white flower. For exam. say I smelled the flower and picked one and then I saw a bannana tree and I said to my self how about I'll go pick one for breakfast. I went to pick one a monkey look ve sciney so I gave it to him. The arthur needs to impro what the kid did and useing sequines words, like first, second, third, next, and after that, then and finale.

ANCHOR PAPER 9**SCORE POINT: 3**

This response addresses the task with the student pointing out where detail could be added (what you did with the white flower) with a possible addition (I smelled the flowers). The student suggests other details (I said to myself how about I'll go pick one for breakfast, a monkey look very skinny). The student also refers to word choice (using sequence words like first, second, third). These suggestions are a mix of general and specific information. This response demonstrates an understanding of the effective elements of writing.

Something that the writer could do to improve his writing is fix his errors and add more detail. I think he should fix his errors because the 100 p.m. is wrong and it bothers me a lot. I think he should add more detail because it said that she walked into a tiger I don't know how she walked into a tiger or if she was happy or sad. I need to know those things.

ANCHOR PAPER 10

SCORE POINT: 4

This response clearly and fully addresses the task. The writer identifies improvements (fix his errors, add more detail) and supports them with specific, relevant examples from the writing sample (the 100 p.m., she walked into a tiger). The writer's comment (I don't know how she walked into a tiger) is another request for additional details to further the readers understanding. The writer also clearly explains why fixing the errors and adding more details is relevant to improving the writing sample (is wrong and it bothers me a lot, I need to know those things).