



**MEAP Fall 2010  
Grade 7 Writing  
Peer Response to the  
Student Writing Sample  
Scoring Guide**



## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

### DIRECTIONS:

In this part, you will write an answer to a question about Student Writing Sample . You may look back at Student Writing Sample as often as needed. Your audience will be interested adults.

You must write your response on the lines in Day , Part of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

What could the writer do to improve the sample on the next page?

Use details and examples from Student Writing Sample to support your answer.

### CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- Did I clearly answer the question?
- Did I support my answer with details and examples from the Student Writing Sample?
- Did I explain why my suggestions improve the Student Writing Sample?

## **STUDENT WRITING SAMPLE**

Sample not released.

**Michigan Educational Assessment Program  
Holistic Writing Rubric  
Peer Response to Student Writing Sample  
Grades 4 and 7**

**Prompt:** What could the writer do to improve this sample?

- Use examples and/or details from the Student Writing Sample on page # to support your answer.
- Explain why your recommendation(s) improve the writing sample.

**Rubric:**

- 4** Recommendation(s) is provided. Relevant, specific examples and/or details from the sample support the recommendation(s). A strong explanation(s) of why the recommendation(s) improves the sample is provided.
- 3** Recommendation(s) is provided. Relevant, specific examples and/or details from the sample support the recommendation(s). An explanation of why the recommendation(s) improves the sample is provided.
- 2** Recommendation(s) OR explanation(s) of why a change is needed is provided. Examples and/or details from the sample support the recommendation/explanation.
- 1** Recommendation(s) is provided OR examples and/or details from the sample are provided that clearly identify a problem or a recommendation.
- 0** Recommendation(s) is **not** provided. A score of zero will result in one of the following condition codes:
- A Off-topic/Off-task
  - B Illegible or written in a language other than English
  - C Blank
  - D Insufficient to rate

I am going to give you some  
reson why this person need to improve  
to his or her writing. One rason is that  
they can put more puchuashen. Cause  
he or hes dons not have it any ware.  
The other reson is that they don't  
have capletals. When you have a  
pred and a other sentend that  
have to have capletals That why  
they need to impove on there  
writing.

**ANCHOR PAPER 1****Score point: 1**

This response offers two recommendations (put more punctuation, don't have capitals).

The writer could've added more details  
and made sure all the words were  
correct.

**ANCHOR PAPER 2**

**Score point: 1**

This response contains two recommendations (add more details, make sure all the words were correct).

He can improve the problem by not cleaning the fireplace after you use it. If he seen the red hot ashes he should of waited for an hour or two later to clean the fireplace. I Costes alot to fix or reparked like 6,000 dollars. You have to be carefull what you put in bag like nothing hot. My mom always say's "if it's hot it can wait to be to go in a bag. I would try to put the fire out and my mom would call 911. Always rember "Stop, drop, and roll. Rember if it looks to long then may be it's a run-on sentees. Practice your Caplizeing and punctuation.

**ANCHOR PAPER 3****Score Point: 1**

After addressing the content of the Student Writing Sample, the writer does make one recommendation for improvement (Practice your capitalizing and punctuation) and identifies a problem (if it looks too long then maybe it's a run-on sentence) with no specific example from the Sample.

What the writer should do improve  
this sample is make me feel I was there give  
more details. Also he or she can use more action  
words because this was a action story and  
the stuff that was going on was really  
dangerous so it is action.

**ANCHOR PAPER 4****Score Point: 1**

This response contains two recommendations (give more details, use more action words) with no supporting details. The explanation (make me feel I was there) is not connected to any recommendation or detail.

This writer could IMPROVE by and some MORE  
detail, like did the Fireman write a report.  
and they didn't say the names. The story  
was very very good. I like it.

**ANCHOR PAPER 5**

**Score Point: 2**

This response contains one recommendation (add more detail) with supporting details (did the fireman write a report and they didn't say the names).

The writer could not make it first person all of the sample. Thus he should not use the word I so much. Hence he always uses declarative sentences he should use all kinds of different sentences. In this sample it should be descriptive about the color of the flames and how hot it was. Briefly the writer just talked about what that person did not about the colors of the garage and everything. Thus the writer should use more descriptive words and improve his sample.

**ANCHOR PAPER 6****Score Point: 2**

This response has many recommendations with supporting details (should not make it first person so he should not use the word I so much, be descriptive about the color of the flames and how hot it was).

He/she could make the story more fun make other people read. Yes and no the story was clearly answer the question and was not. No you didn't you start writing something then go to the next. No you do not response complete first your dad woke up at 11:30 then something about fire then the mom called 911 what a car in the garage got to do with the fire then they was saying something about going to buy new thing for they garage what-

**ANCHOR PAPER 7****Score Point: 2**

This response recommends the writer improve the Sample (make the story more fun, make other people read it) and provides examples from the Sample of confusion in the text (what a car got to do with the fire, saying something about going to buy new things for their garage. What --).

How they can improve there writing is  
by not using It as the first word.  
They could us I. I also think they should  
add dialog into the story. It will make the  
story more exsiting. They can also put cliffhanges  
in the story to pull the reader in. They also  
need to add details like not "I was cleaning  
the fire place" but maybe "I was cleaning the old,  
dusty fire place". Even just a little detail will  
make the writing better. So thats how I  
think they can improve the writing.

**ANCHOR PAPER 8****Score Point: 2**

This response shows recommendations with supporting details (not using IT for the first word, add details like "cleaning the old, dusty fireplace"), but the explanations (make the story more exciting, to pull the reader in) do not have the supporting details needed for a higher score.

There is a few things he can improve, such as the details. Some details don't flow with the sample, we do not need to be informed that the family consists of 7 people, it is unnecessary. Another trait that could be improved on is word choice. Smelt is dealing with smelting metal, and smelled deals with your 5 senses. Also, through means as if you went through the door, that means being tossed somewhere, such as in the sample. Those are things that could use improving.

**ANCHOR PAPER 9****Score Point: 3**

This shorter response contains an explanation (it is unnecessary) that connects with the recommendation to improve details and the supporting detail (we do not need to be informed that the family consists of 7 people).

What the writer can do to improve this sample is use some self-Evaluating such as checking his/her writing and re-read, because he/she had a lot of punctuation problems such as when he/she said, ("January 2, 2000.) It should have been (January 2, 2000). You always suppose to put a period at every end of a sentence. Also to improve this writing sample he or she could have had a friend a teacher or someone to edit his/her writing. The effect of not having someone edit his work is that if a younger person read this paper it would've been hard for them to understand because of punctuation errors and short sentences such as when he/she said, "Soon enough, I was done." It would get a younger person confused plus with the too many I's in the story, he or she used a lot of I's, such as, "I was cleaning out my fire place, I thought they'd go away, I put what I thought were cold ashes in a bag, I though about it for a while, I came up with the idea, I put them in the garbage, I were getting

buckets of water, I still remember. Those are too many (I's) to have in not even a page long writing. This writer could have used some Understanding, such as Classifying, Explaining, Interpreting, Summarizing and Exemplifying. These things would have helped he/she notice their errors in their writing. The writer could have asked themselves, "Did I support my writing with details and examples from my experiences? Did I use correct punctuation? Is there something I can take or put in? These serious questions are also part of self Evaluating. It is not so good for a writer to start and end a sentence with the same word. And this person used "I" in the first paragraph, "I" through out the whole 2nd paragraph and "I" in the end. So I made my point and all of this is what the writer could do to improve his/her writing student sample.

- Thank  
you ☺

**ANCHOR PAPER 10****Score Point: 3**

This response connects recommendations, details and explanations regarding punctuation with periods and parentheses (because always put a period at every end of a sentence), (punctuation errors and short sentences... would get a younger person confused), and the overuse of "I." The explanations are not strong enough to elevate this paper to a higher score.

I believe I felt lost in this story. The beginning was poor I thought. The new millennium had nothing to do with the fire. I also felt that this topic was small enough to handle, however it was not detailed enough. The writer should of made me feel like I was there with the writer but in this case it didn't happen.

I felt the writer didn't provide enough details and interesting tidbits as to the fire. I also don't even know what the topic is is it don't staple paper bags shut with hot ashes in it, I will never know. 6,000 dollars in damage to what or how about the car melted well what melted on the car.

Overall I say this was a good story. It needs a little bit more details. It also needs a little bit more dialouge but overall it was pretty good. This story had a few mistakes and who dosn't.

**ANCHOR PAPER 11**

**Score Point: 3**

This response recommends more details ([not] enough details and interesting tidbits as to the fire) and more dialogue, and cites examples/details from the sample (the new Millennium had nothing to do with the fire, is it don't staple paper bags shut with hot ashes in it ...6000 dollars in damage to what? Or how about the car melted. Well, what melted on the car?), and an explanation (I felt lost in the story. The writer should have made me feel like I was there...but in this case it didn't happen).

What could the writer do to improve the sample? He could do so many things just to make his story a little bit better.

First, he should correct the grammar. Make self edit the paper or peer edit. The story would have been much better. Such as "the pressure nearly through him back" he needed to correct that sentence. Through should be replaced with threw.

Second, more detail. More detail is always good to add. This is a memoir so he should use the five senses more. Detail is what most people like to read. Here's an example "I was cleaning out my fireplace." He could have told us more about that. What did it smell, look, and feel like. Did he use his hands or a tool?

Last, he could have spiced it up. He should use similes or strong verbs, adjectives, and nouns. Similes are the best to use because some people can connect to it or say yea

that's happened to me. Such as the pressure nearly threw him back. He could have put a similie in there. Like the preassure threw him back like a bear fighting for his hunney.

So yes, any story can be fixed by Grammer, more detail, and spicing up the story. Grammer can be fixed with editing. More detail can be fixed by using the five senses. Lasty spicing up the story can be fixed with similies.

**ANCHOR PAPER 12****Score Point: 3**

This response contains several recommendations with supporting details and explanations. (More detail. What did it smell, feel and look like. Detail is what most people like to read). This explanation is specific and relevant. (He could have spiced it up using similes, like a bear fighting for honey. Some people can connect to it), although this explanation is weak. (Correct the grammar. Through should be replaced with threw) attempts an explanation (The story would have been much better); however "better" is synonymous with "improved," which is the prompt.

What the writer could do to improve this sample, is to use more adult words like instead of saying "My dad, my brother, & I were getting buckets of water to douse the flames, while my Mom was calling 911", he should of said in his writing was "My worried dad, brother, & I were getting big buckets of cold water to douse the hot, bright flames, while my scared mom was urgently calling 911". That way it deffently sound more discriptive & more like you are watching & visulizing more like you are there at the catshrophy.

The student should have also expressed how the characters in the story may have felt or wrote what they said too. Also, I bet the writer could of have made the writing or passage longer by discribing what else happend in the house or what everyone else thought. In the writing I have noticed some <sup>left out</sup> words the writer left out in the passage like, "Then I came with the idea of stapling ~~the~~ shirt."

he should of put the brown bag <sup>ashes</sup> with <sup>^</sup> between stapling  
& shut because other wise I do not know  
what he is stapling of what is in the bag.  
he also forget to put \$ in "6000 dollars"  
in the passage. Some of the sentences  
in the story seemed to be too short. I think  
the writer should of put some sentences together  
than apart other wise it will sound like a  
2nd - 3rd grader! So lastly that's what  
I think the writer should do & check over  
In the next passage. Thank you.

**ANCHOR PAPER 13****Score Point: 4**

This strong response presents a connected recommendation, relevant, specific details/examples, and an explanation related to "use more adult words" with supporting details (instead of "buckets of water to douse the flames while my mom was calling 911", he should have said "my worried dad, brother and I were getting big buckets of cold water to douse the hot bright flames while my scared mom was urgently calling 911.") The explanation (it definitely sounds more descriptive and more like you are there at the catastrophe) clearly shows how the reader is affected.

What the writer can do to improve this sample is giving lots more detail. He or she could fix spelling, or having it make sense when the reader reads it. So it gives a really good flow. Re-reading the story to someone and get their opinion, if that listener says to fix or add a part you should. Also adding fun words to it instead of boring adjectives. For example put death like surprise instead of just surprise, you got to make the reader really jump in and listen, it grabs him or her attention, that is what really people love about a book. It really makes it fun to read to anyone. The story needs to get the

whole picture, tell us how the police and fire fighters got there and maybe how long it took. Or what the family or neighbors felt and said after. The reader will feel for them, make it heart breaking and let it have drama and lives ripped apart. That is detail in this story. Connect -- the reader will think of times something bad happen to them. And make this sample story sound real, like it really did happen use exactly what happen every thing, but make it flow and easier to read or the reader will not get it. Not to much drama or the reader will get bored. Have action on how the fire fights come and you heard the siren while starting at the fire burning and seeing them put it out and the cost of all the damage. This is what I think you can fix about this sample story. It takes a life time to forget it.

**ANCHOR PAPER 14****Score Point: 4**

This strong response includes connected recommendations, relevant details that support the recommendation, and expanded explanations (adding fun words... for example put 'death like surprise' instead of just surprise. You've got to make the reader really jump in and listen, so it grabs his or her attention, and is what people really love about a book). Another group contains (The story needs to get the whole picture... what the family or neighbors felt and said after. The reader will feel for them, make it heart breaking and let it have drama and lives ripped apart... Connect -- the reader will think of times something bad happen to them.)