



**English Language Arts  
Grade 6  
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

Hi! Have you ever fractured your right arm. Well I have and I'm here to explain to you how it is difficult.

For starters it is difficult because if you're a righty (like me) you have to write with your left hand. Trust me when you write with your left and you're a wrighty, it will be as hard as lifting 800 pounds. At lest, it was to me. Also I would need help carrying my book bag or other things. One more thing is that it is as uncomfortable as stepping in gum. One reason that it is uncomfortable is because your arm turns into a statue.

To follow, it is really itchy. It is as itchy as being tickled by a feather. You get itchy when it itches because you have to stick your other hand in to scratch and it was not fun at all.

Finally, it is difficult because when you take a bath, you need a bag around it so the cast does not get wet or else your arm will not heal. Also, it is hard to scrub when you have a cast. I made at least eight mistakes. When I took a bath, it took me at least 45 minutes.

All in all, I had the most difficult time of my life. Now you know if you fracture your arm and it's the arm you write with, it is going to be difficult to use the other arm. Also, you know that it will get really itchy. One more thing you know is that when you take a bath it will take longer. This is why I don't like getting fractures. Also, I never in my hole life want to get another fracture. Have you ever had a swelling aching fracture?

**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.

<b>45</b>	<b>What suggestions might a peer editor offer to improve this sample?</b>
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	<b>Use examples and details from Student Writing Sample #3 on page 20 to support your answer.</b>
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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**

How to make the writing better. You need to organize the writing. It didn't really make sense to me.

Explain why you said the examples. I didn't know why you gave the examples. It was like you said the example then no other one.

Use a variety of words. The sentences didn't make sense. There is the things to make your writing a little bit better.

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

This response attempts to address the task (how to make the writing better) but demonstrates little understanding of the effective elements of writing. Only general suggestions about organization, details, and word variety are offered. There are no details from the writing sample to support the ideas.

To improve this writer's selection I think that they should definitely use more word choices. It seemed as if they would keep on saying the same words, over and over again. I could have started this paragraph by just saying: To improve this writer's writing piece, they should use different words. Which is more effective the sentence at the start of the paragraph, or the sentence I just stated? Your right the sentence I wrote at the top of the page is more effective! By using different word choice it could easily change the grade you might receive on an assignment.

I would say, if the author would use different word choice it would be at least an A average of a grade. I mean there is exaggerations, there are some writers tricks in this selection. The author has done a fine job!

Oh, by the way hope the author gets better!

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

This response attempts to address the task by offering a suggestion that would improve the writing (use more word choices) but does so with only generalized suggestions (use different words...use different word choice). No detail from the writing sample is given as support.

Here are some suggestions that might a peer to editor and improve the sample #2. Try and proofread correct the spelling and slow down your writing to fast. your spelling is incorrect. You put hole instead of whole and wrighty instead of rightly you had it right the first time you wrote it. Some of your sentences were incomplete you fail to use informal language in some of your sentences.

**ANCHOR PAPER 3****SCORE POINT: 2**

This response demonstrates a limited ability to address the task by making observations relating to spelling and mechanics (your spelling is incorrect; some of your sentences were incomplete; you fail to use informal language). Relevant detail from the writing sample supports the suggestion that there are spelling mistakes (hole instead of whole and wrighty instead of rightly).

Some suggestions that might improve the sample is to not go off task. For example, The writer was talking about him need help with carrying things then he started talk about stepping on gum. Another example is the writer wrote "it" many time and the reader doesn't know what is talking about. The writer could work on organizing their paper.

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

This response demonstrates a limited ability to address the task by offering a suggestion that would improve the writing (to not go off task) and some relevant detail from the writing sample as support (pointing out that the writer in the sample goes from carrying things to stepping in gum). In addition, the writer points out that the multiple use of "it" is confusing. Further explanation is needed for a higher score.

I think the writer should not use Hi to start his/hers introduction. Also at the end of the first sentence the writer should change it to "I'm here to explain how difficult it is."

Next instead of "for starters" it should be "to start out if your a righty (like me) you have to use your left hand."

Then in the second # it should be righty instead of writy. Also in the second # the writer went off track.

The writer needs to add to the 3<sup>rd</sup> # and try to make more sense.

These are my suggstions to make this a better writing.

**ANCHOR PAPER 5**

**SCORE POINT: 2**

This listy response demonstrates a limited understanding of the effective elements of writing by offering brief examples from the writing sample (the writer should not use hi as an introduction, it shouldn't say for starters, it should be righty) as suggestions for improvement. Other general suggestions are given (the writer went off track; try to make more sense) but no details from the writing sample are offered to support these suggestions.

A peer editor might offer some ideas to improve this writing sample because, At first when I started reading HS says "Hi!" That made me feel like I was being followed by one of those perfume people in JC penneys. So instead of saying a strait forward "Hi!" I would just say "Have you ever Fractured your right arm?" And In the first paragraph the word righty is spelled writy, so I would spell it correctly. In the selection the writer may be jumping to conclusion to fast. Plus they could have told us when or how the writer Fractured his/her arm. In paragraph three I did not even understand It so I would play with words a little to make it make sence. And these are my supporting Ideas of what suggestions a peer editor might offer.

**ANCHOR PAPER 6****SCORE POINT: 3**

This response addresses the task and demonstrates some understanding of the effective elements of writing (how using "hi" impacts the reader). In addition there is a mix of general and specific details that supports the student's ideas about improvements (instead of saying a strait forward Hi I would just say...the word right is spelled writy. So I would spell it correctly; the writer may be jumping to conclusion to fast; they could have told us when or how the writer fractured his arm).

I suggest that ~~might~~ a peer to improve this writing is, the writer wrote the writing sample in different orders, for example they wrote finally, in the middle paragraph and at the end they wrote, All in all. I suggest they should start from in the beginning and write finally towards the end. The writer used the wrong homophones, for example they wrote, Also, I never in my hole life want to get another fracture. They used the wrong hole they should write whole. The writer doesn't use the right punctuation, like when they wrote, Have you ever fractured you right arm. Here is their mistake, they wrote a period when it was a question. they should put a question mark. I suggest the writer to put more details, for example they should put ~~thought~~ shots of how the pain was. I think it's important to write an organized story and have a beginning, middle, and end. I learned that if you write a completely clear and organized story you will accomplish the goal that you're determining to reach.

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

This response addresses the task by listing several suggestions that would improve the writing sample. Some understanding of the effective elements of writing is demonstrated by generally identifying suggestions that would improve the writing sample (change the order, correct homophones, use the right punctuation, add details). The suggestions are somewhat elaborated with specific relevant details (use the word finally...whole for hole...put a question mark...thought shots of the pain).

I think that a peer editor should change many things in this writing sample. One thing is that in the second paragraph, he misspelled righty, and least which makes it really hard to understand what he is trying to say. That is one thing a peer editor should change. Another thing they should change is that in the third paragraph, I found it very confusing because of how they worded it. You get itchy when it itches because you have to stick your other hand in to scratch it. I think that should be changed. My last thing that I think a peer editor should change is in their closing paragraph, they said now you know, also you know....! I don't think they should have said that because it wasn't very clear. Those are the things I think a peer editor should change in this writing sample.

**ANCHOR PAPER 8****SCORE POINT: 4**

This response addresses the task and demonstrates some understanding of the effective elements of writing by listing several changes that would improve the writing sample (correcting spelling, changing the wording, taking a sentence out of the closing paragraph). These changes are supported with specific relevant details that show the impact on the reader (One thing is that...he misspelled righty...which makes it really hard to understand what he is saying...I found it very confusing because of how they worded it...I don't think they should have said that because it wasn't very clear).

There are probably many suggestions that a peer editor would give this author. Here are some of them that I came up with.

This author seemed to have a couple of good similes and used exaggerations to get the point across to the reader. Yet, this author used the word "also" like someone had taken super glue and glued it to their paper. He or she did not use varieties of words to describe what something felt like or made them feel inside. In one sentence they say, "You get itchy when it itches." That does not make a whole load of sense to me.

Another thing the author could improve on is spelling and punctuation correctly so it makes the story easier to understand. When they say "Have you ever fractured your arm?" The author leaves out the question mark. Or they use the words "least, right and whole," and spell them incorrectly, and that makes it confusing to understand when reading this selection.

These are my suggestions for this author.

### ANCHOR PAPER 9

#### SCORE POINT: 4

This response fully and clearly addresses the task by discussing writing elements (word choice, spelling, punctuation) and supporting these with specific relevant details from the writing sample. Explanations of the suggested improvements and an awareness of how a reader is impacted demonstrate an understanding of the effective elements of writing (this author used the word "also" like someone had taken super glue and glued it to their paper, did not use varieties of words to describe, that does not make a whole load of sense to me, easier to understand, makes it confusing).

Suggestions a peer editor that offers to improve this sample would be like correct spelling errors. In the selection, there were some spelling mistakes like "righty" and "whole". "Righty" was spelled like "rity" and "whole" was spelled like "hole". Another suggestion would be to use more vocabulary, like "painful" or "awfully uncomfortable". Also, they would need more punctuation in the selection. It didn't have enough that I couldn't really understand some parts because it didn't include commas. Another suggestion is to put in more sentences in some paragraphs. Some paragraphs were very short. The editor would probably also suggest that the metaphors should make sense. Like, "You get itchy when it itches because you have to stick your other hand in to scratch and it was no fun at all." It didn't really make sense with the "itchy" part. The writer should also include more details to the selection like how did the writer fracture his/her right arm. They should have started the selection with how they fractured their arm and then following with the difficult stuff they had to go through. It's like cause and effect. They should have included that part somewhere in the selection.

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

This response addresses the task by listing several weaknesses in the writing sample and suggesting improvements that demonstrate an understanding of the effective elements of writing (correct spelling, use more vocabulary, more punctuation, more details), some of which are supported with specific text examples. Suggestions made by the student show an awareness of how the reader is impacted by the writing (I really couldn't understand some parts...It didn't really make sense).