



**English Language Arts
Grade 8
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

"Appearances aren't always what they seem." That applies for just about everything, books, people, etc . . . Appearances have deceived me all my life, and they will keep on deceiving me. I have been deceived by books, food, and gymnastics skills.

One, "you can't judge a book by its cover." I have judged books by their covers many times. A couple of months ago I was at the library with my mom picking out books. My mom pointed out a book to me and told me that I should read it. This book had the ugliest cover I had ever seen. It was a brownish-green color with silver writing. But, I checked it out and when I got home I began to read the book. I finished the book in a weekend because it was so good I couldn't put it down. Instead of judging a book by its cover, I now read the summary.

Second, food might look gross but taste delicious. My mom likes to try making new things for dinner. Last week, she made this pasta casserole for dinner. It was hard and crusty on top, yet doughy inside. Looking at it I thought I was going to be sick right then and there, but I had to try it. I hesitated and dug in; it was one of the best casseroles I had ever tasted. Now, I beg my mom to make the pasta casserole.

Last, sometimes skills look hard when they are easy. A while ago, at gymnastics, we were doing some drills to improve our vaults. First, we were doing straight jumps over the vault. Then, my coach told us to do dive rolls over; I was scared but went for it. Turns out it was really easy. After a couple more turns he told us to do front tucks over the vault. My heart began to pound as I approached, I hit the springboard and flipped. It was pretty easy.

Books, food, and gymnastics skills are only three of the many things that have deceived me. Everyone gets deceived by appearances at least once in their life. But just remember, "appearances aren't always what they seem."

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	What are the strengths and weaknesses of this sample?
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	Use examples and details from Student Writing Sample #3 on page 20 to support your answer.
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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?

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

Some of the strength's were the
writer has a good introduction
paragraph's and show's some emotion
in their sentence's.

ANCHOR PAPER 1
SCORE POINT: 1

This response attempts to address the task. The writer identifies some writing elements (a good introduction, paragraphs, some emotion in their sentences). However, no details or examples from the writing sample are offered as support. Little understanding of the effective elements of writing is demonstrated.

There were many strengths throughout this writing sample. The writer was always on topic, while also explaining everything thoroughly and clearly. The use of quotes was a good addition; it helps the reader want more. Also the writer gave much detail. The article was well written and had many strengths.

ANCHOR PAPER 2**SCORE POINT: 1**

This response attempts to address the task. The writer identifies some writing elements (always on topic, explaining everything thoroughly and clearly, use of quotes), including the effect of one of them on the reader (it helps the reader want more). However, no details or examples from the writing sample are offered as support.

There is a few sample strengths that the editor might share with the writer.

One of them might be that she used quotes. It is really good to use quotes in a writing because they are also examples and you can get ideas from them. Another strength might be that she strongly supported her main idea. She used three or more examples and that is what you really do need in a writing. You could also share that she was really specific in the writing so readers could easily picture what she was saying.

Those are a few strengths that a peer editor might share with the writer.

ANCHOR PAPER 3
SCORE POINT: 1

This response attempts to address the task. The writer identifies some writing elements of (use quotes; strongly supported her main idea, more examples, really specific) and discusses their relevance (because they are also examples and you can get ideas from them; so readers could easily picture what she was saying). However, no details or examples from the writing sample are offered as support.

I like how the author of the sample gave so much detail and described his appearances being deceiving.

ANCHOR PAPER 4**SCORE POINT: 2**

This response demonstrates a limited ability to address the task. The writer identifies some writing elements (gave so much detail, described) and supports them with a detail from the writing sample (appearances being deceiving). However, the relevance of the detail is not explained.

Some of the strengths the sample had was the descriptive language he used to describe the book, the Pasta casserole, and the gymnastics moves.

Another strength there was in the sample was how the writer used "appearances aren't always what they seem" to real life situations. For example the book, it was ugly on the outside but interesting on the outside, and the casserole, it was disgusting on the outside but delicious in the inside.

ANCHOR PAPER 5
SCORE POINT: 2

This response demonstrates a limited ability to address the task. The writer identifies some writing elements (descriptive language he used to describe, the writer used. . .real life situations) and supports them with details from the student writing (the book, the Pasta casserole and the gymnastics moves, appearances aren't always what they seem, the book, it was ugly on the outside, the casserole, it was disgusting on the outside but delicious on the inside). However, the writer never explains why these are strengths.

Some of the sample strength the editor might share with the writer is how he or she stayed on topic and idea. In the beginning the writer stated the point of the paper, which is about appearances and how they are deceiving. Another strength is the details the writer gave to the reader, for example the book he or she talks about how ugly it is because of the brownish-green color with silver writing. The something goes for the food and the gymnastics as well. One last strength is how he or she states the outcome of each thing that he or she thought was bad. These are some of the strengths of the writer has in his sample.

ANCHOR PAPER 6
SCORE POINT: 2

This response demonstrates a limited ability to address the task. The writer identifies some writing elements (stayed on topic and idea, stated the point of the paper, gave details, gave the outcome of each thing) and supports them with examples from the writing sample (appearances are deceiving; the book is ugly, because of the brownish-green color with silver writing, the same goes for food and gymnastics). However, the writer never explains why these are strengths.

Some of the strengths the sample possessed were the example choices. Gymnastic one to be specific. That one is an unusual topic, yet the writer proved that gymnastics could be deceiving. Another strength is the detail in the second & third paragraphs "Brownish-green cover, crusty top yet doughy on the inside." These helped the reader imagine the items that were being written about.

ANCHOR PAPER 7
SCORE POINT: 3

This response addresses the task by the writer discussing writing elements (the examples; the detail in the second and third paragraph) and supporting them with a mix of general and specific details and examples (gymnastics, brownish-green cover, crusty top yet doughy on the inside). An effort is made to explain the relevance of both examples but the second example is better explained than the first (that one is an unusual topic, yet the writer proved the gymnastics could be deceiving; these helped the reader imagine the items that were being written about). Some understanding of the elements of writing is demonstrated.

Even though this writing sample has some weak areas, it also has many strengths.

One strength that this writing sample has is the use of quotes and proverbs. She uses the quote "Appearances aren't always what they seem." to start out the sample. Then she uses three examples that support her opinion. In the first example she talks about how "you can't judge a book by its cover," she supports that proverb with an example about a book that she saw that had an ugly cover but she read it and she could not put it down. Another strength of this sample is the conclusion. She states the three examples that she uses and uses the same quote as she did in the introduction. She restates the whole introduction but worded it differently. There are many strengths in this writing sample.

ANCHOR PAPER 8
SCORE POINT: 3

This response addresses the task by discussing writing elements (the use of quotes and proverbs; the conclusion) and supporting the first one with a mix of general and specific details from the writing sample (appearances aren't always what they seem; you can't judge a book by its cover; a book that she saw that had an ugly cover but she could not put it down). The relevance of the examples is explained by discussing the writer's overall strategy (she uses the quote . . . to start out the sample. Then she uses three examples that support her opinion; In the first example she talks about, she supports that proverb with an example about a book), including how well the conclusion sums up the writer's position (she states the three examples she uses, uses the same quote as she used in the introduction, she restates the whole introduction but worded differently). Some understanding of the effective elements of writing is demonstrated.

I thought that the examples in the sample were strong. The examples were easy to relate to and were short and sweet. What you could have changed was to make the introduction more positive, like the rest of the sample, or make one of the examples negative to show both sides, good and bad, of "judging a book by its cover." This would give the reading more of a balance. Also, you should get some different words in with the mix. In the introduction you used deceived three times in two sentences. You should find some synonyms for that. Well that's all I have to say.

ANCHOR PAPER 9**SCORE POINT: 3**

This response addresses the task by the writer discussing writing elements (examples were short and sweet, make the introduction more positive or make one of the examples negative, get some different words) and supports them with a mix of general and specific details from the writing sample (judging a book by its cover, in the introduction you used deceived three times). The importance of one of the elements (examples) is explained (easy to relate to, to show both sides, good and bad, this would give the reading more of a balance). Some understanding of the effective elements of writing is demonstrated.

Some of the weaknesses of the writing sample are the constant use of the word deceived. The writer could have used synonyms for the word deceived. Repeating the same word made her writing sound like it was rambling on about nothing. In the writer's first and last paragraphs he or she said, "Appearances have deceived me all my life, and they will keep on deceiving me. I have been deceived by..." The writer's other weakness is his or her use of exciting words. The writer used very commonly used words like in the third paragraph he or she used, gross and best. They are not that exciting to listen to all through the writer's sample.

One of the strengths of this writer's sample is how the writer stayed on topic. The writer focused on just how the looks deceived him or her. The writer's topic sentence was good also. It got right to the point of the story, "Appearances aren't always what they seem." The writer got very straight forward with his or her audience.

The writer had some strengths and weaknesses in his or her writing. But over all the paper was good at telling us what we need to know.

ANCHOR PAPER 10
SCORE POINT: 4

This response clearly and fully addresses the task. The writer identifies the weakness of the writing sample (repeats the same word, uses common words). Each weakness is supported with details from the sample (should have used synonyms for deceived, gross and best are not exciting). In addition, the impact on the reader is explained (sounds like it was rambling on about nothing, not exciting to listen to). Strengths are also given (stay on topic, good topic sentence) with examples (focused on how looks deceived, topic sentence got right to the point. . :appearances) and an explanation of the impact on the audience (very straight forward with his/her audience).