



**English Language Arts  
Grade 4  
Scoring Guide for  
Released Item # 45  
Peer Response to the  
Student Writing Sample #3  
Fall 2008**



## **REVISING AND EDITING THE STUDENT WRITING SAMPLES**

### **Student Writing Sample #3**

My dad's van looked really dirty, so I thought I'd lend a hand. I get a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires. Then I started working.

It was hard labor and it took a long time. I connected the hose to the faucet added the spray tip to the end, and turned it on full blast. I had to rinse the car, but this part didnt take long. Next I had to scrubbed the van with soap. The whole time I was doing this, I thought about my dad and how I was helping him out.

When I was completely done it made me feel really good inside. My dad came outside and saw it. He was amazed and proud. (That's what he told me.) So if you ever get a chance to help someone with something, do it because you will find that not only does it make that person happy, but it makes you feel happy as well.

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

Write a response to the question below. You may look back at Student Writing Sample #3 as often as needed.

**45 Is the student writing sample organized in a way that helps the reader understand what happened? Yes or No?**

**Use examples and details from Student Writing Sample #3 on page 19 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 4B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 4B: CHECKLIST FOR THE  
PEER RESPONSE TO STUDENT WRITING SAMPLE #3**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written on the lines in Part 4B 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?

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**NOTES/PLANNING**

**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**

yes it was organized in  
a way that helps the reader  
understand what happened.

**ANCHOR PAPER 1****SCORE POINT: 1**

This response demonstrates an attempt to address the task but shows no understanding of the effective elements of writing that are relevant to the task. The response does not offer any explanation beyond an answer to the prompt and a restatement of the question (yes it was organized...).

Yes. The writing sample is organized in a way that helps a reader understand it. For example they put commas were they needed to be. They put the words in the right spots. They also used word that could make you see a picture inside your brain like turned it on a full blast.

**ANCHOR PAPER 2****SCORE POINT: 1**

This response attempts to address the task ("Yes. The writing sample is organized...") but demonstrates little understanding of the elements of writing that are relevant to the task. Observations about commas and the detail about "turning the water on full blast" do not support why the student thinks the writing is organized.

Yes it was clear because it has  
paragraphs and step by step writing  
it has a lot of details it has voice  
it has word choice too it has a lot of  
sentence fluency to conventions it has  
organization too

**ANCHOR PAPER 3****SCORE POINT: 1**

This response attempts to address the task as the student provides an answer (Yes it was clear...) and a list of generalized reasons for the answer (it has paragraphs and step by step writing, details, voice, word choice, sentence fluency, conventions); however, there is no supporting detail. Little understanding of the effective elements of writing that are relevant to the task is demonstrated.

Yes, I think the student writing sample is organized because it says things like, then and next. The last reason I think the writing sample is organized is its paragraphs. Those are the reasons why the student writing sample is organized.

**ANCHOR PAPER 4****SCORE POINT: 2**

This response demonstrates limited ability to address the task and limited understanding of the effective elements of writing that are relevant to the task (Yes, I think the student writing sample is organized because it says things like then, and next). The example of using then and next connects the response to the writing sample and to the element of organization. The student offers another reason (paragraphs) but there is no support for this idea.

No in the middle of the story he rinsed  
the van then stopped it he needs to wash soap  
off.

**ANCHOR PAPER 5**

**SCORE POINT: 2**

This response demonstrates a limited ability to address the task by taking the negative position (No) and by referring to the order in which the van was washed. The example connects to the writing sample but does not clearly identify the organization of the sample, showing limited understanding of the effective elements of writing that are relevant to the task.

Yes the writing sample is organized in a way that helps me understand it. The author first tells me what he needs to wash the van, then he tells me what he did first, second, third, then he tells me how his dad reacted.

**ANCHOR PAPER 6****SCORE POINT: 2**

This response demonstrates a limited ability to address the prompt. The student gives examples of how the writing sample is organized (The author first tells me what he needs...what he did first, second third...how his dad reacted). This chronology, supported with vague references to the text, shows a limited understanding of the effective elements of writing that are relevant to the task. More specific details would be needed for a higher score.

I think the author organized the story because I could understand what the story was about.

I thought this story was organized because first he said, "My dad's van looked really dirty!" Then he talked about how he gathered all the materials. Next he told us how hard it was. Last he told us how proud his dad was of him.

**ANCHOR PAPER 7****SCORE POINT: 3**

This response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task (I think the author organized the story because I could understand what the story was about). The student identifies how the writing sample is organized (first he said...then he talked about...next he told us...last he told us...) and provides a mix of general and specific details as examples (My dad's van looked really dirty...gathered all the materials...how hard it was...how proud his dad was of him).

No, I don't think that the student writing sample is organized in a way that helps the reader understand what happened. I think that about the student writing sample because every thing is jumping around and not in order. Here are some reason that I think that is because he said that he connected the hose to the faucet and added the spray tip to the end, and turned it on full blast. Another reason is that he had to scrub the van with soap. Another reason is that he rinsed it before he could put the soap on it. That's why I think that about the student writing sample is not organized.

**ANCHOR PAPER 8****SCORE POINT: 3**

This response addresses the task (No, I don't think that the student writing sample is organized...) and gives a reason (because everything is jumping around and not in order). The idea is somewhat supported with a mix of general and specific relevant details from the writing sample (connected the hose...turned it on full blast...had to scrub the van with soap...rinsed it before he could put the soap on). Some understanding of the effective elements of writing that are relevant to the task is demonstrated in the student's objection to the order of events.

Yes. This student writing sample is organized in a way that helps me understand what happened. I can understand the peice because the writer put it in sequenchal order. I know what happened because the writer clearly says that first he got suplyze. Then he washed the car and showed his dad. If he hadn't put the peice in sequenchal order I might have thought that that he had showed his dad the car first!

**ANCHOR PAPER 9****SCORE POINT: 3**

This response addresses the task (Yes. This student writing sample is organized in a way that helps me understand what happened), identifies the organization (sequential order), and gives details from the sample that somewhat support this idea (because the writer clearly says that first he got the supplies. Then he washed the car and showed his dad). The student's explanation of how sequential order helps the reader (If he hadn't put the piece in sequential order I might have thought...) demonstrates some understanding of the effective elements of writing that are relevant to the task. More specific details that support the student's ideas would be needed for a higher score.

No, this student writing sample is not organized in a way that helps the reader understand it. It's not organized because the writer says it was hard labor and it took a long time. Next the writer says I connected the hose to the faucet. But it was hard labor and it took a long time was supposed to be near the end. Then the writer says I had to rinse the van. After that the writer says next I had to scrub the van with soap. But I had to rinse the van was supposed to go after, I had to scrub the van with soap. That is why this student writing sample is not organized in a way that helps the reader understand it.

**ANCHOR PAPER 10****SCORE POINT: 4**

This response clearly and fully addresses the task (No, this student writing sample is not organized in a way that helps the reader understand it). Specific relevant details (it was hard labor...took a long time...connected the hose...rinse the van...scrub the van with soap) are used to support why the student does not think the writing sample is organized. The student addresses why these examples are out of order (it was hard labor and it took a long time was supposed to be near the end...rinse the van was supposed to go after, I had to scrub the van with soap). This thorough response demonstrates an understanding of the effective elements of writing relevant to the task.