



**English Language Arts  
Grade 7  
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**

During my life there have been times when I have been nervous. One time was in the year of 1995. This was the year I moved and was starting in a new school. It was the most terrifying experience.

In the year nineteen ninety-five my parents decided that they wanted to move back. My brother, sister, and I knew that we didn't want to leave. But, we did and our house sold.

Three months later, I was starting in a new school. Since I had not lived in Wheeling for a long period of time, I did not have any new friends. I was terrified of the fact of entering a middle school with not one friend to be around.

On the morning of my first day of school, my stomach was full of crazy butterflies. Not that long after I began my walk to my new school. People were leisurely walking near me laughing with their friends, which made me more nervous. I was too shy to introduce myself, and I had no one to talk to and laugh with.

Finally, I arrived to my first class. I soon found out I was not the only one scared and nervous. A few other kids introduced themselves and told me how frightened they were to enter a new school, since that was the first year the school added another grade. These kids soon became close friends.

In conclusion, we all are nervous at one point and time in life. Sometimes we are more nervous than others. I found out that I was scarcely the only one entering a new school, with fear. I also found out that we always assume we are the only ones scared. It's just some people hide their nervousness better than others.

**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>Has the writer done a good job of developing the main idea? Why or why not?</b>  <b>Use examples and details from Student Writing Sample #3 on page 20 to support your answer.</b>
-----------	---

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?

---

**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 the writer has done a good job of developing his main idea.

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

This attempt to address the task offers only a generalized response which demonstrates no understanding of effective elements of writing and includes no details from the writing sample.

Yes, I think that the writer explained the main idea very well. They used excellent verbs. There were no extra sentences. It was also written very nicely.

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

This response makes an attempt to address the task (explained the main idea very well) as well as to identify effective elements of writing (used excellent verbs, no extra sentences), but offers no details from the writing sample.

Yes, I think the writer had done a good job developing the main idea in the paper. The writer introduces the topic right from the start. The second student writing sample is very organized. In each paragraph the topic, or main idea, is written about very clearly. The student writer stays focused perfectly on the main idea at all times. Throughout the writing sample is good word choice. Every word is goes well with each sentence. The paper has great sentence fluency. There isn't an awkward sentence in the second student writing sample at all. Over all, the student writer does a very good job developing the main idea. I thought the second student writing sample was very good.

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

This attempt to address the task (had done a good job developing the main idea) also attempts to demonstrate an understanding of effective elements of writing by offering generalizations (introduces the topic, is very organized, good word choice), but fails to support the generalizations by using details from the writing sample. References to the second student writing sample are irrelevant.

The writer did an excellent job. He told why he was nervous and how he overcame his fear. He didn't tell me exactly the main idea but he explained it.

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

This response demonstrates a limited ability to address the task (did an excellent job) and makes only vague references to the writing sample (why he was nervous, how he overcame his fear). There is no evidence of more than a limited understanding of effective elements of writing.

Yes, she did a good job at developing the main idea. She used specific details like "It was the most terrifying experience. She also explained how she felt. For example "my stomach was full of crazy butterflies."

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

This response demonstrates a limited ability to address the task (she did a good job). Although there are a couple of details from the writing sample offered to support the ideas, no more than a limited understanding of effective elements of writing is demonstrated.

I think the writer did a good job at developing the main idea because he talks about how they moved in the same year twice, and how he had to go to a new school then go back to his old school. The other reason why I think the writer did a good job developing the main idea is because he told how he felt like in paragraph three he said "my stomach was full of crazy butterflies". He told what he felt like going back to his old school. The last reason is he told about how he was shy but when he got to his first class he wasn't the only one that was shy. That's why I think the writer did a good job at developing the main idea for this story.

Anchor Paper 6

Score Point: 2

This response demonstrates a limited ability to address the task (the writer did a good job) with vague references to the writing sample (he talks about how, he told how he felt). There is no evidence of more than a limited understanding of effective elements of writing.

Yes, I do think that the writer did a good job of developing the main idea. The writer included many details that helped expand the main idea. He/she also included some similes to help give the reader some insight on how he/she felt. For example in the fourth paragraph, the author wrote "My stomach was full of crazy butterflies". The author's stomach wasn't really full of butterflies, but we all know the feeling of having a jittery stomach. Therefore, I think that the author did do a good job of developing the main idea.

Anchor Paper 7

Score Point: 3

This response addresses the task (the writer did a good job, helped expand the main idea) and demonstrates some understanding of the effective elements of writing (included some similes to help give the reader some insight). Ideas are somewhat supported by a mix of general (the writer included many details) and specific (in the 4<sup>th</sup> paragraph the author wrote) details from the writing sample.

The writer has done a good job of developing the main idea. I say this because the opening two sentences go, "During my life there have been times when I have been nervous. One time was in the year of 1995." Then the writer goes on to tell why, which was he was moving and going to a new school. In the third paragraph he goes on to say he was terrified with not one friend to be around. In the fourth paragraph he states that he was so nervous that he had butterflies in his stomach. That brings the story back to the main idea, nervousness. He goes on to say that he found out that he wasn't the only nervous one, those people all became close friends. That goes to show all people are nervous at a time, but you get over it. That is why I think the writer did a good job of developing the main idea.

Anchor Paper 8

Score Point: 3

This response addresses the task by offering specific details from the writing sample that support the ideas (there have been times when I was nervous, terrified with not one friend to be around) and explaining how those details help to develop the main idea (brings the story back to the main idea, that goes to show).

The author has done a good job of developing the main idea. It was not a perfect job but it was good. The author used many examples to show how he developed the main idea throughout the story.

I'll give some examples to help support my answer. My first example is when the author says, in the year nineteen-ninety-five the author's family moved to a place, which he had to get used to, then in the same year moved back. This example shows that in the first three paragraphs, the author shows that he's developing the story to the main idea slowly. Another example is when in the middle paragraphs, the author says that his first day in the new school wasn't going to be easy because he had to make friends all over again and he was nervous so he had butterflies in his stomach. This example shows that the story is in the middle of developing the main idea because he's being nervous and worrying a lot if he'll be liked around that place. My final example is when in the final paragraphs, the author says that he walked into his first class and was extremely scared and nervous, but then he saw some other new students introduce themselves so he became calm and soon made friends. This last example shows that the author has fully developed his main idea into the climax.

Anchor Paper 9

Score Point: 3

This response addresses the task and demonstrates some understanding of the effective elements of writing (he developed the main idea throughout the story) by offering specific details from the writing sample (in the year nineteen-ninety-five, in a new school, butterflies) that somewhat support the ideas regarding the writer's slow and deliberate development of the main idea.

Yes. I think the writer did a good job of developing a main idea. The writer made it clear that the main idea was being nervous on the first day at a new school in the beginning.

The writer explains the situation and why the writer was so nervous. The writer said that his parents wanted to move back to their former town, but he and his siblings didn't.

Also, the writer told me how and why it was so nerve-racking. For example, the writer said "People were leisurely walking by me laughing with their friends." In line 11 and 12 the writer said "I was too shy to introduce myself if, and I had no to talk and laugh with. I appreciated the examples because I agree that it can be difficult to start a new school.

Furthermore, I like the closing paragraph. The writer really exposed the true feeling they had towards the situation and put it down on paper. It almost seemed as if the writer was reaching out to other kids that have been in the same position.

In conclusion, I think the writer did a good job of developing a main idea. It was well written, and the first sentence made me curious to keep reading. I like all the examples and use of words. I really did enjoy this story.

**Anchor Paper 10****Score Point: 4**

This response fully and clearly addresses the task by offering specific details from the writing sample (people were leisurely walking by me, I was too shy to introduce myself) that support an insightful explanation of how the main idea is developed.