


Penny

ELA Grade 8 Argumentative Annotated Anchors



Note: All released anchors come from the Pilot Test, which did not specifically ask students to cite sources or to use multiple sources. Current Performance Tasks specifically tell students to use multiple sources and to attribute information to reference materials.

Note: The sources on the pilot test differed from those on the practice test.

PURPOSE/ORGANIZATION



Response

I think we should just get rid of the penny. All it is is just one cent and nothing even costs one cent. I mean I would understand if something costs one cent but nothing does so why do we still have it? Its the most pointless thing in the world it would help get rid of some of our odd prices. We need to just eliminate all penny from our cash registers to give it more room for a different coin like a fifty cent peice. We should just get rid of it because it is the most pointless coin that there is. If canada is willing to get rid of their pennies we should to. the pennies are what is giving us odd prices so if we got rid of them the only odd price we would have was a nickel, then we could soon and hopefully get rid of them too. And we could have everyone scrap the pennies to get themselves some cash. And that is what i think we should do with the penny we could get rid of them any way and get them out of our registers.

SCORE POINT**1**

The position is obvious: *get rid of the pennies*; in fact it is repeated 7 times, including at the beginning and the end of this brief paragraph. No transitions are used, primarily because the same idea is simply repeated in no discernable order.

Response

I think that the penny should be preserved. I think this because there is a lot of history behind the penny. The first penny in the series was created to commemorate the 100th anniversary of Abraham Lincoln's birth. Also, prices will not increase in the future. The penny will actually cost more than it will today. The penny has captured so many meaningful images over its long history. The 2012 penny has the Lincoln Monument on one side and has a shield on the other. The images seem to change each time we have a new year.

Even though the penny cost 1.6 cents to produce it the penny's worth will increase greatly. Many people want to eliminate the production of the penny because they say it costs too much. but in the future the worth of the penny will increase. Also, if they eliminated the penny then it would be really confusing because people would have to round to the nearest nickle. so don't discontinue the production of the penny

1**SCORE POINT**

Although there is a clear claim stated at the beginning and repeated at the end of the response (*the penny should be preserved; don't discontinue the production of the penny*), supporting ideas are randomly presented (the unfounded commentary/prediction *prices will not increase in the future. The penny will actually cost more than it will today* is sandwiched between statements about the historical role of pennies). Ideas are repeated (*worth of penny will increase*, which is not text-based). While there are some appropriate transitions (*Even though, Also, so*), they do not clarify connections; the progression of ideas remains confusing. Overall the response is too brief and details are too indiscriminately used for any score other than 1.

Response

There is a debate on whether the penny should continue being produced, or be cancelled. I believe the penny should be continued for many reasons.

First, the penny does cost more to make itself than what it is worth. Yet, I believe that overtime the cost has been caught up to itself and will no longer affect our government. If the penny costs way too much money, then why is the government choosing now to cancel the penny though it has been around for over 100's of years?

Second, the penny has been around for over 100's of years. I believe that it is wrong to cancel something our ancestors created. It has been around for the longest amount of time so what effect hasn't it done over the past 100 years, to all of a sudden come in effect to our government and become a thought to cancel it?

Finally, a penny can really make a change as shown in an article from Washington Middle School Chronicle. A penny really can make a change. It has saved many lives over the past years and gathered a lot of money for causes over time. Pennies can make a change.

As you can see, the penny is very important to our nation. It serves many causes and purposes to our nation. The penny should continue to be made throughout our future.

2**SCORE POINT**

The introduction provides a brief but clear claim and also provides a general context for the argument. The conclusion is clear although largely repetitive.

While the response may include many seemingly appropriate transition words (*Yet....if...then*), the words themselves cannot compensate for a faulty or insufficiently explained conclusion (*Yet, I believe that overtime the cost has been caught up to itself and will no longer affect our government . If the penny costs way to much money , tyhen why is the goverment choosing now to cancel the penny though it has been around for over 100's of years ?*). There is some repetition (paragraph 4, *A penny really can make a change; Pennies can make a change*). Overall, the essay does not have a sense of completeness one would expect in a well-organized argument, confirming a score of a lower 2.

Response

Abolishing the Penny□

Are you tired of having to pay that 2 or even 3 cents extra at the cash
registure?□ Well then join me in abolishing the penny.

The penny today no longer serves a purpose. It does not need to be
preserved any

longer. Let me inform you on some things you should know about the
penny: how much it cost to make it, if it would even effect the economy if
we got rid of it, and if whether or they are a great time waster.

First off, I would like to say that it cost more to make the penny than it's
worth. Just this year the U.S. churned more than 4.3 billion pennies. That's
more than twice the annual output than all other coins combined. Because
of this the Treasury actually looses over \$100 million a year.

Next, I would like to tell you if it would effect the economy or not. Abolishing
the

penny would actually help the economy. Even if buisness owners rounded
their cents against the customer, customer would only loose 2 1/2 cents
every transaction. If the average person made two transactions every day
they would be loosing \$18.25 a year. Now compare that to someone who is
preserving the penny, at an average wage, the person would be loosing
\$50 a year. Not even including what the Treasury looses every year just to
make the penny, which is \$100 million.

Finally, is the penny a great waste of time. The anwser is yes, the penny
has become

a great waste of time. The time an average person spends counting
pennies in stores, giving them back, and putiing them in jars is about 2.4
hours every year. They have little good effect on the economy. They aren't

evern worth the effort of picking up off the street any more.

Now that I've told you my reasons for abolishing the penny, I hope you understand

how much money and energy it will save. The penny is just no longer needed. It's just not worth the effort any more.

SCORE POINT

2

Despite the distracting spacing, it is relatively easy to determine where the introduction, body paragraphs, and concluding remarks are. There is an effective hook (rhetorical question) and a clear claim that is couched as a call to action (*join me in abolishing the penny*). This is followed by the mechanical announcement of supports. The conclusion has a weak beginning (*Now that I've told you...*) but ends with a generalization, which is, unfortunately, repetitive (*not worth the effort*). The transitions are consistently appropriate although formulaic (*First off, Next, Finally*). While the organization of the ideas is logical and maintains the focus, large chunks of the supporting information is copied* verbatim. Overall, the response earns a score point 2 for purpose and organization.

*copied from the sources used in the pilot

Response

My thought on the penny being preserved or eliminated is that the penny should be preserved. I have thought out my answer thoroughly and can back up my decision with many facts and reasons why the penny should be preserved. There are reasons such as sentimental value to people, the history of America, and the result of prices if the penny was to be eliminated. In these next few paragraphs I will address every reason and explain them thoroughly.

The biggest reason why I decided that the penny should be preserved is because of the rounding system that would take place if the penny were to be eliminated. This rounding system would be confusing, awkward, and pricey for the consumer and the business. For example, you want to buy an item that is 96 cents. If there are no pennies to pay for the 96 cents then the price could very well be rounded up to one dollar. This method will overall be more costly than producing pennies already is.

Some people that are on the side that thinks the penny should be eliminated state that the penny costs more to manufacture than its actual value is. I have read multiple costs (to manufacture the penny) though such as 1.6 cents and 2.4 cents. The fact that people can't even agree on a certain price leads me to believe that maybe that fact isn't even true.

Another reason why the penny should be preserved is because of its sentimental value to America and the American citizens. Some American citizens have seen this penny be changed several times and have seen the penny represent American culture in multiple ways. The penny represents how and who Americans used to be and that affects how we are now.

The History of America is also symbolized on this coin. It has represented many things such as President Lincoln, one of the United States greatest leaders ever. The penny has honored him by showing him in several different scenarios. The penny has also symbolized the original 13 colonies that this country was built off of.

The last reason why i think pennies should be preserved is because of charities. Many people donate their pennies to charities because it is only a cent, but they would be a lot more reluctant to donate a nickel or a quarter. For this reason if pennies were eliminated many charities may lose money.

For these many reasons I think that the American penny should be preserved

SCORE POINT**3**

The perfunctory introduction reads more like a rough draft with unnecessary introspective comments distracting the reader rather than clarifying the writer's intent (*In these next few paragraphs I will address every reason and explain them thoroughly*). There is, however, a clear claim (*...the penny should be preserved*). The conclusion is insufficient for the argumentative purpose. Most transitions are adequate (*For example; Another reason; For this reason*), and the transitions between body paragraphs is generally effective (using generalizations to move to the next paragraph/idea). While the overuse of formulaic phrases is distracting and occasionally interferes with a smooth reading, the focus is generally maintained and the progression of ideas is logical.

Response

Preserve the penny! Many people dislike the usage of the penny and think that it should be removed from our money system. I think that is a bad idea. The penny can provide some value, and here is why. The penny can have some sentimental value, for it has created many memories for some Americans, and it has created many figures of speech, still used today. The penny also allows people to save on some sales and purchases. People will donate pennies more often than they would with quarters.

The penny contains much sentimental value to people who have been around for a while now. The penny shows images of important people and symbols of American history. The first pennies showed different images of Lady Liberty, seven in all. Later on the United States Mint began producing the Flying Eagle penny, followed by the Indian Head pennies. The first Lincoln penny was produced in 1909, and more versions followed this. This historical coin has been changed over the course of U.S. history, yet still provides the same amount of culture. Some figures of speech has also been created due to the penny. The penny provides a large amount of sentimental value and memories. For something so small, it can hold a lot of history.

One cent may not seem like a lot to someone, but it can help you save money. Take a sale for example. Originally something may cost 5 dollars, but when on sale, it might become \$3.98. That does not seem like alot to save, but along with a dollar, two cents can be alot for some people. according to this article from the Washington Middle School Chronicle, Save the Penny-Save the Day!, that without pennies, people would be forced to round up to the nearest nickel. This could cause a substantial amount money loss. Instead of paying \$29.96 you would have to pay \$30. This could cost a large amount of money for customers and buisnesses alike.

Some people feel like their loose change would weigh them down. So how would one get rid of one's extra coins? Well, some people donate them. By donating their coins it would become a win-win situation. One would get rid of their dead weight and the money would go to a good cause. People would be more likely to donate their pennies, than their quarters. It would hurt some charities if the penny is removed from the U.S. and that would not help the good causes. If pennies help good causes and charities, wouldn't that mean they are good for us?

I believe the penny should be preserved, for it can help the U.S. By removing te pennies, it would remove some of our historical culture. The penny provides sentimental value for people, holding a lot of history inside them. They allow people to save on purchases. They allow for easier donations to charities, and help the needy. Preserve the Penny!

3

SCORE POINT

The introduction is inconsistent in its qualities: beginning with a moderately effective call-to-action (*Preserve the penny!*), it is followed by a context for the argument and a statement of claim (*I think this is a bad idea. The penny can provide some value and here is why*). What follows then is presumably a roadmap for the essay's organization, but it goes beyond concisely introducing the support (*The penny has some sentimental value, for it has created many memories for some Americans*). The conclusion merely repeats the introduction, even ending with the same call to action.

The progression of ideas follows the organization of the relevant source material* (appreciate the penny for its historical value, save money, which can then be donated to charity). The transitions within paragraphs are adequate. For example, the word *this* sometimes has unclear referents, and some connections lack clarity ([*saving 2 cents*] *does not seem like alot to save, but along with a dollar, two cents can be alot for some people*). However, transitions between body paragraphs are particularly effective (*For something so small, it can hold a lot of history; If pennies help good causes and charities, wouldn't that mean they are good for us?*). Overall, for organization of ideas this response earns a higher 3, adequate for the purpose and audience.

*source material that accompanied the pilot test

Response**The Penny**

Should we consider abolishing the penny? In recent years, there has been a large debate emerging about the continuation of pennies or not. Although pennies have been a part of the United States history for over two hundred years, it has now become more evident that the penny is more of a nuisance than an item of transaction.

Pennies are becoming more of a problem than a help to us. In the National Review article, Penny Anti, the author, John Fund, states that, "Because the penny costs more than a cent to produce, the Treasury loses more than \$100 million per year on the coin's production." This quote demonstrates the enormous price of manufacturing pennies as opposed to its value and worth. Additionally, the letter from the Prairie News Register states that, "A penny currently costs the United States government 2.4 cents to mint." This short passage also shows that the penny costs more to produce and that one-cent coins provide a complete and utter waste of tax payers' dollars and a waste of energy.

Also, a growing number of experts are concluding that the pennies have become a great time waster. In the article, Penny Anti, Jeff Gore, an MIT scientist argues that, "Each of us on average wastes 2.4 hours per year with the grubby little discs... Pennies are costing each of use nearly \$50 a year given the average wage per hour." This statement shows how much time a penny can waste for citizens when they are counting them out in stores, giving them back in change, and putting them in penny jars.

However, some people fear that destroying the penny would make prices go up to consumers. Without pennies, people would be forced to round everything up to the nearest nickel. This system could be extremely difficult to handle and could also cost a lot of money. But, Source #3, a letter from the Prairie News Register named The Cost of a Penny, claims that, "...Several economists have noted that rounded prices should not cost extra money and may even lead to lower prices. For example, something currently worth 99 cents may well drop to 95 cents instead of rising to a dollar to avoid the higher price threshold and attract more customers." This quote helps reassure others that rounding to the nearest nickel might be more beneficial to customers as it could drop the price of the original cost. Additionally, some people say that since the penny was one of the first

coins authorized for production by the federal government, was created to commemorate the 100th anniversary of Abraham Lincoln's birth, should hold much sentimental value. But, the buying power of the penny has lowered over the years due to inflation.

Ultimately, the destroying of the penny will provide many beneficial advantages to the people. From saving money in the Treasury, to dropping prices for the consumer, the elimination of the penny will help the economy greatly. Though the penny might hold meaningful value to the United States citizens because of its long history in the American culture, the cost of a penny costs more to produce now and provides a waste of energy to create. In conclusion, the penny has developed into a problem to the United States because of multiple economic issues and should be stopped from production.

4

SCORE POINT

The response begins with a rhetorical question followed by a statement setting the context for the argument. The claim itself (*the penny is more of a nuisance than an item of transaction*) is copied* from source #1, but it is nicely set up with a reference to the opposing point of view. The conclusion is generally effective, ending with a strong “so-what” statement that goes beyond just repeating the claim (... *the penny has developed into a problem to the United States because of multiple economic issues and should be stopped from production*).

The focus is consistently maintained throughout the essay. The transitions within paragraphs effectively clarify relationships (*However; For example; Additionally; Ultimately*). One oddity of note, however, is that the writer uses copied (but unattributed or quoted) material from different sources* to conclude each paragraph and segue to the next paragraph. This sample comes from the Pilot Test, which did not remind students to attribute sources and paraphrase or use quotation marks. Currently, failure to reference the sources would be viewed as a negative attribute; nonetheless this response moves into the 4 category.

*copied from sources used in the pilot

ResponseThe Power of a Penny

What can you do with a penny? You might think, nothing, but that is inaccurate and not true. Though you might not be able to do anything with one penny, you might be able to do something with a few or many pennies. The penny has sentimental value, value in the economic system, and can be a benefit to charities.

Many people think and feel that the penny is worthless, and a waste of money to make. Though it does take lots of money to make the simple coin, it also has a lot of value. You may argue that it does take more money to make than it is worth (2.4 cents), but the penny does as much as it cost to make. Like the source tells us, the penny has sentimental value, it was the first coin created by the U.S. State Mint in 1793. The pictures on the pennies also represent and celebrates certain events. The penny we all know has Abraham Lincoln's face on the front side, which was put to celebrate the 100th anniversary of his birth.

Another reason to keep the penny is that it may benefit charities looking for some loose change that will save the lives of others. In Source #4, it states that a middle school raised over \$3,000 dollars in one week, just by collecting pennies. You can also argue that collecting pennies won't make much of a difference and that even if you raise money it won't add up to a lot, but look how much a middle school made in one week! Though people may think it is a small coin that can do no good, in reality, the coin may benefit even more people than you can ever imagine if you save and add it up. Also, charities will thrive even more because most people do not care to keep pennies, so they will donate their pennies lying around their houses, and help the unfortunate and needy.

One last reason to keep the small coin is that if we do not, the prices of everything might be rounded up, and be more costly to the consumers. This will affect all consumers, and be uncomfortable and strange to deal with every time they are buying goods. If we round everything up to the nearest nickel, it would be a huge loss to those who bought the goods. When something would of originally cost \$49.97, the consumers would have to pay \$50.00. Though it is only a 3 cent difference, if you save up the coins, it can add up to a big amount of money.

Overall, the penny benefits us in many different ways. Though you think it is a worthless coin, you can see that if we don't have it in our money system, it will make a big difference in America. It helps us with our money system, reminds us of the sentimental value it has in America, and can be a big help to charities who desperately need money to support needy people.

4

SCORE POINT

The introduction to this response catches the reader's attention with a rhetorical question, then alludes to the opposing point of view, which is followed by a generalization that subtly predicts what will be the writer's claim (*Though you might not be able to do anything with one penny, you might be able to do something with a few or many pennies*). The introduction ends with a list of the upcoming support that is somewhat awkward (and unnecessary), but it doesn't substantively diminish the overall effectiveness of the introduction. The conclusion states the claim (*...the penny benefits us...*); provides a statement, albeit a general one, about the consequence of abolishing the penny; and summarizes the support. As with the introduction, the listing of the supports is unnecessary but doesn't offset the overall strengths of the conclusion.

The inductive reasoning (saving the actual claim till the final paragraph) works because the response builds a logical argument by addressing the opposing point of view and then crafting the argument with evidence for the claim. The focus is consistently maintained and subtle transitions work to clarify connections (*Pennies dont only affect...but...as well; You can argue..., but look how...; though people may..., in reality...*).

Overall, the response is consistently and effectively organized for the argumentative purpose, earning a strong score point 4.

EVIDENCE/ ELABORATION



Anchor Response #1

Response

think we should just get rid of the penny. All it is is just one cent and nothing even costs one cent. I mean I would understand if something costs one cent but nothing does so why do we still have it? Its the most pointless thing in the world it would help get rid of some of our odd prices. We need to just eliminate all penny from our cash registers to give it more room for a different coin like a fifty cent peice. We should just get rid of it because it is the most pointless coin that there is. If canada is willing to get rid of their pennies we should to. the pennies are what is giving us odd prices so if we got rid of them the only odd price we would have was a nickel, then we could soon and hopefully get rid of them too. And we could have everyone scrap the pennies to get themselves some cash. And that is what i think we should do with the penny we could get rid of them any way and get them out of our registers.

1

SCORE POINT

The development of the few text-based details consist entirely of marginally relevant and repetitive commentary (...*nothing even costs one cent; Its the most pointless thing in the world*) and conclusions based on inaccurate use of source material (*the pennies are what is giving us the odd prices; if we got rid of [the pennies] the only odd price we would have was a nickel, then we could soon and hopefully get rid of them too*). The language is not appropriate for the audience or purpose, and there is little evidence of an appropriate style.

Response

I think that the penny should be preserved. I think this because there is a lot of history behind the penny. The first penny in the series was created to commemorate the 100th anniversary of Abraham Lincoln's birth. Also, prices will not increase in the future. The penny will actually cost more than it will today. The penny has captured so many meaningful images over its long history. The 2012 penny has the Lincoln Monument on one side and has a shield on the other. The images seem to change each time we have a new year.

Even though the penny cost 1.6 cents to produce it the penny's worth will increase greatly. Many people want to eliminate the production of the penny because they say it costs too much. but in the future the worth of the penny will increase. Also, if they eliminated the penny then it would be really confusing because people would have to round to the nearest nickle. so don't discontinue the production of the penny

1**SCORE POINT**

The few facts offered are copied* (*The first penny in the series was created to commemorate the 100th anniversary of Abraham Lincoln's birth; The penny has captured many meaningful images over its long history; the penny cost 1.6 cents to produce*) or inaccurate (*The 2012 penny has Lincoln Monument on one side; ... the penny's worth will increase greatly*). There is little or no attempt to elaborate or develop these ideas. The vocabulary that is not copied is general and there is little evidence of a style appropriate for the argumentative purpose.

*copied from a source used in the pilot

Response

There is a debate on whether the penny should continue being produced , or be cancelled . I believe the penny should be continued for many reasons .

First, the penny does cost more to make itself then what it is worth . Yet, I believe that overtime the cost has been caught up to itself and will no longer affect our government . If the penny costs way to much money , tyhen why is the goverment choosing now to cancel the penny though it has been around for over 100's of years ?

Second, the penny has been around for over 100's of years . I believe that it is wrong to cancel something our ancestors created . It has been around for the longest amount of time so what effect hasnt it done over the past 100 years , to all oof a sudden come in effect to our government and become a thought to cancel it ?

Finally , a penny can really make a change as shown in an article from Washington Middle School Chronicle . A penny really can make a change . It has saved many lives over the past years and gathered alot of money for causes over time . Pennies can make a change .

As you can see, the penny is very important to our nation . It serves many causes and purposes to our nation . The penny should continue to be made throughout our future .

POINT SCORE

2

There are some attempts to support the position by making new claims that are not text-based. For example, in paragraph 2, the response states *that overtime the cost [of manufacturing a penny] has been caught to up to itself and will no longer affect our government. If the penny costs way to much money , tyhen why is the goverment choosing now to cancel the penny though it has been around for over 100's of years?* Not only is the logic spurious here, but the reader is totally confused by the imprecise language. In other places the response attempts to develop ideas by jumping to conclusions via unsupported generalizations (*It has saved many lives over the past years and gathered alot of money for causes over time*). The style (use of rhetorical questions) is ineffective and somewhat distracting. Overall, the response includes just enough text-based details from a variety of sources to inch into the 2 scoring category.

Response

My thought on the penny being preserved or eliminated is that the penny should be preserved. I have thought out my answer thoroughly and can back up my decision with many facts and reasons why the penny should be preserved. There are reasons such as sentimental value to people, the history of America, and the result of prices if the penny was to be eliminated. In these next few paragraphs I will address every reason and explain them thoroughly.

The biggest reason why I decided that the penny should be preserved is because of the rounding system that would take place if the penny were to be eliminated. This rounding system would be confusing, awkward, and pricey for the consumer and the business. For example, you want to buy an item that is 96 cents. If there are no pennies to pay for the 96 cents then the price could very well be rounded up to one dollar. This method will overall be more costly than producing pennies already is.

Some people that are on the side that thinks the penny should be eliminated state that the penny costs more to manufacture than its actual value is. I have read multiple costs (to manufacture the penny) though such as 1.6 cents and 2.4 cents. The fact that people can't even agree on a certain price leads me to believe that maybe that fact isn't even true.

Another reason why the penny should be preserved is because of its sentimental value to America and the American citizens. Some American citizens have seen this penny be changed several times and have seen the penny represent American culture in multiple ways. The penny represents how and who Americans used to be and that affects how we are now.

The History of America is also symbolized on this coin. It has represented many things such as President Lincoln, one of the United States greatest leaders ever. The penny has honored him by showing him in several different scenarios. The penny has also symbolized the original 13 colonies that this country was built off of.

The last reason why I think pennies should be preserved is because of charities. Many people donate their pennies to charities because it is only a cent, but they would be a lot more reluctant to donate a nickel or a quarter. For this reason if pennies were eliminated many charities may lose money.

For these many reasons I think that the American penny should be preserved.

SCORE POINT**2**

The elaboration of ideas is inconsistent. Most of the development relies on summary, and sometimes cursory summary (paragraph 5) with no elaboration. As another example, there is the beginning of a nice analysis of the different accounts of the price of manufacturing the penny in paragraph 3; however, the writer fails to account for the fact that one is the cost for Canada, while the other represents the cost for America. At times the precise language appears as a plus (This rounding system would be confusing, awkward, and pricey for the consumer and the business). Yet the very same sentence can be used to question the writer's use of these words as there is no subsequent explanation for why the system would be confusing or awkward. Overall, the response includes a variety of details from multiple sources, but those details are not elaborated well enough to get beyond the 2 score point.

Response

Preserve the penny! Many people dislike the usage of the penny and think that it should be removed from our money system. I think that is a bad idea. The penny can provide some value, and here is why. The penny can have some sentimental value, for it has created many memories for some Americans, and it has created many figures of speech, still used today. The penny also allows people to save on some sales and purchases. People will donate pennies more often than they would with quarters.

The penny contains much sentimental value to people who have been around for a while now. The penny shows images of important people and symbols of American history. The first pennies showed different images of Lady Liberty, seven in all. Later on the United States Mint began producing the Flying Eagle penny, followed by the Indian Head pennies. The first Lincoln penny was produced in 1909, and more versions followed this. This historical coin has been changed over the course of U.S. history, yet still provides the same amount of culture. Some figures of speech has also been created due to the penny. The penny provides a large amount of sentimental value and memories. For something so small, it can hold a lot of history.

One cent may not seem like a lot to someone, but it can help you save money. Take a sale for example. Originally something may cost 5 dollars, but when on sale, it might become \$3.98. That does not seem like alot to save, but along with a dollar, two cents can be alot for some people. according to this article from the Washington Middle School Chronicle, Save the Penny-Save the Day!, that without pennies, people would be forced to round up to the nearest nickel. This could cause a substantial amount money loss. Instead of paying \$29.96 you would have to pay \$30. This could cost a large amount of money for customers and buisnesses alike.

Some people feel like their loose change would weigh them down. So how would one get rid of one's extra coins? Well, some people donate them. By donating their coins it would become a win-win situation. One would get rid of their dead weight and the money would go to a good cause. People would be more likely to donate their pennies, than their quarters. It would hurt some charities if the penny is removed from the U.S. and that would not help the good causes. If pennies help good causes and charities, wouldn't that mean they are good for us? I believe the penny should be preserved, for it can help the U.S. By removing te pennies, it would remove some of our historical culture. The penny provides sentimental value for people, holding a lot of history inside them. They allow people to save on purchases. They allow for easier donations to charities, and help the needy. Preserve the Penny!

3

SCORE POINT

While the response includes a variety of supporting evidence from multiple sources there is some vagueness and repetition that does not consistently and effectively develop the ideas. For example, the introduction includes the statement, *[the penny] has created many memories for some Americans, and it has created many figures of speech, still used today*. Yet the support in paragraph 2 contains the statements, *Some figures of speech has also been created due to the penny. The penny provides a large amount of sentimental value and memories*. As a consequence, the reader is left feeling as though information has been repeated rather than developed. Yet this same supporting information is elaborated at the end of the paragraph with the effective commentary (*For something so small, it can hold a lot of history*). The response acknowledges and effectively addresses the opposing point of view (*Some people feel like their loose change would weigh them down. So how would one get rid of one's extra coins? Well, some people donate them*). The language and style are consistent and – in places – effective (*By donating their coins it would become a win-win situation*). Overall, the evidence/elaboration for this response is characteristic for a score point 3.

ResponseThe Power of a Penny

What can you do with a penny? You might think, nothing, but that is inaccurate and not true. Though you might not be able to do anything with one penny, you might be able to do something with a few or many pennies. The penny has sentimental value, value in the economic system, and can be a benefit to charities.

Many people think and feel that the penny is worthless, and a waste of money to make. Though it does take lots of money to make the simple coin, it also has a lot of value. You may argue that it does take more money to make than it is worth (2.4 cents), but the penny does as much as it cost to make. Like the source tells us, the penny has sentimental value, it was the first coin created by the U.S. State Mint in 1793. The pictures on the pennies also represent and celebrates certain events. The penny we all know has Abraham Lincoln's face on the front side, which was put to celebrate the 100th anniversary of his birth.

Another reason to keep the penny is that it may benefit charities looking for some loose change that will save the lives of others. In Source #4, it states that a middle school raised over \$3,000 dollars in one week, just by collecting pennies. You can also argue that collecting pennies won't make much of a difference and that even if you raise money it won't add up to a lot, but look how much a middle school made in one week! Though people may think it is a small coin that can do no good, in reality, the coin may benefit even more people than you can ever imagine if you save and add it up. Also, charities will thrive even more because most people do not care to keep pennies, so they will donate their pennies lying around their houses, and help the unfortunate and needy.

One last reason to keep the small coin is that if we do not, the prices of everything might be rounded up, and be more costly to the consumers. This will affect all consumers, and be uncomfortable and strange to deal with every time they are buying goods. If we round everything up to the nearest nickel, it would be a huge loss to those who bought the goods. When something would of originally cost \$49.97, the consumers would have to pay \$50.00. Though it is only a 3 cent difference, if you save up the coins, it can add up to a big amount of money.

4

SCORE POINT

This response shows effective paraphrasing to integrate information from across source materials. Although most of the elaboration is via summary, there is enough explanation/extension of ideas (*If we round everything up to the nearest nickel, it would be a huge loss to those who bought the goods*) and appropriate commentary (*look how much a middle school made in one week!*) to move this into the 4 category for evidence/elaboration. The effective use of precise language enhances the argument. Strong word choices appeal to the audience without resorting to pathos (*...help to charities who desperately need money to support needy people*) and clever pairing of concepts (*Though you might not be able to do anything with one penny, you might be able to do something with a few or many pennies*) help confirm the score of 4.

Response

I believe that the penny should be abolished due to the hassles involved in using it. I have three reasons as to why I believe this: the penny costs more to make than it is worth, the penny takes up a lot of people's time in stores, and abolishing the penny could actually save people money.

I had never known this, but the US actually loses about \$100 million a year due to the cost of the metals used in making pennies being worth more than the penny itself. It is not only the cost of the metals in pennies that costs our country, but the fact that nobody actually uses pennies much in their everyday life. All the pennies people get in their transactions at stores just end up at the bottom of their couch. This does not help the overall finances of this country.

Pennies don't only affect the overall wealth of this nation but the individual wealth as well. This being the time it takes someone to whip out thirty pennies instead of six nickels, this could cost people time away from their job. And, as MIT scientist Jeff Gore found out, the average person spends 2.4 hours fiddling with pennies at store counters every year; which at the average wages amounts, this could mean \$50 dollars lost each year. Which may not sound like much, but it can add up when you think about it.

One major issue people have with getting rid of the penny is that it cause prices to be rounded up and then costumers will have to pay more. Maybe they havn't thought about the possibility that prices would round down. I am sure we have all experienced that sort of person who is always looking for a way to save themselves money; even if the coupon or deal is only saving them a few cents or a dollar. Well, getting rid of the penny could save many people money, even if it is only four or so cents.

I must say that getting rid of the penny would cause the end of something that has been a very big part of this country for a long time. All of the currency in this country are very iconic peices of history and to retire the penny would be sad. Also, it is true that the penny had more uses as a charity item then anything else, but maybe we could figure out a way to reimburse people who still own pennies after they were abolished.

In the end, I believe it would be best for the countries wealth and prosperity to abolish the penny. In doing so, the country would save hundreds of millions of dollars, save people time, and save the general public tens of dollars a year. I hope those of you reading this can understand the reasons I have for wanting the penny gone and can agree with me, so we can get something done about this issue.


4

SCORE POINT

Much of the supporting evidence in this response is nicely paraphrased and well-integrated. For example, in paragraph 2, the writer states: *It is not only the cost of the metals in pennies that costs our country, but the fact that nobody actually uses pennies much in their everyday life. All the pennies people get in their transactions a[t] stores just end up at the bottom of their couch. This does not help the overall finances of this country.* The integration of source material from Source #2* (cost of metal) and Source #1* (pennies are discarded/forgotten) is followed by a conclusion about economic consequences. This is the kind of development that is typical of the score point 4 category. The writer also develops source material through the use of appropriate commentary ([money equivalent for time lost counting pennies] *may not sound like much, but it can add up when you think about it.*) and personal example (*I am sure we have all experienced that sort of person who is...*). The response addresses the opposing point of view effectively by considering possible solutions (*...figure out a way to reimburse people who still own pennies after they were abolished*). The language is generally precise (*fiddling with pennies at store counters*), and the response demonstrates some effective style (the parallelism in *the country would save hundreds of millions of dollars, ..., and save the general public tens of dollars...*).

Note: The sources used in the pilot are different from the sources in the practice test.

CONVENTIONS

A decorative graphic consisting of several overlapping, slanted rectangular blocks in shades of blue, green, and grey, creating a layered effect.

Note: the Conventions anchor set includes responses to a different grade 8 Performance Task assignment. Nonetheless, it reflects the same Conventions scoring rubric and language used for all SBAC Performance Tasks, regardless of writing purpose.

Response

The ocean to ous is a very important thing wich we can not ignored, alos cause it plays a large part in our lives . It covers nearly three-quarters of the planet on earth. it has an effect on how our weather could befor example if it is gonna be gonna be too hot or cold our climate. the ocean is the one thing that supports on earth its conditions make human explore extremely difficult. over the centuries, sounding improved with the introduction of the wire and the studying cables but sometimes i does not help people know what was on the ocean floor but other techniques include diving tecnologies thats what allows people to get oxygen for like when there underwater .

The deep the water is the more pressure of the human body you will get but that allows the humans to dive deeper than they could own there own. the goverment and the scientists were the ones that began to study the ocean in an organized way. the scientist Edward Forbes was the one that had published details of dreding expeditions of up to 1380 feet. also the Forbes said that the ocean life below 1800 feet could not exist, as the sunlight starts to fade, the temperature of the water starts to drop but in the deepest parts of the ocean hover near freezing Scientists explore at the bottom of the ocean in some search for answeare to questions about the ocean they expect to find clamshells near the hydrothermal, but thanks to Alvin they were able to find them .

0

SCORE POINT

The response demonstrates little command of conventions -

- There are serious **sentence formation** errors including comma splice and fused sentences (see both the first and last sentence of the essay for representative examples). **NOTE:** To be considered conventions errors, errors with sentence structure must be “correctable” with punctuation (comma splice or fused sentences).
- There are many **punctuation** errors. Missing commas in compound sentences are prevalent throughout the essay (*over the centuries, sounding improved with the introduction of the wire and the studying cables but sometimes i does not help people know what was on the ocean floor*). There is a missing comma with restrictive clause (again, see sentence one). In addition to comma errors, there is a error with an absent apostrophe (*thats*) and a missing period between *freezing* and *Scientist*.
- There are **grammar usage** errors including incorrect forms of adjectives (*deep/deeper*) and errors with frequently confused words (*there* instead of *their*; *own* instead of *on*).
- The frequent and severe misspellings cause reader confusion (*ous, wich, befor, answeat*).
- Missing **capitals** at the beginning of sentences confuse the reader.

Overall, the density, variety and severity of the errors keep this response at the 0 level.

Response

Exploration has always been such a hard thing to do without the materials needed. Today scientist are working hard to make exploration easy for all of us. We have more of a variety of resources to choose from to make it easy for science to excel and grow.

In 1986, science grew ten times stronger than before, when scientist found the Titanic, the most famous ocean liner that sank caused by a giant ice berg, that rammed right into the side of it, scraping across it three hundred feet, and sinking down to the bottom of the Atlantic. Scientist used a little remote control probe, attached to the ROV to fit into little tight spaces that he couldn't imagine scooting into even in his dreams. The probe took photos of objects lying around. He then continued his explorations to find out more about the Titanic.

Even though science grows we may never know for sure how these treasures wound up were they are.

1**SCORE POINT**

This response demonstrates a partial command of conventions -

- There are **grammar usage** errors including subject/verb agreement (*scientist are*) and incorrect use of plural nouns (*scientist found*; *Scientist used* – should be “The scientist” or “scientists”); errors with frequently confused words (*were* instead of *where*), a misplaced modifier (*...scientist found the Titanic, the most famous ocean liner that sank caused by a giant ice berg, that rammed right into the side of it, scraping across it three hundred feet, and sinking down to the bottom of the Atlantic*). There are unclear pronoun references (*The probe took photos of objects lying around. He then continued...*).
- There are some **punctuation** errors including comma errors: missing commas after introductory elements (*Even though science grows we may never...*) and an unnecessary comma (*...science grew ten times stronger than before, when scientist found...*)

Although there are not a wide variety of errors, the moderate number of errors, some severe, relative to the length of the piece and the amount of writing done well, all contribute to a score of 1.

Response

The ocean covers about three-quarters of the earth. The ocean is a big part of the earth's weather. That's how we get different amounts of rain. Or how some days are warmer than others. Fifty percent of life on earth is supported by the ocean. Not much people know it but the ocean is a very big part of our lives. The ocean floor's heights, depths, and physical features vary all the time. Its geography is unpredictable. The bottom of the ocean is a very mysterious place, thousands of feet below the surface. Not very much people get to explore the bottom of the ocean because the conditions, make it almost impossible. A simple technique is to use sound; it is used to measure the depths of the ocean. Still, people now knew the depth of the ocean, but it could not help them to know what the ocean looked like.

Over the years many of different technologies were created to help people to understand what that underwater world looked like at the bottom. One is called dredging, which is the process of lowering a device into the water and scooping up the material at the bottom. That allowed scientists to examine the samples from the ocean floor. Submarines, access to oxygen while underwater, these are some of the other technologies that were invented. One specific type of a submersible vehicle, is a remotely operated vehicle which stands for ROV. An ROV is a robot that can navigate underwater and record information, without any humans being on board. The ROVs are attached to the boats with electrical cables that transmit information back to the people controlling it. The only issue to the cable is that it limits the ROVs' movements. A lot about the ocean still remains unknown to scientists but the more we study it the more we know every century.

In 1843 an English scientist known as Edward Forbes discovered one day during his experiments he discovered that the deeper he put his device that measures depth the fewer living organisms he found. He later came with a theory that the ocean had an azoic zone, which meant a lifeless zone. The factors lack of natural light, unbearable cold temperatures, and the force of underwater pressure backed up his theory enough to make him believe that life could not exist in that deep of water. Sunlight which is very important to all living things to even live, cannot penetrate the water more than 3300 feet. Many scientists wanted to test Forbes's azoic theory. Later in 1872, the HMS Challenger went on a voyage. Later in 1876, the crew put out nets into the ocean, they then discovered more than 4700 new species of animals.

That information was reported and the scientists realized that life can exist in the most remote parts of the ocean. Which then disproved Forbes' theory forever.

A submarine named Alvin, built in 1964, was the world's first deep ocean submersible. Alvin is very famous for his adventures and discoveries. One of Alvin's adventures was when he explored the Mediterranean Sea in 1966. In January that year, a U.S. Air Force B-52 bomber and tanker collided with each other over Spain. The result was that a hydrogen bomb fell into the Sea off the coast. In that February, Alvin discovered that lost bomb. In 1977 Alvin explored the bottom of the Pacific Ocean to find out the temperature and the chemistry. But instead they found living organisms. Some were clams and mussels, but the most bizarre was the red-tipped worms that were probably 7 feet in length, and had never been seen before. But the most famous adventure was in 1986, where Alvin discovered the Titanic. Alvin took many photographs of it. But Alvin isn't forgotten, his life goes on as well, right now in fact at 2013. And Alvin has went onto a huge upgrade, and is even better than he used to be.

1

SCORE POINT

The response demonstrates a partial command of conventions -

- There are relatively frequent errors with **sentence formation**. They include a sentence fragment (*Which then disproved Forbes azioc theory forever*); comma splices (*Later in 1876, the crew put out nets into the ocean, they then discovered more than 4700 new species of animals*; *But Alvin isn't forgotten, his life goes on as well, right now in fact at 2013*).
- Many **grammar usage** errors are with missing or unnecessary words (unnecessary words: *Over the years many of different technologies where created...*; missing words: *...ocean is very mysterious place ...*; *He later came with a theory...*). There are also errors with frequently confused words (*where* instead of *were*; *where* instead of *when*; *know* instead of *no*). The following sentence contains a frequently confused word error and an unnecessary comma after the word *conditions* that cause confusion: *Not very much [many] people get to explore the bottom of the ocean because the conditions, make it almost impossible*. A serious agreement error occurs in the final line of the essay (*Alvin has went....*).
- Comma errors dominate the **punctuation** errors including commas in compound sentences and commas after introductory elements (*Not much people know it but the ocean is a very big part of our lives*; *That information was reported and the scientists realized that life can exist in the most remote parts of the ocean*; *A lot about the ocean still remains unknown to scientists but the more we study it the more we know every century*). There is a missing comma with restrictive clause (*Sunlight which is very important to all living things to even live, cannot*). Other punctuation errors include a missing apostrophe for a possessive (*earths*; *worlds*).
- There should be a **capital** letter for "earth."

The moderate number and severity of errors relative to the length of the piece and the amount of writing done well combine to confirm a score of 1.

Response**World Renowned Ocean Scientist Coming To Our School?**

Have you ever wanted to explore the ocean? Have you ever wanted to talk to someone about fulfilling this dream? Well, now you can! A world renowned ocean scientist is coming to our school. He/she is going to be talking to us about the ocean and how far we have come to exploring the ocean. I'm going to tell you about some of the things we have invented to allow us to explore the ocean farther than we have ever done.

Humans have been thinking about exploring the ocean since the vikings. The vikings used ropes with weights attached to the end and lowered it into the ocean to see how deep it was. When the weights hit the bottom of the ocean, they would measure the length of the rope and that's how deep it is. In the text it states, "The vikings used simple 'sounding' technology. They attached weights to a rope and lowered the rope into the water. When the weights reached the ocean bed, the length of the rope that had been lowered could be measured." Humans can't explore the ocean by themselves. We would run out of breath quickly and the pressure down there is very high. Here are some human made technologies that help us explore the ocean.

For many years, humans had wanted to explore the ocean, but we couldn't until now. We couldn't explore the ocean because we would run out of breath, but now, we have scuba diving suits that allows humans to access the oxygen in the water and let us breathe it in. Another problem was the pressure. We made submersible vessels that allows us to go deeper into the ocean than we ever had before. Because of these new inventions, we have found the Titanic, new species of life, and other wonderful things in the ocean. In the text it states, "Other techniques include diving technologies that allow people to access oxygen while swimming underwater for extended periods, as well as submersible designs that provide people with vessels

for underwater travel. The deep water of the ocean exerts tremendous pressure on the human body, but submersible vessels allow humans to dive deeper than they could on their own." What will happen in the future that will help us explore the ocean even further?

In the future, I think that we will be able to make newer and better submersible designs that allows us to go all the way to the ocean floor and possibly even further than that. I also think

that we will make better scuba diving suits that allows humans to actually swim, or sink, to the ocean floor and let us study the ocean floor ourselves. If you have any ideas about newer inventions, I would like to here them. Please come and talk to me about it and we can talk to the Ocean Scientist that is coming to our school. Let's hope we can make and build better inventions in the near future.

1

SCORE POINT

The response demonstrates a partial command of conventions –

- There are some **punctuation** errors, including missing commas in compound sentences (*He/she is going to be talking to us about the ocean and how far we have come to exploring the ocean; We would run out of breath quickly and the pressure down there is very high; Please come and talk to me about it and we can talk to the Ocean Scientist that is coming to our school*).
- The majority of the errors in this response fall into the **grammar usage** category. There are many agreement errors, including pronoun antecedent agreement (*The vikings used ropes with weights attached to the end and lowered it into the ocean*). There are errors with subject/verb agreement (*...we have scuba diving suits that allows humans to access the oxygen in the water and let us breath it in*) and some with subject verb agreement and incorrect verb tense (*We made submersible vessels that allows us...; In the future we will be able to make newer and better sumbersible desgins that allows us...; ... we will make better scuba diving suits that allows...*). There are some other tense inconsistencies (*they would messure the length of the rope and that's how deep it is*). Finally, there are errors with frequently confused words (*here* instead of *hear*).
- There should be a **capital** letter for “vikings” throughout.
- There are a few **spelling** errors (*messure, sumbersible, desgins*).

Although the variety and density of errors is relatively low compared to the amount of writing done well, the severity of the errors keeps this response from meriting a higher score.

Response

2-

Technology can really help us with deep sea exploration in many ways. To start, they can help us stay away from dangerous animals. If we are inside a water vehicle when we are exploring through the water, no animals would be able to get through to us or even hurt us in any way. Second, technology can help us find things in the ocean much easier. When we are searching the water, technology can help us find certain things that we never would've been able to see with the human eye. Third, technology can allow us to search under water for much longer periods of time. If you're in a water vehicle, you'll never have to go back up to the surface for water, so it would help save lots of time. In conclusion, technology can really help us with deep seas exploration because it protects us from dangerous animals, it helps us find many more things, and it lets us stay under much, much longer.

SCORE POINT**2**

While this response is very brief, it demonstrates adequate control of all conventions.

Response**The History of Ocean Exploration**

The geography of the ocean has many layers, though humans can only dive so deep. Before humans could explore at the depths we can today, people only guessed what was at the bottom of the ocean. Since then, we have made many technological advances and this allows us to travel deeper and farther than before. However these advances were only made possible by the people who were curious enough to try and make advances.

The earliest explorers were Vikings, who attached weights to a long rope and lowered it into the water. After it had been pulled up the length submerged was measured. This showed the depth, but it didn't show what was at the bottom. Then, in 1715, an Englishman named John Lethbridge invented the first diving suit; it was made of wood and leather. The next great innovation came in 1825, when William H. James invented the "self-contained underwater breathing apparatus" or "scuba." This allowed people to stay underwater for longer periods of time. A completely different invention came in 1934 when William Beebe and Otis Barton invented the Bathysphere. This is considered to be the first actual deep-sea submersible. It could dive down to 3028 feet. In 1960 a Swiss scientist named Jacques Piccard and an American scientist named Don Walsh travel deeper than any before; an astounding 35,797 feet in a submersible called Trieste! More advanced technologies have been developed and we are exploring deeper and for longer lengths of time, yet there are still many secrets yet to unlock.

In conclusion, the technological advances and curiosity of those brave enough to explore have added a large amount of knowledge to the ever expanding human brain. We as a species have a yearning for knowledge and some are willing to risk their lives to gain that knowledge. Though in 50 years we may have different techniques, and we may have unlocked all the secrets of our planet; we will never quench our thirst for knowledge.

SCORE POINT

2

This response demonstrates adequate control of conventions -

- There are errors with **punctuating** relatively complex sentences including lack of commas in compound sentences (*Since then, we have made many technological advances and this allows us to travel deeper and farther than before; More advanced technologies have been developed and we are exploring...; We as a species have a yearning for knowledge and some are willing to risk their lives to gain that knowledge....e*); and missing commas after introductory elements (*However; After it had been pulled up*). The single semi-colon is incorrectly used in the final sentence.

More than adequate control of **grammar usage, spelling, and sentence formation** confirm the score of 2.

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

| Score | 4 | 3 | 2 | 1 | NS |
|-----------------------------|---|---|--|--|---|
| Organization/Purpose | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety alternate and opposing argument(s) are clearly acknowledged or addressed* | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas alternate and opposing argument(s) are adequately acknowledged or addressed* | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas alternate and opposing argument(s) may be confusing or not acknowledged* | <p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression alternate and opposing argument(s) may not be acknowledged* | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

| Score | 4 | 3 | 2 | 1 | NS |
|-----------------------------|--|---|---|--|---|
| Evidence/Elaboration | <p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content | <p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident | <p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style | <p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques*; emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

*Elaborative techniques may include the use of personal experiences that support the argument(s).

| 2-Point Argumentative Performance Task Writing Rubric (Grades 6-11) | | | | |
|--|---|--|--|---|
| Score | 2 | 1 | 0 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.