


Georgia
Milestones
Assessment System



**Ninth Grade Literature
and Composition
Item and Scoring Sampler
2015**

TABLE OF CONTENTS

Introduction	1
Types of Items Included in the Sampler and Uses of the Sampler	1
ELA Constructed-Response Item Types	1
Item Alignment	2
Depth of Knowledge	2
Item and Scoring Sampler Format	3
Ninth Grade Literature and Composition	4
Passage 1	5
Constructed-Response Item	7
#1 Item Information	7
Item-Specific Scoring Guideline	8
Student Responses	9
Constructed-Response Item	12
#2 Item Information	12
Item-Specific Scoring Guideline	13
Student Responses	15
Passage 2	21
Passage 3	22
Constructed-Response Item	23
#3 Item Information	23
Item-Specific Scoring Guideline	24
Student Responses	25
Writing Task	28
Constructed-Response Item	29
Seven-Point, Two-Trait Rubric	30
Student Responses	33

INTRODUCTION

The Georgia Milestones Ninth Grade Literature and Composition EOC assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English language arts (ELA). These assessments consist of a variety of item types including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that will appear on the operational Georgia Milestones Ninth Grade Literature and Composition assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

ELA CONSTRUCTED-RESPONSE ITEM TYPES

The **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the Ninth Grade Literature and Composition EOC, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the EOC assessment, the **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point **extended writing response** item requires the student to write an argumentative piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended-writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

The extended writing task and the narrative constructed-response item are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Errors are not counted unless they permeate the response and impact or interfere with overall understanding.

ITEM ALIGNMENT

Each constructed-response item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”


Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

INTRODUCTION

ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response questions are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following the test question is the scoring guide for the constructed-response question. The scoring guide includes the Item Information Table, the item-specific scoring guideline, and annotated sample student responses at each score point.

The Georgia Milestones assessment may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:
------------------	---------------------------------

NINTH GRADE LITERATURE
AND COMPOSITION
Sample Constructed-Response Items

PASSAGE 1

Betsy Holds the Reins*from Understood Betsy***By Dorothy Canfield**

Betsy, here called Elizabeth Ann, is a nine-year-old girl who has traveled from the home of her Aunt Frances in a “medium-sized city in a medium-sized state in the middle of this country” to visit her uncle Henry at his farm in Vermont. In this excerpt, Betsy has just gotten off the train and is riding to the farm in a horse-drawn wagon.

Uncle Henry looked down at her soberly, his hard, weather-beaten old face quite unmoved. “Here, you drive, will you, for a piece?” he said briefly, putting the reins into her hands, hooking his spectacles over his ears, and drawing out a stubby pencil and a bit of paper. “I’ve got some figuring to do. You pull on the left-hand rein to make ’em go to the left and t’other way for t’other way, though ’tain’t likely we’ll meet any teams.”

Elizabeth Ann had been so near one of her wild screams of terror that now, in spite of her instant absorbed interest in the reins, she gave a . . . little yelp. She was all ready with the explanation, her conversations with Aunt Frances having made her very fluent in explanations of her own emotions. She would tell Uncle Henry about how scared she had been, and how she had just been about to scream and couldn’t keep back that one little . . . But Uncle Henry seemed not to have heard her little howl, or, if he had, didn’t think it worth conversation, for he . . . oh, the horses were *certainly* going to one side! She hastily decided which was her right hand (she had never been forced to know it so quickly before) and pulled furiously on that rein. The horses turned their hanging heads a little, and, miraculously, there they were in the middle of the road again.

Elizabeth Ann drew a long breath of relief and pride, and looked to Uncle Henry for praise. But he was busily setting down figures as though he were getting his ’rithmetic lesson for the next day and had not noticed . . . Oh, there they were going to the left again! This time, in her flurry, she made a mistake about which hand was which and pulled wildly on the left line! The horses docilely walked off the road into a shallow ditch, the wagon tilted . . . help! Why didn’t Uncle Henry help! Uncle Henry continued intently figuring on the back of his envelope.

Elizabeth Ann, the perspiration starting out on her forehead, pulled on the other line. The horses turned back up the little slope, the wheel grated sickeningly against the wagonbox—she was *sure* they would tip over! But there! somehow there they were in the road, safe and sound, with Uncle Henry adding up a column of figures. If he only knew, thought the little girl, if he only *knew* the danger he had been in, and how he had been saved . . . ! But she must think of some way to remember, for sure, which her right hand was, and avoid that hideous mistake again.

And then suddenly something inside Elizabeth Ann’s head stirred and moved. It came to her, like a clap, that she needn’t know which was right or left at all. If she just pulled the way she wanted them to go—the horses would never know whether it was the right or the left rein!

NINTH GRADE LITERATURE AND COMPOSITION

It is possible that what stirred inside her head at that moment was her brain, waking up. She was nine years old, and she was in the third A grade at school, but that was the first time she had ever had a whole thought of her very own. At home, Aunt Frances had always known exactly what she was doing, and had helped her over the hard places before she even knew they were there; and at school her teachers had been carefully trained to think faster than the scholars. Somebody had always been explaining things to Elizabeth Ann so industriously that she had never found out a single thing for herself before. This was a very small discovery, but an original one. Elizabeth Ann was as excited about it as a mother-bird over the first egg that hatches.

She forgot how afraid she was of Uncle Henry, and poured out to him her discovery. “It’s not right or left that matters!” she ended triumphantly; “it’s which way you want to go!” Uncle Henry looked at her attentively as she talked, eyeing her sidewise over the top of one spectacle-glass. When she finished—“Well, now, that’s so,” he admitted, and returned to his arithmetic.

It was a short remark, shorter than any Elizabeth Ann had ever heard before. Aunt Frances and her teachers always explained matters at length. But it had a weighty, satisfying ring to it. The little girl felt the importance of having her statement recognized. She turned back to her driving.

The slow, heavy plow horses had stopped during her talk with Uncle Henry. They stood as still now as though their feet had grown to the road. Elizabeth Ann looked up at the old man for instructions. But he was deep in his figures. She had been taught never to interrupt people, so she sat still and waited for him to tell her what to do.

But, although they were driving in the midst of a winter thaw, it was a pretty cold day, with an icy wind blowing down the back of her neck. The early winter twilight was beginning to fall, and she felt rather empty. She grew very tired of waiting, and remembered how the grocer’s boy at home had started his horse. Then, summoning all her courage, with an apprehensive glance at Uncle Henry’s arithmetical silence, she slapped the reins up and down on the horses’ backs and made the best imitation she could of the grocer’s boy’s cluck. The horses lifted their heads, they leaned forward, they put one foot before the other . . . they were off! The color rose hot on Elizabeth Ann’s happy face. If she had started a big red automobile she would not have been prouder. For it was the first thing she had ever done all herself . . . every bit . . . every smitch! She had thought of it and she had done it. And it had worked!

Now for what seemed to her a long, long time she drove, drove so hard she could think of nothing else. She guided the horses around stones, she cheered them through freezing mud-puddles of melted snow, she kept them in the anxiously exact middle of the road. She was quite astonished when Uncle Henry put his pencil and paper away, took the reins from her hands, and drove into a yard, on one side of which was a little low white house and on the other a big red barn. He did not say a word, but she guessed that this was Putney Farm.

CONSTRUCTED-RESPONSE ITEM

ELAGSE9.RL.3



1. Elizabeth Ann’s character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

Use evidence from the text to support your answer. **Type your answer in the space provided.**

Scoring Guide

#1 Item Information

Standard: ELAGSE9.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

NINTH GRADE LITERATURE AND COMPOSITION

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none">• Gives sufficient evidence of the ability to understand how characters interact and change throughout a passage• Includes specific examples/details that make clear reference to the text• Adequately supports examples with clearly relevant information <p>The response: <i>References how Elizabeth Ann starts the passage as scared and nervous, but by the end has gained confidence in her ability to think and solve problems. This is supported through details that reference how Uncle Henry allows Elizabeth Ann to drive the team of horses without his help even when she runs into problems.</i></p>
1	<ul style="list-style-type: none">• Gives limited evidence of the ability to understand how characters interact and change throughout a passage• Includes limited examples/details that make clear reference to the text
0	<ul style="list-style-type: none">• Gives no evidence of the ability to understand how characters interact and change throughout a passage

STUDENT RESPONSES

ELAGSE9.RL.3

Response Score: 2 points



1. Elizabeth Ann’s character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

Use evidence from the text to support your answer. **Type your answer in the space provided.**

Initially Elizabeth Ann is terrified of driving the horse-drawn wagon, being “near one of her wild screams,” but by evaluating Uncle Henry’s skimpy instructions and her own driving errors, she solved a problem without help for the first time. No matter how dangerous her driving was, though, Uncle Henry remained silent, busy, and unflinching. His calmness helped her control her fear and the horses, though she didn’t understand why Uncle didn’t help. When she “poured out to him her discovery” about “it’s which way you want to go!” he broke his silence with, “Well, now, that’s so.” His few words of recognition gave her pride and courage to drive till Uncle Henry silently took over.

The response describes how Uncle Henry’s calmness helped Elizabeth Ann solve the issue herself and become more confident: “No matter how dangerous her driving was, though, Uncle Henry remained silent, busy, and unflinching. His calmness helped her control her fear and the horses, though she didn’t understand why Uncle didn’t help” and “His few words of recognition gave her pride and courage.”

The response uses specific details from the text to describe the change in Elizabeth Ann: “Initially Elizabeth Ann is... ‘near one of her wild screams,’ but by evaluating Uncle Henry’s skimpy instructions and her own driving errors, she solved a problem without help for the first time” and “When she ‘poured out to him her discovery’ about ‘it’s which way you want to go!’ he broke his silence with, ‘Well, now, that’s so.’ His few words of recognition gave her pride and courage.”

ELAGSE9.RL.3

Response Score: 1 point

1. Elizabeth Ann’s character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

Use evidence from the text to support your answer. **Write your answer on the lines on your answer document.**

Elizabeth Ann and Uncle Henry did not have much to say to each other, but Elizabeth learned to overcome her fears and correctly drive and control the horses, without getting her uncle’s direct help. What helped her was Uncle Henry’s calmness while he was busy and he recognized her, which gave her confidence.

The response gives a limited description of the impact that Uncle Henry has on Elizabeth Ann: “Elizabeth Ann and Uncle Henry did not have much to say to each other, but Elizabeth learned to overcome her fears and correctly drive and control the horses, without getting her uncle’s direct help.” There is only limited support from the text: “learned to...correctly drive and control the horses, without getting her uncle’s direct help” and “he recognized her, which gave her confidence.”

ELAGSE9.RL.3

Response Score: 0 points



1. Elizabeth Ann's character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

Use evidence from the text to support your answer. **Type your answer in the space provided.**

Elizabeth Ann is very scared and has lotsa accidents. Horses are scary. then she makes the bad horses do what she wants them to, but they run away and her Uncle is happy to finally get to his house.

The response gives no evidence of the ability to analyze the interaction between Elizabeth Ann and Uncle Henry. While the response is a brief summary of the text, it does not describe the interactions between Elizabeth Ann and Uncle Henry, or the change in Elizabeth Ann from the beginning of the story to the end.

CONSTRUCTED-RESPONSE ITEM

ELAGSE9.W.3



2. Imagine how the text would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

Use ideas and information from the text to help develop your story. **Type your answer in the space provided.**

Scoring Guide

#2 Item Information

<p>Standard: ELAGSE9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NINTH GRADE LITERATURE AND COMPOSITION

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning

NINTH GRADE LITERATURE AND COMPOSITION

0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none">• Blank• Copied• Too Limited to Score/Illegible/Incomprehensible• Non-English/Foreign Language• Off Topic/Off Task/Offensive
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STUDENT RESPONSES

ELAGSE9.W.3

Response Score: 4 points

2. Imagine how the text would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

Use ideas and information from the text to help develop your story. **Write your answer on the lines on your answer document.**

"You pull on the left-hand rein to make 'em go to the left and t'other way for t'other way." That's sufficient instructions. Now let's see what this city-bred niece of mine can do with my horses. She'll toughen up quick with the responsibility, smart thinking, and strength needed for hard farm living. My horses have a reasonable measure of good sense, but like any other living thing, they need strong guidance. Think I'll do my figgering and let her drive.

Humph! It's good I got a cast iron stomach or I'd've upchucked my breakfast by now. This wild driver's going every which way but straight! Betsy'll have to get over her nerves and make it work. I'll wait on giving help. She's got a firm grip. That's a good start. I almost see her working things out in her head, just as plain as my wagon wheels are churning.

"Uncle Henry!"

Well, we're back on track. I reckon she's figgered out how to make those horses do what she wants 'em to.

"It's not right or left that matters! It's which way you want to go."

"Well, now, that's so." Bright girl. She'll do just fine.

NINTH GRADE LITERATURE AND COMPOSITION

The response effectively retells the events and integrates the ideas from the story using Henry's point-of-view: Uncle Henry's instructions, Betsy's rocky start (wild driver going every which way), Uncle Henry's observances and thoughts, Betsy's realization of how to handle the horses, and Uncle Henry's satisfaction that Betsy will "*do just fine*".

The response effectively uses the simple farmer's dialogue and inner reflection, plot, and precise words and phrases to develop a rich experience and to convey a vivid picture: "*let's see what this city-bred niece of mine can do*"; "*reasonable measure of good sense*"; "*good I got a cast iron stomach*"; "*upchucked my breakfast*"; "*wheels are churning*".

There are few errors in conventions (such as "*thats*" instead of "*that's*"), none of which interfere with meaning.

ELAGSE9.W.3

Response Score: 3 points



2. Imagine how the text would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

Use ideas and information from the text to help develop your story. **Type your answer in the space provided.**

After giving his niece the drivin responsibility, Uncle Henry got to his figgering. Running a farm required good business sense. The girl let the horses wonder off to the left, but Uncle Henry wasn't flinching. He expected Betsy to get over her jitters quickly. Uncle Henry wouldn't abide by her screaming, but he ignored her little squeak because it didn't scare the horses. When they drifted left again, Henry refrained from offering a hand, even when she pulled the wrong rein, but left her to steer the horses straight. Finally! She figured out how to control the horse and drove down the middle of the road. Satisfied, henry took the reins and drove into his yard.

The response establishes the scenario (Elizabeth driving the horses for her first time) using Uncle Henry's point-of-view (he expected Betsy to get over her jitters; wouldn't abide by her screaming; refrained from offering a hand; left her to steer...straight; satisfied).

The response integrates some ideas from source material and provides appropriate conclusion: Uncle Henry gives Betsy the responsibility and lets her make mistakes without interfering, even when she pulls on the wrong rein, and Henry's satisfaction that Betsy figured out how to control the horses.

There are few minor errors in conventions which could be considered typos ("*drivin*," "*henry*") which do not impact the score of the response.

ELAGSE9.RL.3

Response Score: 2 points

2. Imagine how the text would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

Use ideas and information from the text to help develop your story. **Write your answer on the lines on your answer document.**

Elizabeth Ann's learning to drive the reens so I can do my work. I think she's nervous, but I'm gonna let her try and see how she does. In my town you gotta know about horses. Oh, No, she's going to the left instead of the middle. I'll let her figger it out. Now the horses are going straight and the girl is pulling the reens. Shes got it down pat now.

The response is a limited retelling of the events of the story from Henry's point of view. The student attempts some development of plot using simple vocabulary that does not convey a complete picture of the events. There is an attempt to integrate details from the text (learning to drive, appears to be nervous, let her try, going left, now going straight) and provide a weak conclusion: "Shes got it down pat now."

There are a few minor errors in conventions ("Shes" instead of "She's," "reens" instead of "reins"). Some informal dialect is used, such as "figger" and "gotta" which are not considered errors, as it is use of Henry's voice.

ELAGSE9.W.3

Response Score: 1 point



2. Imagine how the text would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

Use ideas and information from the text to help develop your story. **Type your answer in the space provided.**

Uncle henry picked up Elizabeth ann and told her driving the horse's. He told her to pull the rines. He got busy with his arithmetic. But his nice drove crazy. Going straight now.

The response is a very brief summary. Though the retelling of the story does minimally provide Henry's point of view, the response does not provide any new details regarding Henry's thoughts or actions. The response uses no dialogue or description, overly simple words, few words that convey a picture or signal shifts in time, and few details from the text.

There are frequent errors in usage and conventions that interfere with meaning, including sentence fragments ("Going straight now.") and spelling ("rines").

PASSAGE 2

Step Away from the Smartphone

With the world at our fingertips at the touch of a button or the swipe of a screen, it's no wonder that people are spending more time on electronic devices. It seems that almost every facet of life can be improved using technology. Questions can be answered, friendships can be developed, and businesses can be promoted. Online storefronts make shopping a breeze. When people want a break from devices, they can lounge in front of theater-quality televisions and enjoy movies, TV shows, or gaming. Technology clearly makes life easier. But in actuality, it is making life a bit too easy. In fact, overuse of technology is contributing to a dangerous decline in fitness and health.

Research supports this worrisome truth. One recent study reviewed physical activity in the United States, China, Brazil, the United Kingdom, and India between 1965 and 2009. Every nation showed significant drops, but the U.S. experienced the greatest decline, with total activity falling by about one-third. Notably, most of the decline in activity levels occurred between 2003 and 2009, when Internet use first blossomed in popularity.

Based on this research, scientists predict that Americans will participate in almost 42 hours a week of seated leisure activities by 2030. That's more than the average workweek. Experts link this largely to the use of digital media, which has increased to an average of 11 hours per day.

The massive reduction of activity has contributed to an overall rise of weight levels and a loss of cardiovascular fitness. According to experts, heart fitness exceeds other types of fitness, including strength and flexibility, in its importance to overall health. Alarmingly, both children and adults have experienced a serious decline in heart health. One study reveals that children and teens today are approximately 15 percent less fit than their parents were as kids. The average mile-run is about 1.5 minutes slower for children today than it was for children 30 years ago. And over time, of course, we know that increased inactivity will lead to more heart disease, a higher incidence of diabetes, and other serious illnesses.

What can be done to reverse this trend? Adults and kids alike should put down their electronic devices, get up, and move. Instead of texting a friend, we should get out and visit that friend. Instead of shopping online, we can take back the experience of actually walking through stores, handling the merchandise, and talking to people. And while it is certainly entertaining to watch professional athletes play sports on our shiny new technical gadgets, it is far healthier to get outside and take part in sports activities ourselves. Our health and well-being depend on it.

PASSAGE 3

Getting Fit with Technology

For many people, staying fit is a challenge in the modern world. Careers often require people to sit for hours in front of screens. After a long workday, it is tempting to collapse on the sofa and catch up on social media or zone out with television. But more and more people are glancing at their wrist-bound fitness devices and deciding to hit the gym instead. While some aspects of our technologically driven world may encourage physical inactivity, others are actually helping people monitor and improve their fitness levels.

The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014. These gadgets can check heart rate, count steps, estimate calories burned, and count calories consumed. Some even check body temperature and perspiration levels. Many such devices are strapped on like watches, so users can wear them all day to track activity, eating, and even sleep habits. Some include chest straps or shoe sensors. Manufacturers often provide free, customizable fitness plans that are integrated into the software.

Fitness devices can be linked to smartphones so wearers can input data, such as what they ate for lunch, quickly and easily. These devices offer gentle reminders to their wearers to move more and eat more healthfully. Some even provide virtual coaching during exercise sessions, such as monitoring heart rate and telling users to slow down or speed up. At the session's end, the virtual coach will offer praise for a job well done.

Most wearers find fitness devices to be very motivating and fun to use. And, as a result, the devices do help people become more aware of their habits. For example, when every step is logged, people are more likely to take the stairs than to ride the elevator. They work harder when they have personal goals to meet because they like to see positive results recorded on the devices. Some even enjoy sharing their progress on social media for virtual congratulations.

According to a recent study, 73 percent of users think that they are healthier as a result of using fitness technology. Research supports this, revealing that the use of wearable devices, smartphone apps, fitness websites, and active video games—such as virtual tennis, dancing, and boxing—are effective in increasing overall activity.

Naysayers may discount technology as a detractor of health. But in fact, technology provides tools people can use to get in the best shape of their lives.

CONSTRUCTED-RESPONSE ITEM

ELAGSE9.RI.2



- 3. The authors of these texts have conflicting opinions about the topic. Based on your reading of both texts, what is the MOST important reason these authors disagree?

Use evidence from BOTH texts to support your answer. **Type your answer in the space provided.**

Scoring Guide

#3 Item Information

<p>Standard: ELAGSE9.RI.2 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Item Depth of Knowledge: 3 Concluding and Explaining Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NINTH GRADE LITERATURE AND COMPOSITION

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine two authors' messages when presented with articles on opposing sides of an issue and to analyze the ways in which those messages conflict with one another • Includes specific details that make clear reference to the texts • Adequately explains the central conflict between the authors' messages and the supporting information with clearly relevant details based on the texts <p>The response: Provides an analysis of each text's message (technology provides positive opportunities for physical activities; technology leads to people participating less in physical activity) and how those conflicting messages are developed differently (phones provide applications that track activities and motivate people to meet their goals; technology devices lead people to sit more and focus on leisure activities that are not active).</p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine two authors' messages when presented with articles on opposing sides of an issue and to analyze the ways in which those messages conflict with one another • Includes limited details that make reference to the texts • Explains the central conflict between the authors' messages and the supporting information with limited details based on the texts
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine two authors' messages when presented with articles on opposing sides of an issue or to analyze the ways in which those messages conflict with one another

STUDENT RESPONSES

ELAGSE9.RI.2

Response Score: 2 points



3. The authors of these texts have conflicting opinions about the topic. Based on your reading of both texts, what is the MOST important reason these authors disagree?

Use evidence from BOTH texts to support your answer. **Type your answer in the space provided.**

The most important reason these authors disagree is that one believes that smartphones are the leading factor of inactivity in modern society while the other believes that smartphones are helping the population of the world stay in shape. The author of passage one writes that “overuse of technology is contributing to a dangerous decline in fitness and health.” (paragraph 1) This author discusses on the point of view that everyone has such simple access to any electronical device at almost any given point in time. He/she argues that the phone is detrimental to everyone’s health worldwide. The author of the second passage rebuts by saying that “technology provides tools people can use to get in the best shape of their lives.” (paragraph 6) He/she believes technology is advancing our fitness and health in our lives by “[offering] gentle reminders to their wearers to move more and eat more healthfully.” (paragraph 3) He/she thinks that fitness devices working together with smartphones can help people stay active and healthy.

This response gives sufficient evidence of the ability to determine two authors’ claims: One author believes that smartphones are the leading factor of inactivity in modern society, while the other believes that smartphones are helping the population of the world stay in shape.

The response uses specific details from the texts to support the claims: “*Overuse of technology is contributing to a dangerous decline in fitness and health...[with] simple access to any electronical device at almost any given point in time. [so] that the phone is detrimental to everyone’s health worldwide*” and “*Technology provides tools people can use to get in the best shape of their lives.*” and “*Technology is... “[offering] gentle reminders to their wearers to move more and eat more healthfully.*”

ELAGSE9.RI.2

Response Score: 1 point

3. The authors of these texts have conflicting opinions about the topic. Based on your reading of both texts, what is the MOST important reason these authors disagree?

Use evidence from BOTH texts to support your answer. **Write your answer on the lines on your answer document.**

The authors seem to disagree on technology and how its effecting our everyday lives. One author says that technology has negative effects in the world, while the other author says it is helping people. The debate is mainly about how it effects our health. One author claims that technology increases the chance of us getting a major health risk. The other author says that technology increases the chance of us getting a major health risk.

The student provides a vague explanation of the central conflict between the authors' claims ("One author says that technology has negative effects in the world, while the other author says it is helping people") but includes only one vague example from the texts (health risks). The response uses the same detail to support both authors' claims: "technology increases the chance of us getting a major health risk".

ELAGSE9.RI.2

Response Score: 0 points



3. The authors of these texts have conflicting opinions about the topic. Based on your reading of both texts, what is the MOST important reason these authors disagree?

Use evidence from BOTH texts to support your answer. **Type your answer in the space provided.**

the most important reason is that the authors are trying to explain how people can use the technology because the technology can help the people to do an easier work, the sometimes we have to step away from the smartphone because they can affect your health.

Though the response provides some minimal references to texts ("*technology can help people to do easier work*" and "*they can affect your health*"), there is no attempt to compare the authors' claims.

You have read “Step Away from the Smartphone” and “Getting Fit with Technology” and have answered some questions about what you have read. Now write your argumentative essay on your answer document.

Writing Task

4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Write your answer on the lines on your answer document.**

Before you write, be sure to

- think about ideas, facts, definitions, details, and other information and examples you want to use;
- think about how you will introduce your topic and what the main topic will be for each paragraph;
- develop your ideas clearly and use your own words, except when quoting directly from the source texts;
- be sure to identify the sources by title or number when using details or facts directly from the sources; and
- use your scratch paper if needed, but you must write your essay on your answer document.

Now write your argumentative essay on your answer document. Be sure to

- introduce your claim;
- support your claim with logical reasoning and relevant evidence from the texts;
- acknowledge and address alternate or opposing claims;
- organize the reasons and evidence logically;
- use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence;
- establish and maintain a formal style;
- provide a concluding statement or section that follows from and supports the argument presented; and
- check your work for correct grammar, usage, capitalization, spelling, and punctuation.

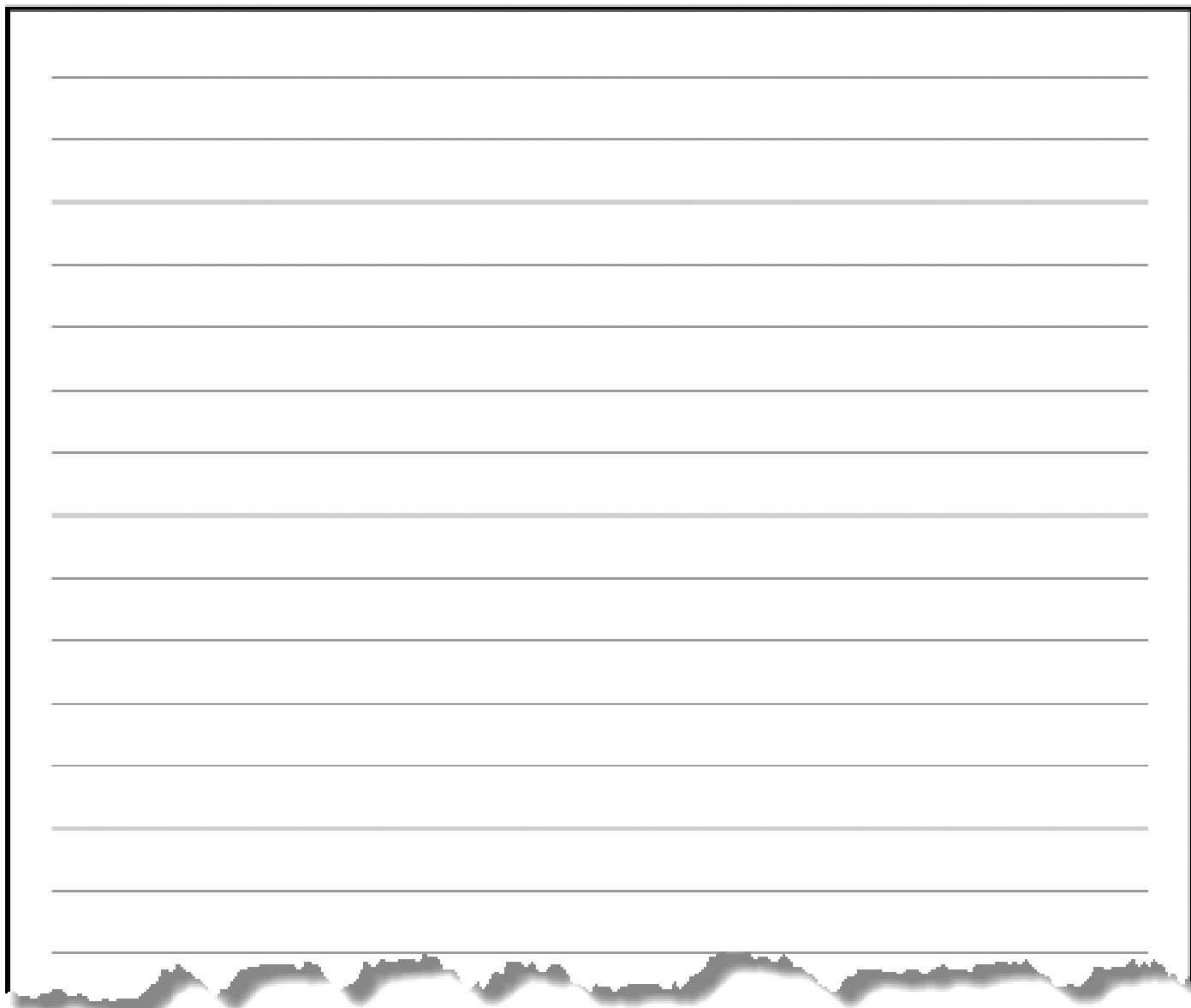
CONSTRUCTED-RESPONSE ITEM

ELAGSE9–10W.1

- 4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Write your answer on the lines on your answer document.**



SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

Writing Trait	Score	Description
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	4	<p><i>The student’s response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience • Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence • Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns • Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) • Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that follows from and supports the argument presented
	3	<p><i>The student’s response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) • Uses an organizational strategy to present claim(s), reasons, and evidence • Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience’s knowledge or concerns • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses an appropriate tone and style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented

NINTH GRADE LITERATURE AND COMPOSITION

	2	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) • Attempts to use an organizational structure, which may be formulaic • Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns • Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak • Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns • Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) • Uses a style and tone that are inappropriate and/or ineffective • Provides a minimal or no concluding statement or section
	0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

NINTH GRADE LITERATURE AND COMPOSITION

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Score	Description
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and/or conventions with no significant effect on meaning
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE9–10W.1

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Type your answer in the space provided.**

In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their personal lives. They depend on it to read the daily news, to shop for groceries, and to even make new friends. However, the increasing dependence on technology is contributing to the declining health rates because of how almost every aspect of someone's life is controlled by technology in one way or the other, and people are not having to do as much as they used to, leading to less physical activity.

Technology has been proven to be the cause of the world's decline in health. In the passage "Step Away from the Smartphone," it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009. Moreover, this time period in which the drastic decrease in activity levels occurred directly correlated with when Internet usage was beginning to become more popular. Plus, the most dramatic decrease in activity occurred in the United States, where technology usage is much higher than in other countries, and based on this research, the average number of hours someone spends on digital media had increased to eleven hours per day. Therefore, technology directly contributes to falling activity levels all over the world.

Plus, because of the falling activity levels, technology has been causing health issues as well. Studies have shown that children and teens today are about fifteen percent less fit than their parents were when they were their age. This statistic shows that as the influence of technology in people's everyday lives increases, the health of the recent generations decreases. So where does this lead to? This leads to a rise in weight levels, loss in cardiovascular fitness, and most surprisingly, a decline in heart fitness. As a result, life expectancies can go down.

On the other hand, according to “Getting Fit with Technology,” the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels. They can supposedly help motivate the wearer to go out and exercise rather than sitting on a couch and watching television. While that may be true in some cases, many people prefer to watch television or surf the internet than to go out and exercise. The only people who purchase the fitness devices are those who want to be healthier, not the ones who prefer less activity, so the fitness devices are not a complete and definite solution to the negative effects of technology, and won’t be able to improve the health of the majority of technology users.

Overall, technology has many more harmful effects than beneficial effects. While using it is certainly much easier than doing everything by hand, it causes many negative, long-lasting problems, such as health and fitness problems, and if people don’t change their ways now, when it is still possible to reduce the dependency on technology, it may be too late to change when it becomes hard to do virtually anything without it.

The response effectively introduces claim (“*In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their pesonal lives.*”), acknowledges and counters opposing claim that technology improves fitness, and engages the audience. There is an organizational strategy to establish clear relationships among claim, counterclaim, reasons, and relevant evidence: Introduction, two paragraphs of claim, one of counterclaim, and conclusion. The response uses specific details from the sources to develop claim and counterclaim fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns (“*In the passage ‘Step Away from the Smartphone,’ it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009*” and “*On the other hand, according to ‘Getting Fit with Technology,’ the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels*”). A formal style and objective tone that are appropriate for task, purpose, and audience are maintained throughout the response.

The student makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response uses clear and complete sentence structure, with appropriate range and variety. Though there are a few typos/spelling issues (“*pesonal*,” “*occured*”), there are no errors in usage and/or conventions that interfere with meaning.

ELAGSE9–10W.1

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Write your answer on the lines on your answer document.**

Imagine waking up one morning and going straight to work. Your job is to sit in front of the computer and take calls and check your e-mails. Your plan is to hit the gym when you come home, but you get so tired and lazy that you sit on the couch and watch t.v. Some people's day goes like this, and because of technology they are harming their health.

To begin with, with more technology we don't consider going out anymore. All we want do is sit inside and watch a movie or go finish our favorite show on t.v. In passage 1, the author makes a great point that "Instead of texting a friend, we should get out and visit

that friend." I think that as kids we spend too much time on our phone and not enough spending time doing activities outside with friends or families.

Another key point is that technology can also bring our health down. Every moment that we spend sitting in front of the t.v and eating a bag of potato chips, we are gaining weight. In passage 1 the author mentions "One study reveals that children and teens today are approximately 15 percent less fit than their parents were as kids." I think that we should start joining more sports and start thinking about our health.

On the other hand, technology can also be good. All these fitness-devices are encouraging people to go workout. In passage 2 the author claims "The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014." People also work harder when the fitness-devices are setting personal goals. For example, the apple

watch, which recently came out, in the watch you can put all your health data and it can also count how much you ran or walked. However, I believe that people who don't have the money to afford these watches or just don't want it, they need more encouragement to work out.

In concluding, technology can harm us more than help. It can lower our health and make us gain more weight. We should be more proactive in our decisions and go out more often, even though some people can't afford the fitness-devices.

The response introduces a claim in opening paragraph (*"because of technology they are harming their health"*), and attempts to acknowledge and counter opposing claim in fourth paragraph (*"technology can also be good...fitness devices are encouraging people to go workout...However...people who don't have the money to afford these watches or just don't want it, they need more encouragement to work out"*). There is an organizational strategy in the essay (Introduction, 2 main supporting paragraphs, a counter-claim, and a conclusion) but the structure is formulaic (*"To begin with," "Another key point," "On the other hand," "In concluding"*).

The response uses clear and complete sentence structure. The student makes an attempt to attribute paraphrases and direct quotations to both sources with parenthesis or citations. Though there are a few typos/spelling issues (*"childeren," "descisions"*), there are no errors in usage and/or conventions that interfere with meaning.

ELAGSE9–10W.1

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Type your answer in the space provided.**

Personally me i think techonolgy is a great idea and technically it does help with your daily lives physically, mentally, and just for fun. It's amazing what you can do with technology now towards the fitness level aspect of the situation. On your phone in the play store there are millions of apps relating to fitness and billions of people use those apps to maintain there own fitness level. They have apps for virtual coaches. They help you accomplish fitness goals such as a type of form or shape you want your body to look like tell have videos on the apps that show actual people doing this with you and coaching to help you reach your goals for whatever you are trying to accomplish.

Techonolgy is so advanced and precise now that you know those old fashion rotational watches that just tell time like a normal clock you can find anywhere has totally changed due to the tremendous increase in technology that now not only can the new generation watches tell time not old time digital time with the numbers already there for you they also have built in heart rate checkers, sugar levels for diabetic patients, the steps you take, estimated calories burned, and calories consumed. Techonolgy has gradually made itself to the top and is very useful for fitness maintence and more. Techonolgy is very elaborate and useful i use it so i think you should use it to.

NINTH GRADE LITERATURE AND COMPOSITION

The response attempts to introduce a claim, but it is vague ("*technology...does help with your daily lives physically, mentally, and just for fun*"). The student attempts to use an organizational structure, but the introduction is weak, and there is only a brief concluding statement at the end of final paragraph. There is no reference to opposing claims. The student develops the topic with little relevant information or details drawn from either source.

The response uses complete sentences, with some variety. There are some errors in usage and conventions, such as "*there*" for "*their*," and some issues with sentence structure ("*Techonolgy is so advanced and precise now that you know those old fashion rotational watches that just tell time like a normal clock you can find anywhere has totally changed due to the tremendous increase in technology that now not only can the new generation watches tell time not old time digital time with the numbers already there for you they also have built in heart rate checkers, sugar levels for diabetic patients, the steps you take, estimated calories burned, and calories consumed.*") The student does not attribute paraphrased information to its source.

ELAGSE9–10W.1

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate.

Be sure to use evidence from BOTH texts in your argumentative essay. **Type your answer in the space provided.**

as all of us know that technology has played a good and bad role on us.many of the new devices that have came out are now showing us the right fitness for our bodies.therefore i will tell how it is affecting us in a good way to prove them rong.

the average amount of people that use the technology is for social media ,therefore we shoule encourage peers in our socity to use this advantage to stay healthy. the new apple divices are now showing us the right amount of food , exercise, and it askes for your weight and height to calculate the right amount of fitness.

The claim is vague (“*i will tell how it is affecting us in a good way to prove them wrong*”) and there is no reference to a counter-claim. The response is too brief to demonstrate an organizational structure, though the first paragraph can be taken as an introduction. The response provides minimal information to develop the topic, referencing fitness and social media but not providing much detail surrounding these uses of technology. The response uses vague and ambiguous language and lacks appropriate voice.

The response has run-ons and other sentence structure errors. The student does not attribute paraphrases and direct quotations to their sources. There are frequent errors in usage and conventions that interfere with meaning, with no capitalization used anywhere in the essay and several spelling errors.

END OF SAMPLER
QUESTIONS

END OF SAMPLER
QUESTIONS

