



**English Language Arts  
Grade 5  
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

"What!" I cried. I was so astonished! My best friend, Serena, had just told me she was going to move.

"I'm sorry Kasey. We can still be friends, right?" Serena asked

I smiled at her and said, "Sure we can." Though deep down inside, I was angry. The bell rang. Bring! Bring! I rushed out of school to the car and when my mom started driving I let my feelings out. "How could Serena do this to me?" "Do what?" Mom asked gently. "Move!" I shouted. Then I started to cry as loudly as a newborn baby.

When we arrived home I miserably ran up to my room, still crying, and flung myself on my bed. I kept saying between mournful sobs, "How could she do this to me?"

The next day at school, Mrs. Rodriguez, my 4<sup>th</sup> grade teacher, and I cooked up a wonderful plan to have a surprise party for Serena! When Serena came into the room we all shouted "Surprise!" And boy was she surprised.

Everyone had fun to the party. At 2:46 the bell rang. Everyone said goodbye to Serena before leaving. After the party, Serena, my mom, Serena's mom and I stayed to help Mrs. Rodriguez clean up the classroom.

Later on, we took Serena, her mom and her little brother home. We talked about lots of good times we had together. Before we dropped her off, we did our secret handshake (Snap, Clap, High Five) We both promised that whatever happened we would never forget each other and we would always be best friends-forever and ever.

**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 How well does the writer show what the people in this story are thinking and feeling?**

**Use examples and details from Student Writing Sample #3 on page 20 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**

Very well She tells about friends and  
friendship

**Anchor Paper 1****Score Point: 1**

This attempt to address the task (very well) demonstrates no understanding of effective elements of writing and makes only a generalized reference to the writing sample (she tells about friends and friendship).

What I think about the whole story is that this person used excellent dialog. Also, great on how this person used emotion.

I think that this person did a excellent job on showing feelings and thoughts. Also how this person did a magnificent job on dialog. I am so sorry if I keep saying excellent and great. I can't help it. The story may not be as satisfying I can let you know that I can see that this person was trying.

Before I move on. I want to say keep practicing and you will be a pro. Don't give up!

**Anchor Paper 2****Score Point: 1**

This attempt to address the task (this person did an excellent job) demonstrates very little, if any, understanding of effective elements of writing (used excellent dialog) and includes only generalized references to the writing sample (used emotion, showing feelings and thoughts) with no details.

I think it is very well written. I could understand how the girl felt, and her mother was just perfect! I really liked the expression of the girl's friend. It was awesome. It was very very nice.

**Anchor Paper 3****Score Point: 1**

This attempt to address the task (I could understand how the girl felt) demonstrates no understanding of effective elements of writing, offering only generalized observations (her mother was just perfect, the expression of the girl's friend).

The writer explained the emotions and feelings as crying, smiles, and surprised. The writer's characters had real feelings and it almost seemed real. The thinking was good, the characters thought about good ideas.

**Anchor Paper 4****Score Point: 2**

This response demonstrates a limited ability to address the task (explained the emotions and feelings, the thinking was good) and a limited understanding of the effective elements of writing and is supported by a short list of details from the writing sample (crying, smiles, and surprised).

I would tell the writer that they used good detail. Even when she said then I started to cry as loud as a new born baby, I could feel the emotions of the carectors. And I felt like I was in the story. I could emagain what was going on in the story. That's what a good story is.

**Anchor Paper 5****Score Point: 2**

This response demonstrates a limited ability to address the task through vague references to the writing sample (I could feel the emotions of the characters, I felt like I was in the story, I could imagine what was going on). The one specific detail (I started to cry as loudly as a newborn baby) offered in support of the idea "they used good detail" is evidence of only a limited understanding of the effective elements of writing.

I think the writer showed how the people were thinking and feeling really good. Like when the writer used exclamation points in the sentences. For example, at the beginning when she yelled, "What!". Also, "Surprise!" and other things like that. I also think that the writer used a lot of adjective words to describe how they felt like, mom asked gently, and I was so astounded! Another part she said was, "I ran miserably up to my room still crying." Altogether I think the writer did good showing how the people felt.

**Anchor Paper 6****Score Point: 2**

This response demonstrates a limited ability to address the task (showed how the people were thinking and feeling really good) and a limited understanding of effective elements of writing by offering a couple of vague references to the writing sample (the writer used exclamation points, used a lot of adjective words).

The writer of the story does well at showing how the people in the story are feeling.

He does well because he said that the girl cried "What!" and she showed it so you could tell she was mad.

Another way the writer did well at showing how the girl was feeling and thinking because the writer said "Then I started to cry as loudly as a newborn baby. so you could tell that she was really sad."

One last way the writer did good at showing how the characters were feeling and thinking was because the whole class said "Surprise!!" and it also said "And boy was she surprised." so obviously Serena was surprised.

That is how the writer does well at showing how the people in the story are thinking and feeling.

Anchor Paper 7

Score Point: 3

This response addresses the task (the writer does well) and demonstrates some understanding of the effective elements of writing by offering specific relevant details from the writing sample (What!, I started to cry as loudly as a newborn baby, and boy was she surprised) and making general observations that somewhat support how those details showed what the people in the story were thinking and feeling (could tell she was mad, she was really sad, Serena was surprised).

In the student writing sample number two the writer shows the characters thoughts and feelings very well in many ways. One of these ways is to use another word for said like screamed, yelped, shouted, or whispered, and then to use a good descriptive word. Also the writer shows what she was feeling instead of saying something like, I felt sad.

For example when she wrote, "When we arrived home I ran miserably up to my room, still crying and flung myself on my bed," she doesn't just write, "When we got home I went up to my bedroom." Instead she expands that moment with important feeling words and verbs.

Another example would be when she writes, "What! I cried. I was astonished," she shows her feelings then tells us what she is thinking.

So that is how the author shows the characters thoughts and feelings.

Anchor Paper 8

Score Point: 3

This response addresses the task (shows thoughts and feelings very well in many ways) and demonstrates some understanding of effective elements of writing (use a good descriptive word, expands that moment with important feeling words). The ideas offered are supported by specific details from the writing sample (What!, I was so astonished!) as well as the suggestion that the writer use more vivid words (screamed, yelped, shouted, or whispered) to show what the characters were thinking and feeling.

I think the writer did a very good job of how the girl is feeling and thinking because, on that first word of the story it says, "What!" and that gets the reader's attention and that is what she is thinking. Also when it says that "I plopped on my bed I was crying and in between mournful sobs I kept saying, how could she do this to me." It tells that she is very sad. But in the part where they are throwing a surprise party a they shout - "Surprise!" That tells that their whole class was going to miss her. Also when it shows that they have a secret handshake that shows a lot of what kind of friendship they have, a good one or a bad. But I would say good.

And that's why I think the writer did a good job showing what the 2 girls were thinking and feeling.

Anchor Paper 9

Score Point: 3

This response addresses the task (the writer did a very good job) by offering specific details from the writing sample (What!, between mournful sobs I kept saying, Surprise!) and making general observations that somewhat support how those details show what the characters are thinking and feeling (that is what she is thinking, tells that she is very sad, tells that their whole class is going to miss her).

I think that the writer of writing sample #2 did a pretty good job of showing what the people in this story are thinking and feeling.

For an example: Then I started to cry as loudly as a newborn baby. That line told me that she really was upset about her best friend moving, because she was crying so loudly.

Also, the writer used a lot of exclamation marks in her writing. That helped me understand that Kasey had a meaning to her words.

When I read the part about giving Serena a surprise party I knew that Kasey really did care about Serena and that although she was upset she could still be happy.

When the writer told about them doing their favorite handshake one last time, I knew exactly how they felt, even though I have never experienced that before.

Overall, I thought the writer did do a good job of letting the reader know how the characters were feeling.

Anchor Paper 10

Score Point: 4

This response addresses the task clearly and fully and demonstrates an understanding of effective elements of writing (used a lot of exclamation marks). The ideas are supported with an insightful explanation of how the writer showed what the people in the story were thinking and feeling (that line told me that she really was upset, I knew that Kasey really did care, although she was upset she could still be happy).