Michigan Educational Assessment Program

MEAP Fall 2013
Grade 4 Writing
Peer Response to the Student Writing Sample Scoring Guide

MICHIGAN Department of Education

PEER RESPONSE TO A STUDENT WRITING SAMPLE

DIRECTIONS:

In this part, you will write an answer to a question about a Student Writing Sample. The paragraphs in the Student Writing Sample are numbered to help you. 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, circle, or write in this booklet to help you, but nothing marked 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 A STUDENT WRITING SAMPLE

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

Use details and/or examples from the Student Writing Sample to support your answer and explain why your suggestions improve the sample.

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.

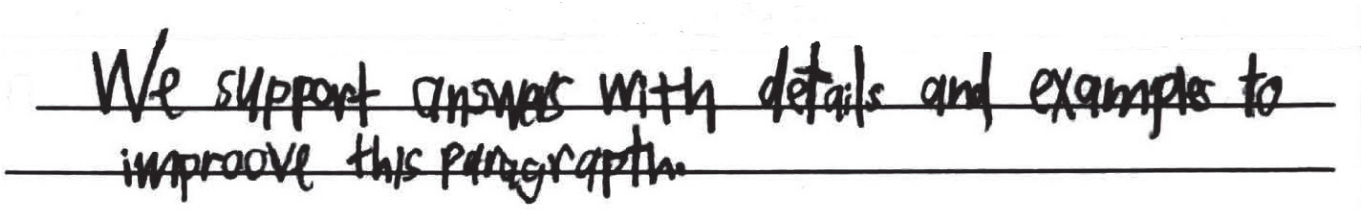
3 Recommendation(s) is provided. Relevant, specific examples and/or details from the sample support the recommendation(s). An explanation of why the recommendation(s) improves the sample is provided.

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.

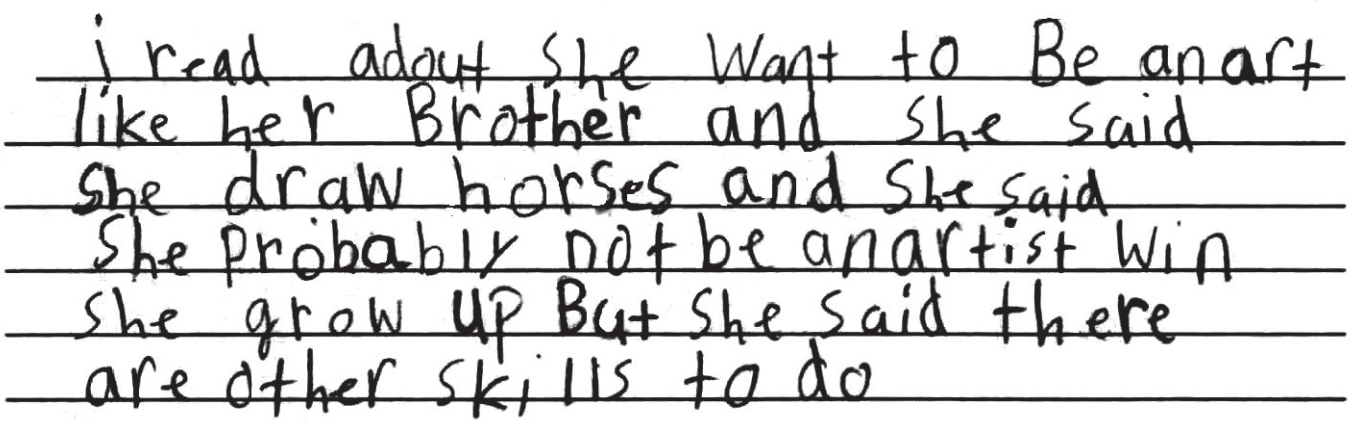
0 Recommendation(s) is **not** provided. A score of zero will result in one of the following condition codes:

A Off-topic/Off-task
B Illegible or written in a language other than English
C Blank
D Insufficient to rate



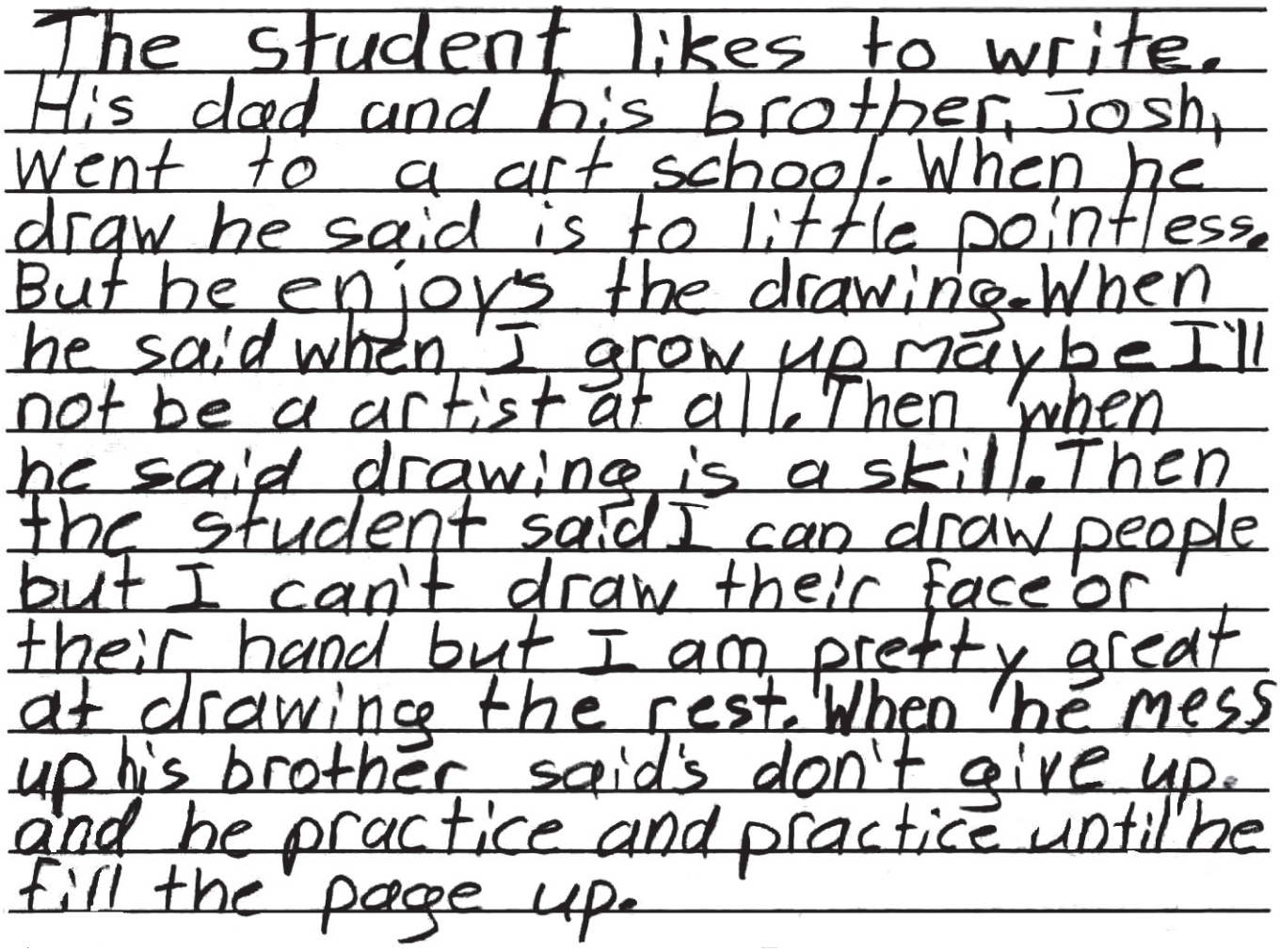
ANCHOR PAPER 1
Score Point: 0

This response is a reworking of the prompt. The lack of recommendations, details, and explanations limits this response to score point 0.



ANCHOR PAPER 2
Score Point: 0

This response is a brief summary of the sample. The lack of recommendations limits this response to score point 0.



ANCHOR PAPER 3
Score Point: 0

This response is a brief synopsis of the sample. No recommendations of how to improve the selection are provided, and therefore it is limited to score point 0.

I whood do a mustach on
isfase.

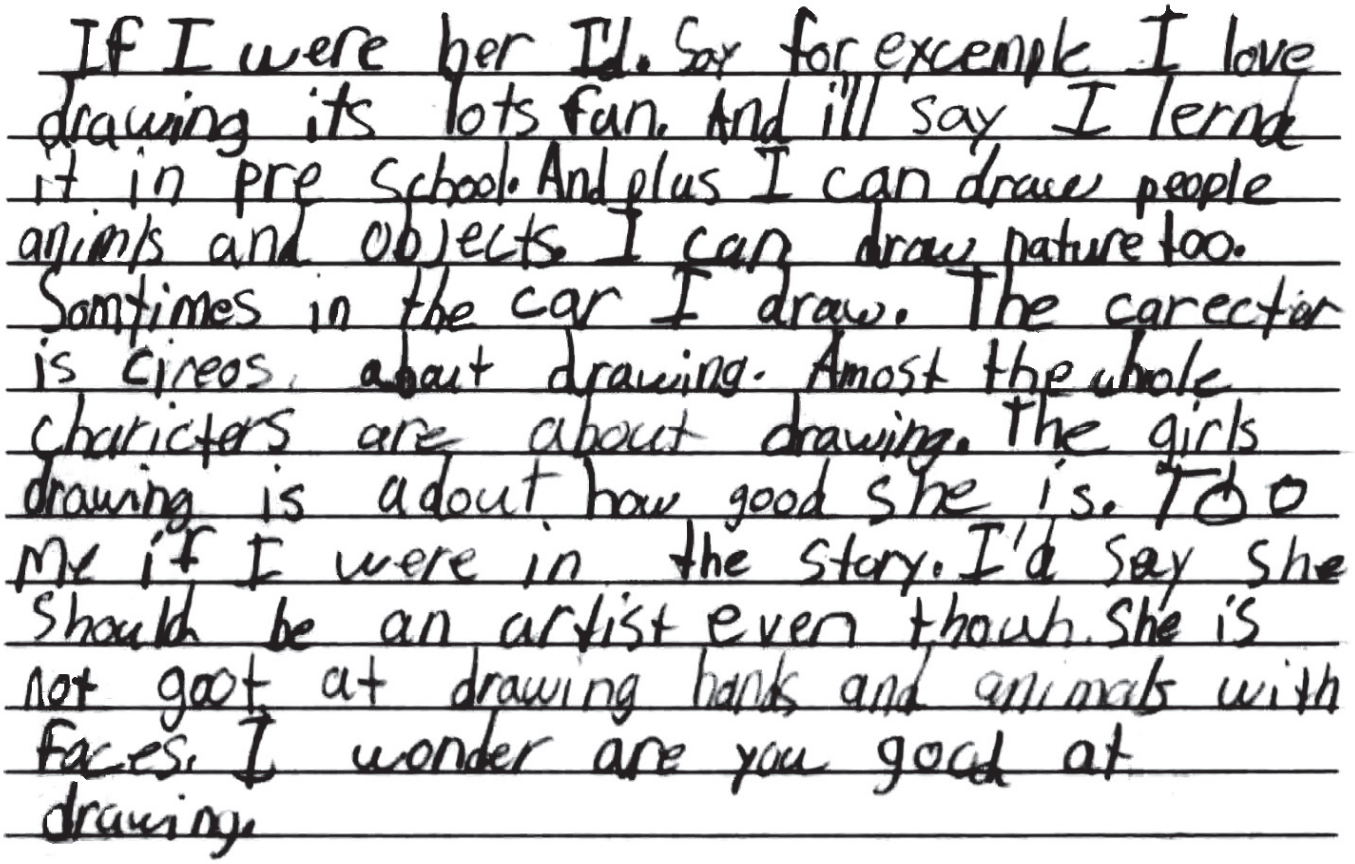
I woode do a I Bollon hem.

I Whod make hem a Math
on is face.

Ill Pot the ears on hem Sea
Josh.
I whode Mak a bollon on iis
Hand I will Pot three bollon
on iis hands.
I wode mak him Som
hand Two hands for Hem.
I whode mak hem som
I Shet.

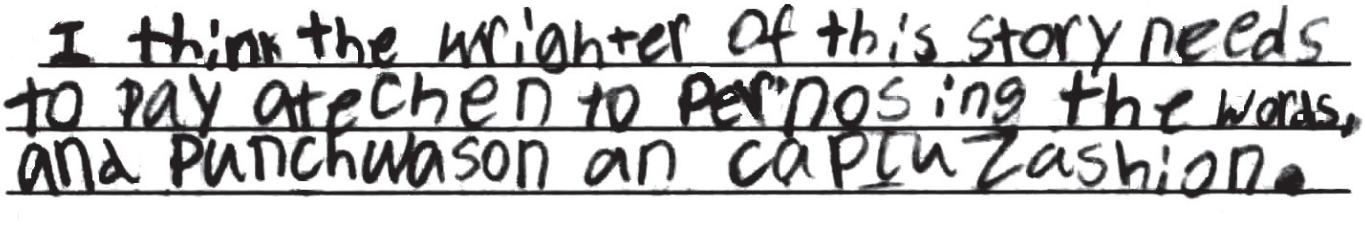
ANCHOR PAPER 4
Score Point: 0

This response merely suggests what the student would draw rather than addressing the tasks required by the prompt, and is therefore limited to score point 0.



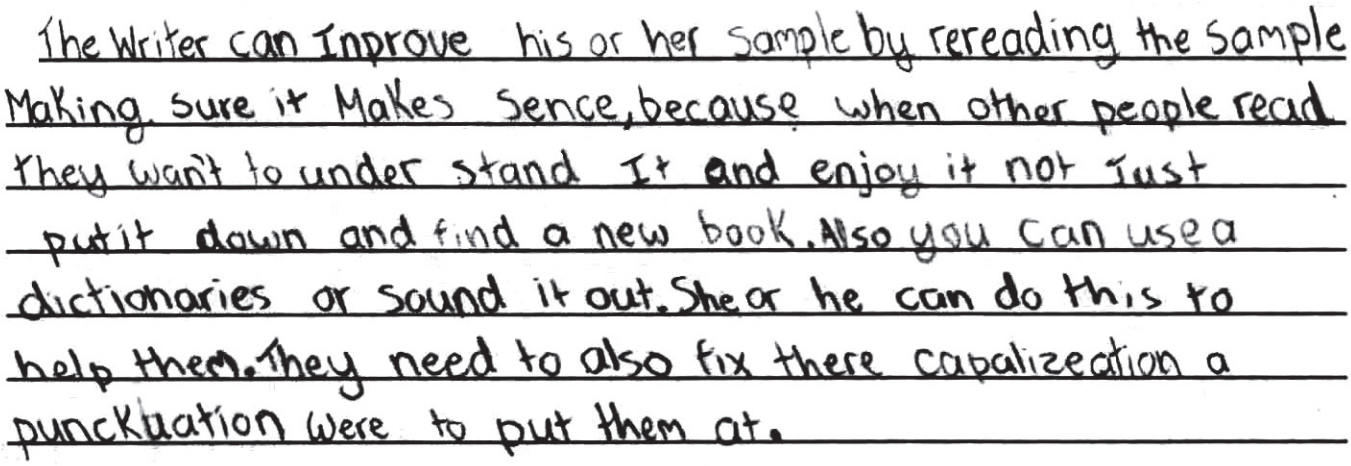
ANCHOR PAPER 5
Score Point: 0

This response recommends changes to the sample that alter the content rather than improving errors or deficiencies. This response is limited to score point 0.



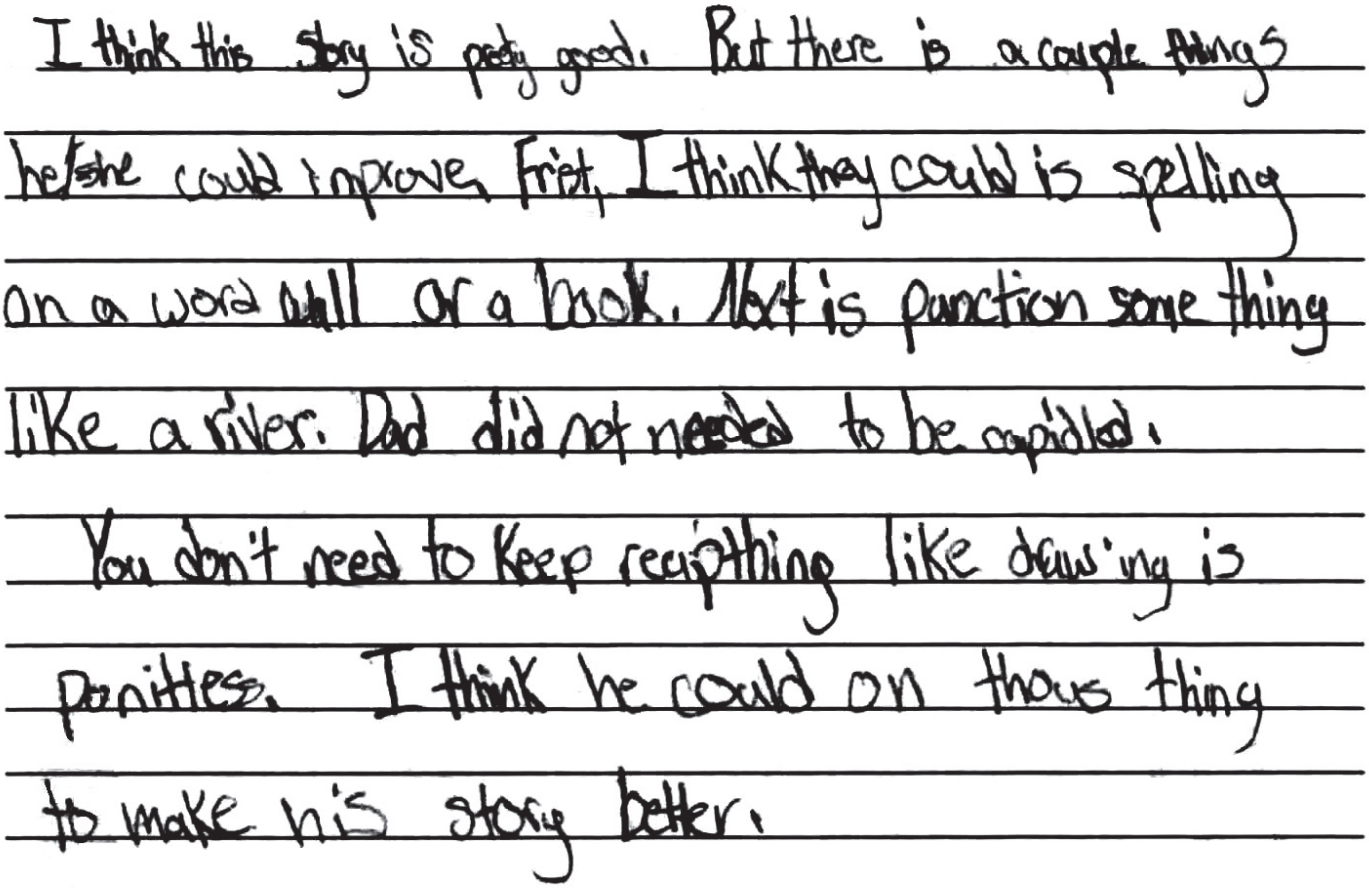
ANCHOR PAPER 6
Score Point: 1

This response contains three general recommendations (pay attention to pronouncing words, punctuation, and capitalization). The lack of a specific detail from the sample limits this response to score point 1.



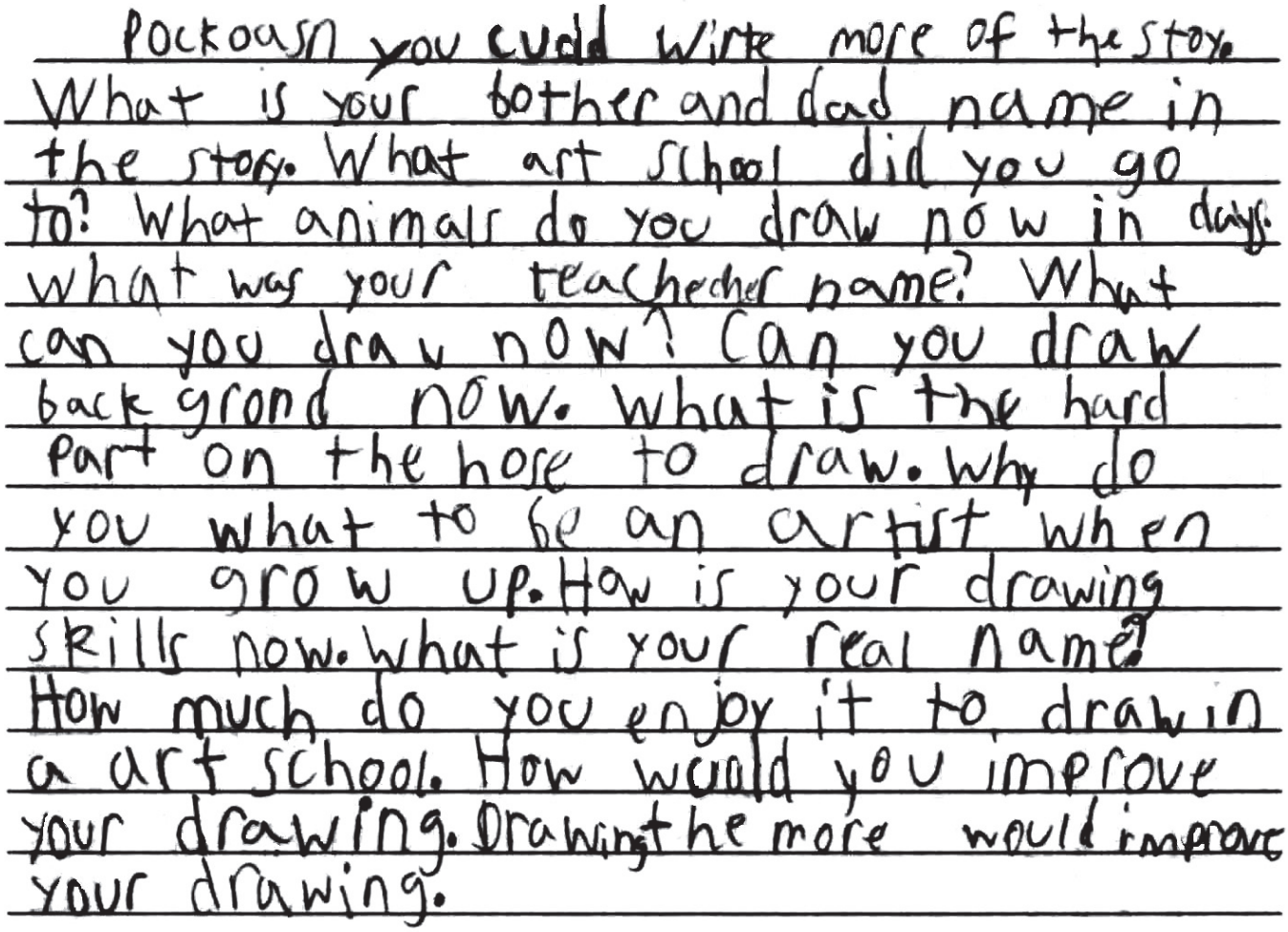
ANCHOR PAPER 7
Score Point: 1

This response contains multiple general writing recommendations (rereading, make sense, use a dictionary). Even though an extended explanation (they want to understand it and enjoy it) is provided, the lack of a specific detail from the sample limits this response to score point 1.


I think this story is pety good. But there is a couple things he/she could improve. Frist, I think they could is spelling on a word wall or a book. Next is punction some thing like a river. Dad did not needed to be capidled. You don't need to keep recipthing like drawing is pointless. I think he could on thous thing to make his story better.

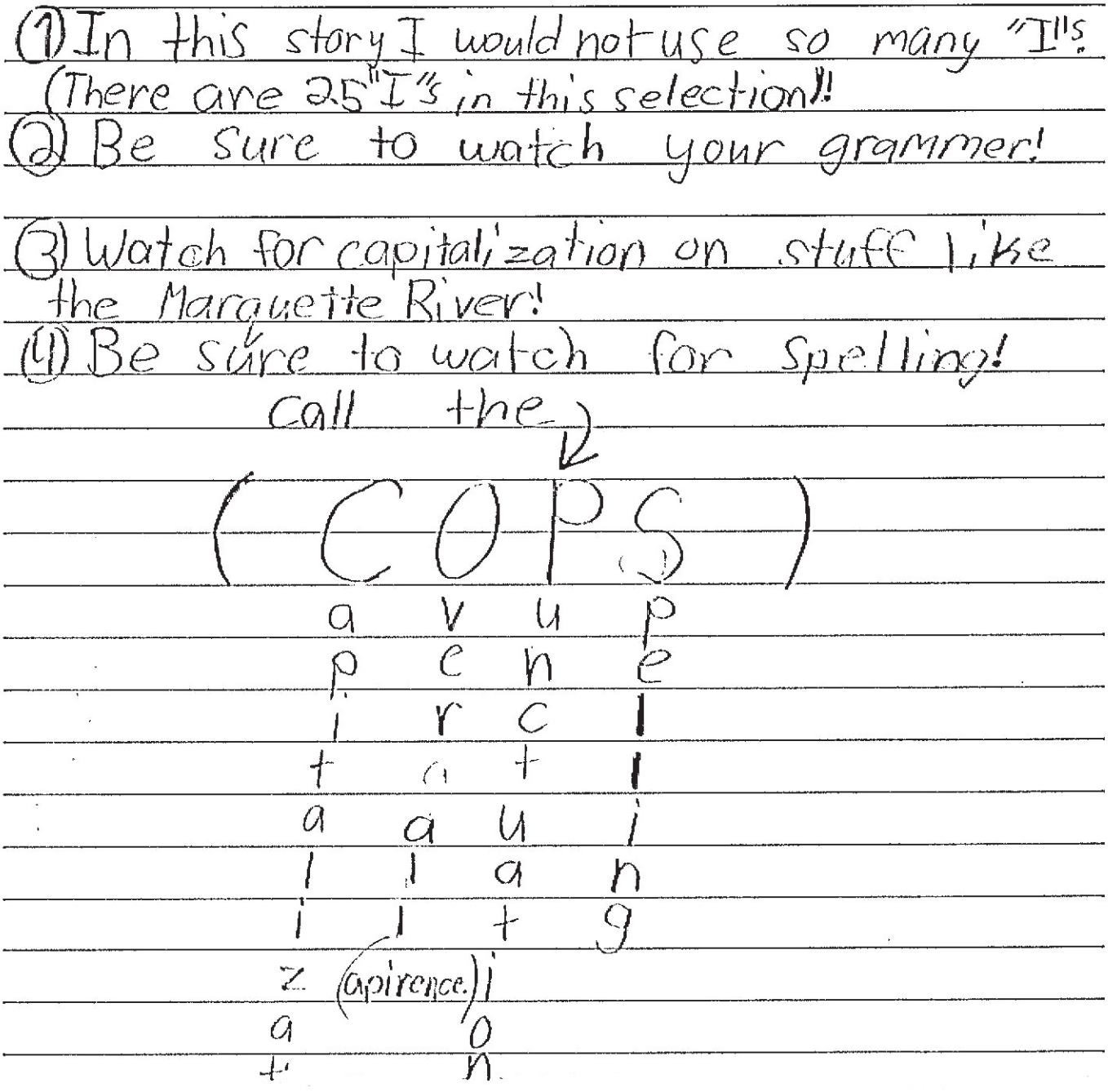
ANCHOR PAPER 8
Score Point: 2

This response contains the recommendations (You don't need to keep repeating; did not need to be capitalized) connected to the details (drawing is pointless; Dad). This response earns a score point 2.


Pockoasn you cudd wirte more of the stor.
What is your bother and dad name in
the stor. What art school did you go
to? What animals do you draw now in days.
what was your teachecher name? What
can you draw now? Can you draw
back grond now. What is the hard
part on the hose to draw. Why do
you what to be an artist when
you grow up. How is your drawing
skills now. what is your real name?
How much do you enjoy it to drawin
a art school. How would you improve
your drawing. Drawing the more would improve
your drawing.

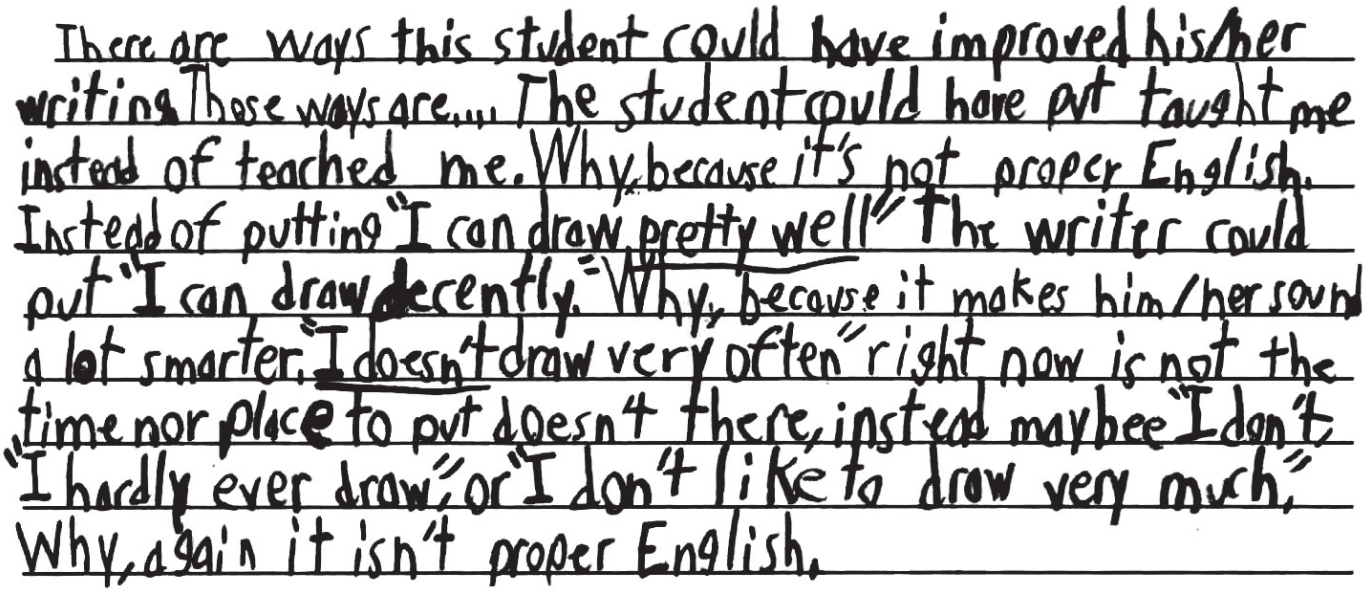
ANCHOR PAPER 9
Score Point: 2

This response contains the recommendation (write more of the story) connected to multiple examples from the sample of what needs additional detail (What animals do you draw now?, What was your teacher's name?) and earns a score point 2.



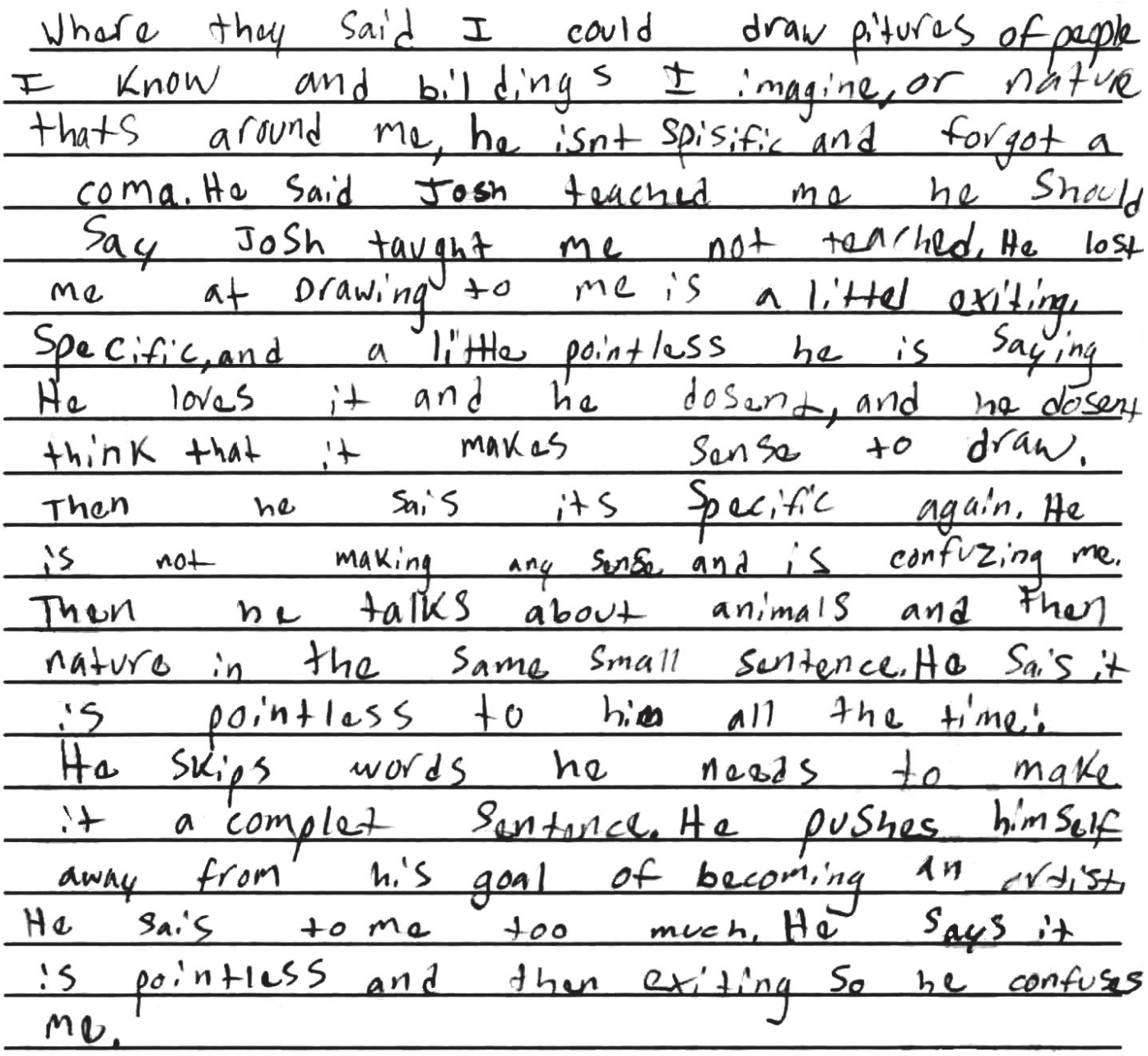
ANCHOR PAPER 10
Score Point: 2

This response contains the recommendations (would not use so many I's; watch for capitalization) connected to the details (There are 25 I's; Marquette River). This response earns a score point 2.



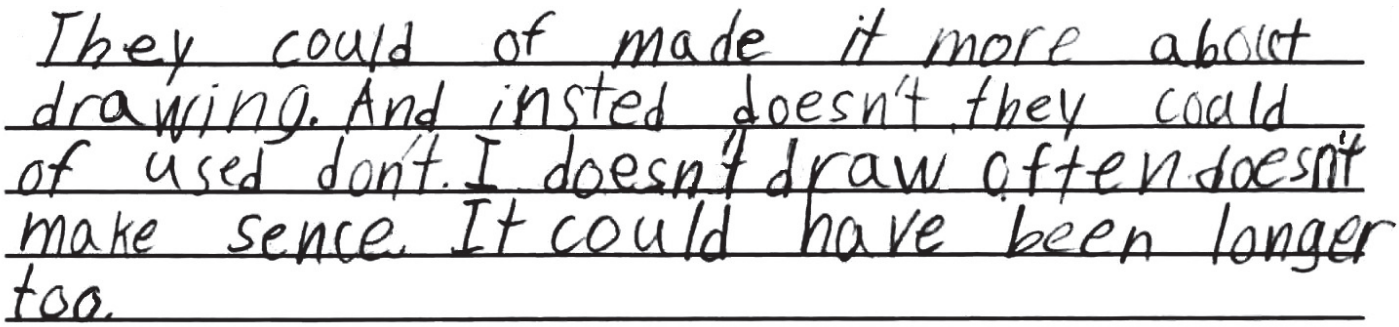
ANCHOR PAPER 11
Score Point: 2

This response contains the recommendations (put taught me; I don't) connected to the details (teached; I doesn't). This response earns a score point 2.


Where they said I could draw pitures of people I know and bilding s I imagine, or nature thats around me, he isnt spisific and forgot a coma. He said Josh teached me he should say JoSh taught me not tearched. He lost me at Drawing to me is a litted exiting, Specific, and a little pointless he is saying He loves it and he dosent, and he dosent think that it makes sense to draw. Then he sais its Specific again. He is not making any sense and is confuzing me. Then he talks about animals and then nature in the same small sentence. He sais it is pointless to him all the time. He skips words he needs to make it a complet Sentence. He pushes himself away from his goal of becoming an artist He sais to me too much. He says it is pointless and then exiting So he confuses me.

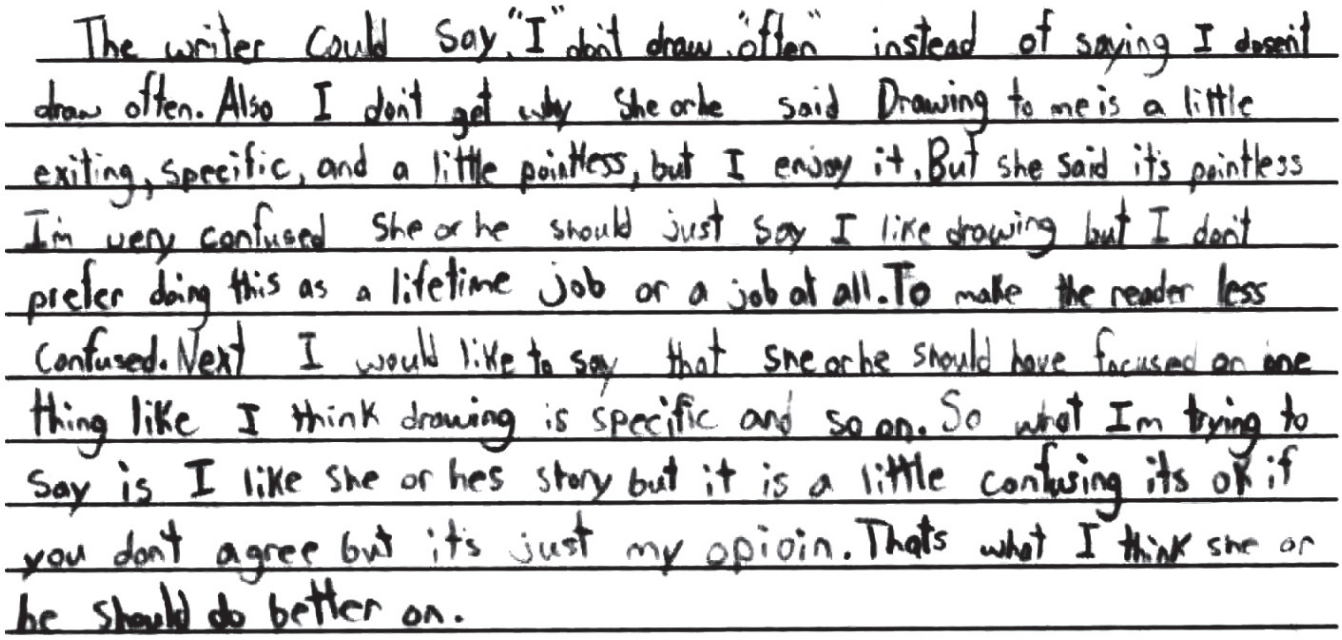
ANCHOR PAPER 12
Score Point: 2

This response contains the recommendation (say Josh taught me) connected to the detail (teached). This exemplifies one way to attain a score point 2. The detail (pointless and then exciting) connected to the explanation (he confuses me) demonstrates the second way to attain a score point 2.



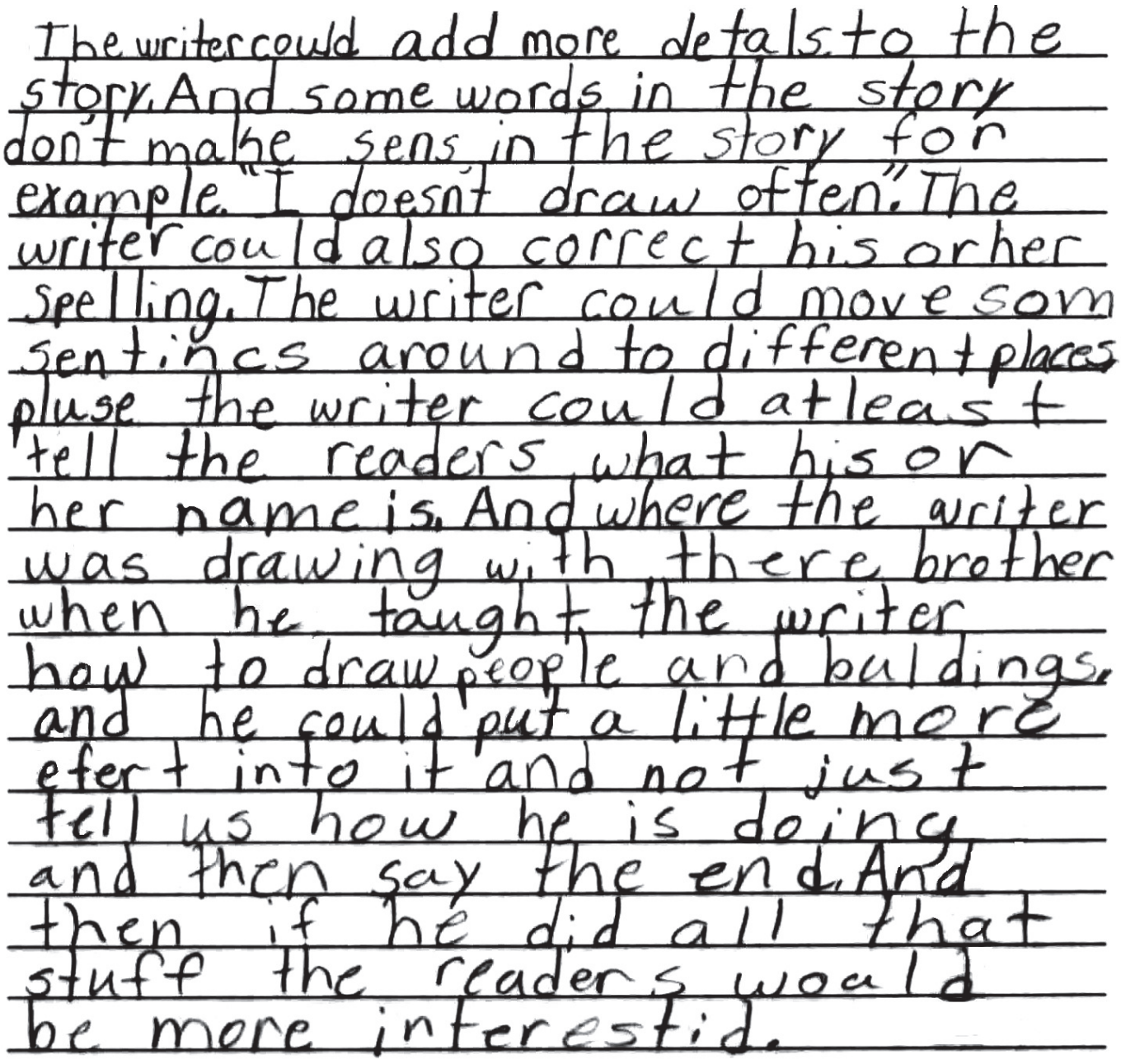
ANCHOR PAPER 13
Score Point: 3

This response contains the recommendation (could have used) connected to the detail (doesn't) and the explanation (doesn't make sense). This response earns a score point 3.


The writer could say "I don't draw often" instead of saying I doesn't draw often. Also I don't get why she or he said Drawing to me is a little exiting, specific, and a little pointless, but I enjoy it. But she said it's pointless I'm very confused She or he should just say I like drawing but I don't prefer doing this as a lifetime job or a job at all. To make the reader less confused. Next I would like to say that she or he should have focused on one thing like I think drawing is specific and so on. So what I'm trying to say is I like she or hes story but it is a little confusing its ok if you don't agree but it's just my opioin. Thats what I think she or he should do better on.

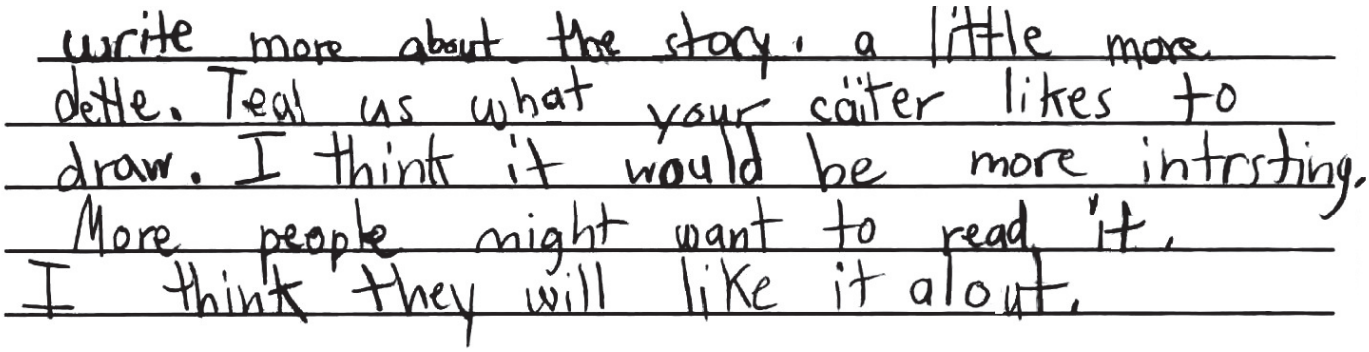
ANCHOR PAPER 14
Score Point: 3

This response contains the recommendation (say I like drawing) connected to the detail (Drawing to me is a little exciting) and the explanation (To make the reader less confused). This response earns a score point 3.


The writer cowld add more detals to the story. And some words in the story don't make sens in the story for example. "I doesn't draw offen." The writer could also correct his or her spelling. The writer could move som sentincs around to different places pluse the writer could atleast tell the readers what his or her name is. And where the writer was drawing with there brother when he taught the writer how to draw people and buldings. and he could put a little more efert into it and not just tell us how he is doing and then say the end. And then if he did all that stuff the readers would be more interestid.

ANCHOR PAPER 15
Score Point: 3

This response contains the recommendation (add more details) connected to the details (drawing, brother, people) and the explanation (the readers would be more interested). This response earns a score point 3.

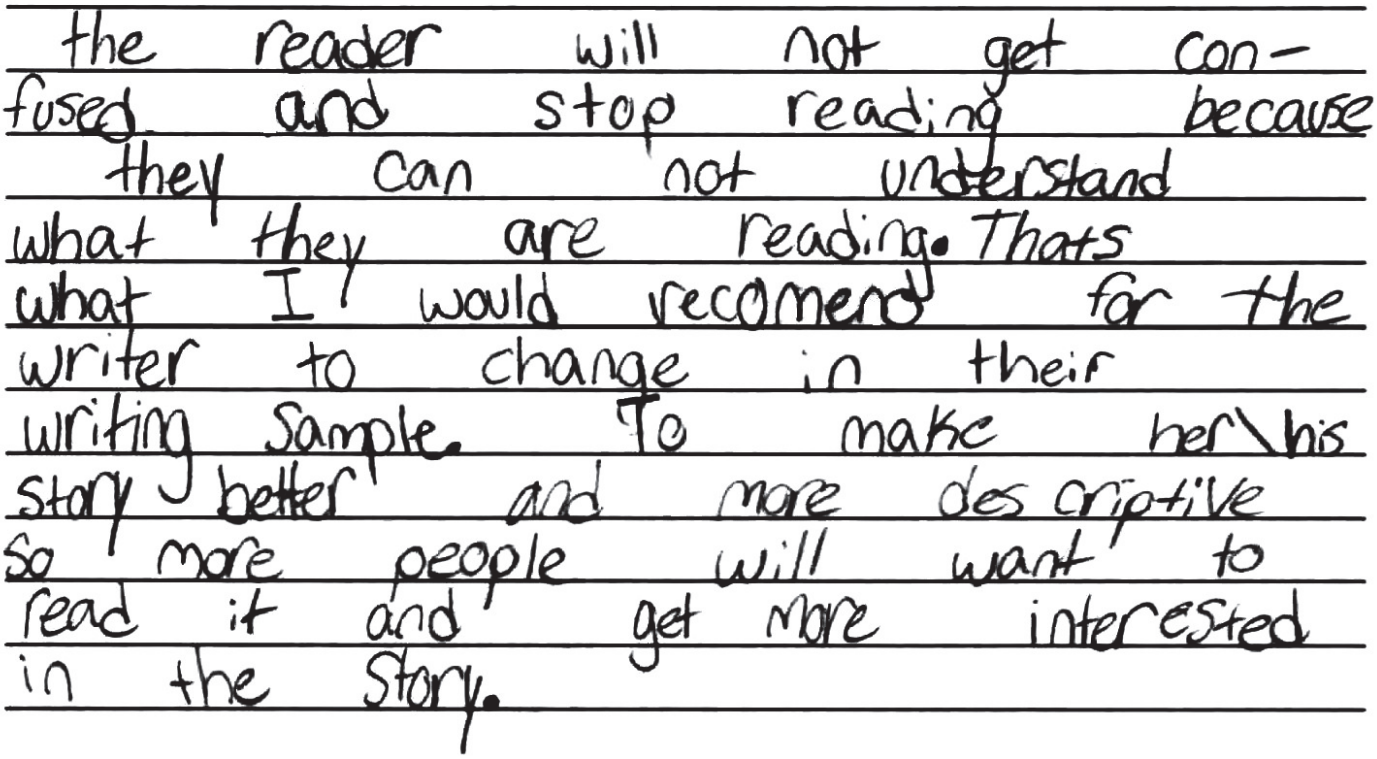


ANCHOR PAPER 16
Score Point: 4

This response contains the recommendation (…more detail. Tell us…) connected to the detail (draw) and the extended explanation (it would be more interesting. More people might want to read it…they will like it a lot). This response earns a score point 4.

I think the writer could go back to the story and try not to use the same things over and over again, for example: I will probably never be an artist when I grow up. Then in the next cuple paragraphs, I will probably never be ann artist when I grow up.

And then I would go back and make sure that everything makes sense for example: I doesnt. Thats what I would do. My first recomendation would improve the student writing sample. Because if you did not have the same things over and over again it would sound better. And if you keep listing the same things over and over again it does not sound good. My second recardman-dation would help the student writing sample because, if you go back and fix those words then



ANCHOR PAPER 17
Score Point: 4

This response contains the recommendation (make sure that everything makes sense) connected to the detail (I doesn't) and the extended explanation (The reader will not get confused and stop reading because they can not understand what they are reading). This response earns a score point 4.