



Fourth Grade Writing and Editing In Context

“A Person I Admire”

Writing and Editing in Context 4th Grade – Peer Response

DIRECTIONS:

You will have approximately 20 minutes in which to respond to the writing topic below.

The scoring guide that is used to score your response is on the page following the writing piece.

You may want to review it prior to writing your response.

WRITING TOPIC:

Look over the piece of writing provided on the next page.

Imagine that you were going to give some advice to your peer about revising his piece of writing. Revise lines 1-4 so that this paragraph **is more effective at staying with the topic**. This revision should represent what you know about writing and show what the best advice that you might give your peer would look like.

As you write your response, think about the following:

___ Does *my revision* support ideas with details and examples?

___ Is *my revision* organized?

___ Does *my revision* use words or phrases that keep the reader interested?

Your audience will be interested readers.

“A Person I Admire”

DIRECTIONS:

Read the following text and answer the following questions. Circle the letter of the BEST answer for each of the multiple-choice questions. You may look back at “A Person I Admire.”

1 He shoots, and he scores! He can score 4/5 of his shots from the three
2 throw line. He’s generous. He taught me how to shoot and score about 3/5 of
3 my shots from the free throw line. You might know him. He’s Referee Aron.
4 Aron was walking on air after he got that many shots!

5 He’s as good as Grant Hill, in fact someone very special teaches him,
6 Grant Hill. He knows all sorts of people that are related to the Pistons in some
7 way. He knows Coach JW, Coach Steve, the mascot, and many more.

8 Since last year, Reff Aron teached me how to use a defence arm and
9 dribble at the same time, showed me how to dribble better, how to shoot
10 better, and how to warm up like a basketball player does. The ball will be
11 saying, “Hey! Good Shot!” It was so fun meeting him.

12 He was so generous. He took time to taught me and 70 other kids in a
13 clinic he threw. He also let me get his atograph, and he signed my shirt.
14 Now, how often do you get a reffery and a coach of the Pistons atograph? I
15 was so happy, my body was filled with joy.

16 Now, you see Referee Aaron is so generous and is so good at
17 basketball. He takes time to teach 71 kids. I learned so much from him. He
18 made me want to go out and start playing basketball.

This passage has been adapted with permission from its original format in the “Profiles in Writing” Project
(<http://www.misd.net/Languageart/profiles.htm>).



Writing and Editing in Context Constructed Response Sample Student Rubric - Grade 4

Points Scored	Criteria
4	<ul style="list-style-type: none"> • My response shows that I can analyze the quality of a writing piece. • My ideas in my writing piece are supported with specific examples and details. • My writing piece is organized. • My writing piece shows my voice in a way that is real and exciting. • My writing includes a few errors, but they do not change the meaning.
3	<ul style="list-style-type: none"> • My response shows that I can somewhat analyze the quality of a writing piece. • My ideas in the writing piece are somewhat supported with specific examples and details. • My writing piece is somewhat organized. • My writing piece shows my voice in a way that only supports ideas. • My errors may be noticeable.
2	<ul style="list-style-type: none"> • My response shows limited ability to analyze a piece of writing. • My ideas in my writing piece are limited, with limited details. • My writing piece shows inappropriate voice. • My errors may make writing difficult to read.
1	<ul style="list-style-type: none"> • My response shows an attempt to analyze a piece of writing. • My ideas in my writing piece are not supported with details. • My writing piece is not organized. • My voice is not present in the writing piece. • My errors make the writing piece difficult to read.

MULTIPLE CHOICE QUESTIONS

DIRECTIONS:

Circle the letter of the BEST answer for each of the multiple-choice questions.

You may look back at “A Person I Admire.”

1. The author shows that he admires Referee Aaron in all of the following ways EXCEPT:
 - A. He uses unique and exciting words to describe Referee Aaron, like “generous.”
 - B. He shares how joyful he felt when getting an autograph from a famous player.
 - C. He gives many examples of what Referee Aaron has taught him about basketball.
 - D. He describes the many Pistons players and coaches that Referee Aaron knows.

2. What might the author do to expand his writing while staying focused on his topic? He might
 - A. add a paragraph describing how Referee Aaron encouraged him during a game.
 - B. add more examples to the paragraph that describes his experience at the Pistons game.
 - C. add some more announcement-style talk, like “He shoots, and he scores!” from Line 1.
 - D. add the names of some of his close friends that Referee Aaron has influenced.

3. In Line 8, the author uses the verb *tached*. What is the correct tense of the verb in this sentence?
 - A. was teaching
 - B. is teaching
 - C. has taught
 - D. will be teaching

4. In line 13, “sighned” is spelled wrong. The correct spelling is:
 - A. shigned
 - B. signed
 - C. sined
 - D. sighed



Writing and Editing in Context Assessment Analysis

Grade: 4

Theme: "A Person I Admire"

Text: Student-Generated

Item #	Answer	GLCE Assessed	Cognitive Domain	GLCE
Constructed Response		W.PR.04.0 W.PR.04.0 W.PR.04.0	Analysis Synthesis Application	<p>Writing Process <i>Students will...</i> W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text [Core] W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions) [Core] W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups [Core]</p> <p>Personal Style <i>Students will...</i> W.ST.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions) [Core]</p> <p>Grammar and Usage <i>In the context of writing, students will...</i> W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names [Core]</p> <p>Spelling <i>In the context of writing, students will...</i> W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers) [Core]</p>
1	B	W.PS.04.0 W.PR.04.0	Application Application	
2	A	W.PS.04.0 W.PR.04.0	Evaluation Application	
3	C	W.PR.04.0 W.GR.04.0	Analysis Application	
4	B	W.SP.04.0	Application	



Sample Teacher Rubric

Writing and Editing in Context Constructed Response

Grades 2-7

Holistic Scorepoint Descriptions

Here is an explanation of what readers think about as they score your writing.

- 4 The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be surface feature errors, but they do not interfere with meaning.
- 3 The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2 The written response demonstrates limited ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Surface feature errors may make the writing awkward to read.
- 1 The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about the writing sample. There is little discernible shape or direction. There is little control over voice and tone. Surface feature errors may make the writing difficult to read.

Condition codes for unratable papers:

- A Copies and/or revises student sample, making no connection to the question asked.**
- B Insufficient, Off-topic, Illegible**
- C Written in a language other than English**
- D Blank/refused to respond**
- E Summarizes the student sample, making no connection to the question asked.**

For the Writing and Editing in Context, Grades 2-7, the Grade Level Content Expectations Assessed include:

- Writing Process
- Writing Style (Narrative and Informational)
- Grammar and Usage
- Spelling
- Handwriting

Please review your grade level GLCEs to see the specific genres, aspects of grammar and usage, and spelling expectations for your students as they complete this writing and editing in context task.