

B.E.S.T. Writing Anchor Sets

Grade 8



THE B.E.S.T. STANDARDS

Benchmarks for Excellent Student Thinking

The Florida Department of Education is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing scoring anchors and annotations in support of its efforts to maintain transparency of the scoring process for Florida's statewide, standardized Writing assessments. These anchors can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes – expository or argumentative – and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Anchor sets are used as a primary reference for expert scorers as they score student responses to prompts and sources provided during the spring B.E.S.T. Writing administration. Essays selected for the anchor demonstrate a range of skill levels within each scorepoint on the B.E.S.T. Writing rubric. A bulleted annotation follows each response to explain the prominent characteristics of the response in each domain – *Purpose and Structure*, *Development*, and *Language* – described in the rubric. As scorers read student responses, they use the anchor to help determine which scorepoint best fits a response holistically.

As with all assessment content, papers selected for the anchor set are reviewed by multiple committees of Florida educators and include members of the *Just Read, Florida!* office and State Regional Literacy Directors (SRLDs). After these meetings, the state's scoring subcontractor, Data Recognition Corporation (DRC), and the Department's ELA content teams assemble final materials for scorers.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the *Development* domain.

For more information about the B.E.S.T. Writing assessments, visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>. For questions about this document, please contact Assessment@fldoe.org.

Florida Anchor Key

Grade 8

ARG

Item #38033

Competition

Paper	P/S	D	L		Lithocode
A-1	1	1	1		770002094022
A-2	1	1	2		770002032210
A-3	1	1	1		770004661819
A-4	2	2	2		770002043562
A-5	2	2	2		770004699449
A-6	2	2	2		770002032523
A-7	2	2	3		770004739662
A-8	2	2	2		770002031006
A-9	3	3	3		770002102932
A-10	3	3	3		770002039304
A-11	3	3	3		770002031435
A-12	3	3	3		770004672131
A-13	3	3	3		770004710650
A-14	4	4	4		770002045251
A-15	4	4	4		770004748382
A-16	4	4	4		770002092494

Grade 08 Writing Q38033 ARG

1/1/1

Write an argumentative essay about whether or not competition is an effective way to motivate children.

No because children would have to do this and motivating them wouldnt quiet under stand what to do even though their going through what ever like a science fair progect or any type of progect.(source 1) talks about when a doctor for bascetball waches a game he waches the team work that they do together so when the geame was over he was excited that they won and was shocked of how well the whole team did because of their self esteem.

1 – Purpose/Structure – Below grade-level performance demonstrated

- The position (*No because children would have to do this and motivating them wouldnt quiet under stand what to do even though their going through what ever like a science fair progect or any type of progect*) is confusing, demonstrating lack of awareness of the task.
- No discernible organizational structure is demonstrated.
- Only minimal transitioning (*so; when*) is present.
- There is no discernible introduction or conclusion.
- The response is too brief to demonstrate knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- There is lack of understanding and development of the topic.
- Elaboration consists of a few confusing ideas (*so when the geame was over he was excited that they won and was shocked of how well the whole team did because of their self esteem*), demonstrating lack of knowledge of elaborative techniques.
- Evidence from sources is minimal and confusing.
- A citation is present (*source 1*), but it has no impact on the score.
- The response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are confusing.
- Sentence structure is confusing.
- Density and variety of severe errors (spelling, usage, sentence formation, punctuation) demonstrate a lack of command of standard English conventions, therefore obscuring meaning.
- The tone here (a brief conversational commentary on the sources) is inappropriate for an academic essay.
- The brevity of the response with the severity of errors demonstrates lack of command of language skills.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Yes I think that competing is a way to motivate children of all age because when kids are competing they get excited and all sorts of things. According to paragraph, many scholars agree that competition is necessary, ingrained and essential. Sometimes competitions improve performance and happiness a lot of people get happy because they win and sometimes get mad when they lose. Also a lot of scientist and coaches in the old days experimented what would happen if kids play together in a team and most of the results were positive which ended with every kid being happy. But there's a downfall when it come to competitions according to paragraph 2 evidence overwhelmingly suggests that competition is destructive, particularly, but not exclusively for children. In most competitions now a days a lot of people argue or sometimes even fight about but its still a competition.

1 – Purpose/Structure – Below grade-level performance demonstrated

- The position (*Yes I think that competing is a way to motivate children of all age because when kids are competing they get excited and all sorts of things*) is somewhat ambiguous, demonstrating little awareness of task.
- There is little discernible organizational structure.
- A few simple transitions (*Also; But*) are present.
- Introduction and conclusion (first sentence and last sentence) create some confusion.
- Brevity—while source-heavy—contributes to this essay not demonstrating knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Somewhat of an understanding of the topic is demonstrated, but lack of development is visible.
- A lack of understanding of elaborative techniques is demonstrated (*now a days alot of people argue or sometimes even fight about but its still a competition*).
- Evidence from sources (only Source 1 specifically) is vague and sometimes confusing.
- A minimal counterclaim (*But there's a downfall when it come to competitions*) is present but does not impact the overall Development score.
- Brevity keeps the response from demonstrating knowledge of elaboration, topic, or sources.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*they get excited and all sorts of things; alot of people get happy because they win and sometimes get mad when they lose*), demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled due to limited original writing and a couple of run-ons, showing lack of grade-appropriate language facility.
- Inconsistent use of correct grammar (punctuation, spelling, usage) demonstrates partial command of standard English conventions.
- The tone is conversational and somewhat informational as it relies heavily on the sources, leaving little discernible voice.
- The brevity of this essay contributes to it not demonstrating grade-appropriate command of language skills.

Grade 08 Writing Q38033 ARG

1/1/1

Write an argumentative essay about whether or not competition is an effective way to motivate children.

why a child cannot be motivated by competition, competition is about fun and working hard not always victory children should not be told that victory is the only part of competition because they'll get used to that mind set and think that the only way they could accomplish something is by victory

in paragraph 2 Alfie Kohn said "it's a toxic way to raise children" I don't think it's toxic, but a harsh way to teach your children. I'm sure most people don't want to worry their children are doing something bad. Also, this problem may lead to kids having anger issues or frustration.

So when it comes to competition, please teach children that it's not only about victory but also about earning and fun. This is why I think you should not teach your kids this bad behavior.

1 – Purpose/Structure – Below grade-level performance demonstrated

- The position (*why a child cannot be motivated by competition, competition is about fun and working hard not always victory*) is a bit vague, demonstrating little awareness of task.
- Little discernible organizational structure is demonstrated—in spite of physical paragraphing.
- There are few transitions present (*also; so*).
- The introduction and conclusion are somewhat vague.
- Brevity is not as much an issue as minimal focus and organization.

1 – Development – Below grade-level performance demonstrated

- A lack of development is demonstrated.
- Elaboration consists of confusing ideas (*im sure most people dont want to worry they're children doing something bad. also this problem may lead to kids having anger issue or frustrated*).
- Evidence from the sources is minimal (*Alfie kohn said "its a toxic way to raise children"*).
- The counterclaim is a bit confusing (*i dont think its toxic, but a harsh way to teach your children*).
- There is an appropriate citation (*in paragraph2*), but it does not change the holistic score.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague (*children should not be told that victory is the only part of competition because they'll get to used to that mind set and think that the only way they could accomplish something is by victory; so when it comes to competition please teach children that its not only about victory but also about earning and fun this is why i think you should not teach your kids this bad behavior*).
- Sentence structure is confusing—more so due to run-ons.
- Errors in the use of grammar (usage: *to* instead of “*too*”; *its* instead of “*it’s*”; *they’re* instead of “*their*”; *issue* instead of “*issues*”; spelling: *compettion; acomplish*; capitalization: beginning of all sentences / paragraphs; *Alfie kohn; i* ; punctuation: only one period in the whole essay, and none at the end of all paragraphs; sentence formation: run-ons in each paragraph starting at the beginning) show density and severity, thus demonstrating lack of command of standard English conventions, often obscuring meaning.
- The tone is somewhat informal for an academic essay, although there is a bit of voice (*i don't think its toxic; im sure ...; please teach children...*).

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Competition is great and shows who is better in select skills. It's very exiting to see people pushing there skills to the limit to see who is better. But teaching this to a kid can backfire very horribly.

First off, teaching a kid competition can spoil them. They will take everything as a competition and will always brag if they "win". In the text The Competing Views om Competition, it says "The evidence overwhelmingly suggests thet competition is destructive, particulary,but not exculsively, for children,' said Alfie Kohn, an author and speaker whose views on the negative aspects of competition are wildely followed in the field of parenting. 'It's a toxic way to raise children."

Secondly, competition sometimes favors children that have wealthy or lucky parents. Science fairs show this greatly .In the text Science Fair's Aren't So Fair, it says "children with beautifully presented boards and sophisticated, completed projects that were clearly the work of adults. And at the higher-level competitions, she again vied against students whose projects, she said, clearly benefitted from the help of parents. 'I had a state science fair once where my project was pretty simple but I had done it myself,' she said. 'The kid next to me had the exact same project exept with [what looked like] five more years of work. And I thought: I'm definitely going to lose. And then his dad came by. He was a professor and the son had worked in his lab."

It is true that competition is exiting but seeing the evidence, kids competing is not that great. Expecially when the tabels are very lopsided.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The position, which is against competition (*Competition is great and shows who is better in select skills. [...] But teaching this to a kid can backfire very horribly*), is insufficiently sustained within the task.
- The organizational structure is inconsistent. There are two body paragraphs: each has a topic sentence, a setup, and a fitting text pull. For example, this is the beginning of the first body paragraph: (*First off, teaching a kid competition can spoil them. They will take everything as a competition and will always brag if they “win”*). The rest is text (direct quotation) to support the point. It is similar in the second body paragraph.
- Transitions are few and lack variety (*But; First off; Secondly*).
- The introduction outlines the topic and states a position; and the conclusion is a brief restatement of the topic and position.

2 – Development – Approaching the range of grade-level performance

- Development (limited original writing) demonstrates partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources (*It is true that competition is exiting but seeing the evidence, kids competing is not that great. Expecially when the tabels are very lopsided*).
- Evidence, although taken from multiple sources, is partially integrated.
- Grade-level expectations for counterclaims are not sufficiently addressed—although acknowledgment is shown in both the introduction (first two sentences) and the conclusion (first sentence).
- Appropriate citations are present, but that does not change the overall score in Development.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are imprecise (*great; better; exiting; everything*), demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled, most of the essay consisting of source material.
- Inconsistent use of correct grammar (spelling: *exiting; horribly; Expecially; tabels*; usage: *there skills*) demonstrates partial command of standard English conventions.
- The tone is inconsistent.
- Relative brevity of original writing contributes to this essay not demonstrating grade-appropriate language skills.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Competition is important for people and can be helpful by providing real life knowledge, and experiences, and it can also improve the way a person performs and feels.

To begin, with in source 1 paragraph 5 of the text it estates " studies have shown that under certain condtions competition can improve performances and happiness". This means, competition can make people feel better, and release stress, and it can also improve the performance of people. Some may say, "the absence of competition seems to be a prerequisite for excellence". However, in source 1 paragraph 7 it says " you dont get away from competition unless you go to a system where everybody gets to do what they want whenever they want". This means, competitions are a way to prepare for life. To conclude, competitions improve performances and feelings and are very useful to prepare for real life.

To continue, in source 2 paragraph 20 it states " engaging in such such contests comes with other benefits many of them use it as a opportunity to conect with like-minded peers. This shows, that competitions can help make new friends that you have similarities with. To move on, in source 1 paragraph 11 it states " when they play against each other gretas, the relish the challenge of solving a difficult problem. This shows, competitions help improve problem solving skills which are very important in real life. To finish off competitions help to conect with people and improve the ability to solve problems.

To end up, competitions are very important for people because it helps to develop problem solving skill, helps conect with more people and help people grow mentally.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The position, which is the one-sentence introduction, is insufficiently sustained within the task.
- The organizational structure is repetitive, disrupting the advancement of ideas.
- Transitions are attempted throughout, but they are low on variety and sometimes on purpose—as they show more redundancy than actual progression (*To begin; However; To conclude; To continue; To move on; To finish off; To end up*).
- The introduction and conclusion are simplistic.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates partial understanding of the topic.
- Elaboration relies heavily on the sources and is repetitive (*This means, competition can make people feel better; This means, competitions are a way to prepare for life; This shows, that competitions can help make new friends; This shows, competitions help improve problem solving skills*).
- Evidence is partially integrated.
- A counterclaim is addressed in the first body paragraph (*Some may say...*) but holistically does not strengthen the paper beyond a 2 score level in Development.
- Appropriate citations are present, but that does not change the overall score.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are imprecise and repetitive (*...and it can also improve the way a person performs and feels; competition can make people feel better; and it can also improve the performance of people; competitions improve performances and feelings...*), demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled, lacking grade-appropriate language facility.
- Inconsistent use of correct grammar (spelling: *estates; studidies; gretas; conect*; punctuation: misplaced commas; usage: *it* instead of “they”; *skill* instead of “skills”) demonstrates partial command of standard English conventions.
- The tone is only somewhat consistent in that the response is not assertive—just restating a position stated in the sources.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Hey do you like to compete in competitions? Did you know that some people say that competition is bad for motivating children? I dont believe competition is bad for motivating children because competitions can motivate children to do good in school and go to good camps, and a combination of cooperation and competition results in higher scores.

First of all, competitions can motivate children to do good in school and go to good camps. Source 2 states that "... you can win as much a 10,000 dollars in scholarship cash... medals can be translated into invitations to attend choice summer camps and colleges." For example if you wanted to go to a certain college but you needed scholarship money you could compete in different competitions and win a cash prize for a scholarship, and thay would motivate you to try your best and practice for whatever you are competing for.

Second, competitons can motivate children to do good and win cool prizes. Source 2 says " Young arts, for instance retians personal travel and make presentations in highschool." To elaborate once you win a prize or even get close to winning you will be motivated to keep competeing and win more cool prizes.

Lastly, a combination of cooperation and competiton results in higher scores, source one states " The combination of cooperation and competition resulted in greater satisfaction and often in higher scores as well... Kids prefer the combination of competition and cooperation. It's a significant increase in enjoyment." This shows that children like to compete and cooperate at the smae time because it provides more enjoyment, and doing this will motivate them to work with people while competing, like in a soccer game you have to work together to win.

To sum it all up competition motivates children to do good in school and go to good camps, motivate children to do good and win cool prizes, and a combination of cooperation and competition results in higher scores.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The position (*I dont believe competition is bad for motivating children because competitions can motivate children to do good in school and go to good camps, and a combination of cooperation and competition results in higher scores*) is insufficiently sustained within the task.
- The organizational structure is inconsistent due to uneven advancement of ideas through the body paragraphs.
- Transitions are rather basic with little variety (*First of all; For example; Second; Lastly; To elaborate; To sum it all up*).
- The introduction and conclusion are repetitive, as is the essay overall.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates partial understanding of the topic.
- Elaboration relies heavily on the sources and is somewhat repetitive (*For example if you wanted to go to a certain college but you needed scholarship money you could compete in different competitions and win a cash prize for a scholarship; To elaborate once you win a prize or even get close to winning you will be motivated to keep competeing and win more cool prizes*).
- Evidence is taken from multiple sources, but it is partially integrated.
- Grade-level expectations for a counterclaim are insufficiently addressed, though a hint of a counterclaim is given in the introduction (*Did you know that some people say that competition is bad for children?*).
- Appropriate citations are present (*Source 2 states*), but that does not change the overall score in Development.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*do good in school and go to good camps; do good and win cool prizes*). Most of the vocabulary in the essay is from the sources.
- Sentence structure is partially controlled because the original writing is rather limited.
- Inconsistent use of correct grammar (spelling: *scholarship; thay; elaborate*; punctuation: missing commas and apostrophes; usage: *good* instead of “well”; *motivate* instead of “motivates”) demonstrates partial command of standard English conventions.
- Tone and voice are overall somewhat consistent in the sense that they follow from the first two rhetorical questions through the essay—although the first question (*Hey do you like to compete in competitions?*) shows less than appropriate (informal/conversational) tone.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

As a kid, I always wanted everything to go my way, but if it did not go my way I would be devastated. This would also cause tension between me and my parents, with my brother, and sometimes with my peers too this would cause unwanted competition between me and my friends. You could say that I was spoiled. On the other hand as I keep getting older and maturing I realize that most things will not go my way. Many other people also understand this too. But if competition is used in the right way, everybody can mature, have fun, and try new things.

As kids, they have fun, but when things do not go their way, the most common action that happens is throwing a tantrum. But as kids get older they mature, but you might be wondering why is maturing important? Maturing is actually very important, imagine you as a kid, most kids sometimes get mad at very silly stuff, but if that silly incident happened now, you would not act as how you did when you were a kid. That's maturing. Lets say you lost a game against a your friend when you were young, most kids would get very upset because they want to win, but as you get older you can mix competition with maturing, and that would be much more fun.

With competition and maturing comes the most important part, having fun. Their are many diffrent ways to have fun with competition, cooperation is one of them. "Kids prefer the combination of competition and cooperation. It's a significant increase in enjoyment."(Dr.Tauer) This quote is completly understandable. Dr. Tauer is saying that kids have more fun joining with other kids to play others in sports, instead of just it being a 1v1. He also made a series of studies and looked at how children ages 9-14 shot free throws in three situations. He resulted saying that the combination of cooperation and competition resulted in greater satisfaction and often in higher scores as well. Some people say that everybody should be the same and that cometition is bad. If that were the case then no one would strive to be better and everybody would be lazy. That lifestyle would be bad, most people want to strive to be the best version they can be.

To Conclude, competition is a great way to motivate children to be the best they can be because most children have motivation and they have the drive to do a lot better for many reasons. Children have a lot of time to grow, and competition and cooperation are some of the many great ways for children and their benifits in their future.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The position (the last sentence of the introduction: *But if competition is used in the right way, everybody can mature, have fun, and try new things*) is insufficiently sustained within the task.
- The organizational structure is inconsistent, disrupting the advancement of ideas. In addition, the third point (*try new things*) set up in the position is not addressed in the body paragraphs.
- Transitions are mostly basic and low on variety (*As; On the other hand; But; With; To Conclude*).
- Although the introduction is rather adequately done in using personal experience to address the topic and state a position, the conclusion is more of a simplistic restatement of the position.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic.
- Elaboration provides more loosely related information than source analysis (*Lets say you lost a game against a your friend when you were young, most kids would get very upset because they want to win, but as you get older you can mix competition with maturing, and that would be much more fun*), making it ineffective.
- Evidence is partially integrated (in only the second body paragraph).
- A counterclaim is addressed in the second body paragraph (*Some people say that everybody should be the same and that cometition is bad. If that were the case then no one would strive to be better and everybody would be lazy*), but it is not enough to improve the overall score in Development.
- Appropriate citation is lacking—as Dr. Tauer is not the author of the passage but is only someone who has been cited in the passage. An appropriate citation would not have changed the score, given that Development is holistically at a score of 2 level quality.

3 – Language – Within the range of grade-level performance

- Integration of academic vocabulary (*devastated; tension; peers; unwanted; maturing; realize; throwing a tantrum; silly incident; upset; understandable; strive*) demonstrates clear expression of ideas.
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Use of grammar demonstrates grade-appropriate command of standard English conventions—in spite of some errors in punctuation, usage, and spelling.
- The tone (more of a cautionary one) is appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Competition is an affective way to motivate children. It allows them to perform better and it promotes happiness. Competition is apart of life, and can't be escaped unless everyone "does what they want when they want."

To better understand, competition helps children perform better. They perform better because they have to work for it so they don't lose. Competition allows children to show off the best them. For instance, sports. Sports are very competitive. Basketball for example, pushes one team to compete against the other team for a period of time in order to see which team is quote on quote "the best." In source 1, paragraph 9, it states, "The combination of cooperation and competition resulted in greater satisfaction and often in higher scores as well." In reading this, this quote proves, that competition drives children to work for it, hearder and think smarter. It also improves their focusing skills and allows them to really key into the game. Source 2 talks about a writing competition and how there is a very vast majority of people competing for the best spot, or the highest ranking writing. Which allows kids to strive for the best spot possible.

Last but not least, it promotes happiness. It makes kids work their best, and amire their work. Kids become happy when competing because their working towards a goal. Sports allow a lot of hard work and effort. Their is training, and practices, and mini-games, and your important games. And you constantly work towards profecting you, and trying to be the best so you can beat your competition. On the other hand, not many people believe competing is the best for children. Some people believe that teaching children or raising them to be competitive or even use competitiveness to raise them is wrong. In source 3, it states, "'The kid next to me had the same exact project except with [what looked like] five more years of work.' And I thought: I'm definitely going to lose." But this type of competitivness pushes you to do better the next time around, and try harder than before. In source 1 they explain the benefits of competing against one another. Source 1, paragraph 5, says, " Many scholars agree that competition is necessary, ingrained and essential." This shows that competing brings along much more than winning and losing solutions.

To conclude, competing is an affective way to motivate children. It allows them to perform better, and overall promotes injoyment. Competiting builds children and generations today.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The position is clear (*Competition is an affective way to motivate children. It allows them to perform better and it promotes happiness*), but it is insufficiently sustained within the task.
- The organizational structure is inconsistent. For example, the first body paragraph (*competition helps children perform better*) shows more focus on its topic than the second body paragraph (*it [competition] promotes happiness*)—although the latter improves with the extension of a counterclaim.
- Transitions are relatively few but show some variety (*To better understand; For instance; also; Last but not least; On the other hand; To conclude*).
- The introduction and conclusion are repetitive and simplistic.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic.
- Elaboration does rely on the sources, but original thinking is visible in the approach to sports.
- Evidence is taken from all three sources, but it is partially integrated.
- Grade-level expectations for counterclaims are overall sufficiently addressed (*On the other hand, not many believe competing is the best for children. Some people believe that teaching children or raising them to be competitive [...] is wrong*). Although the student could have selected a better piece of text to illustrate that or give a better explanation of why the quotation fits, their response is logical in rebutting their opposition (*But this type of competitiveness pushes you to do better next time around, and try harder than before*). This counterclaim helps the essay but not enough to impact the score of the overall paper.
- Appropriate citation is present (*In source 1; Source 2; In source 3*), but that does not change the overall score in Development.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are sometimes imprecise (*Competition is an affective way to motivate children; Competition is apart of life*).
- Sentence structure is partially controlled due to heavy reliance on the sources and repetitiveness.
- Use of correct grammar (usage: *their* instead of “they’re” and “there”; spelling: *harder; amire; competing; profecting; injoyment*) is inconsistent, demonstrating partial command of standard English conventions.
- The tone is somewhat appropriate, but this alone does not elevate the Language score beyond a 2.
- The overall errors (density and severity) contribute to this essay demonstrating partial command of language skills.

Grade 08 Writing Q38033 ARG

3/3/3

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Racing against your friend, seeing who can get the best grades, or who is the best at video games. Competition is around us mostly everyday, including the lives of small children. Is competition really helping them thrive, or is it stripping them of their self-confidence? I believe competition is not an effective way to teach or motivate children.

Obviously, Competition is destructive and harmful in children's lives. According to "Behind the Scenes of Teenage Writing Competitions", "for some young writers, that pressure can be far more insidious than the pain of rejection" (Karetnick). Children that compete and feel like they have to win are more likely to undergo stress. Having all of that pressure can harm you mentally and deter you from competing again. The text "The Competing Views on Competition" claims, "the evidence overwhelmingly suggests that competition is destructive, particularly, but not exclusively, for children" (Richtel). In competition losing is always posed in the situation. With the absence of loss, children gain more confidence since they know that they are going to win.

Clearly, Competition can lead children to the wrong path such as cheating and getting too much help from others. "Behind the Scenes of Teenage Writing Competitions" states, "the competitive spirit may persuade parents to hire well-known writers to tutor, edit, or even rewrite their children's work" (Karetnick). Tutoring is a well-known use of aid, but rewriting is just plagiarism. Teens may want to win so much that they go to the extreme of cheating which is very unprofessional. According to "Science Fairs Aren't So fair", "these events often turn out to be a competition among parents-not children" (Schank). Children are overwhelmed in competition sometimes and cannot complete the task they are assigned, so parents or guardians must step in and almost complete the whole assignment themselves. This is not teaching the children anything at all but just seeing who can bring home the gold.

On the contrary, competition can bring out the best in people. "The Competing Views on Competition" says, "studies have shown that under certain conditions, competition can improve performance" (Ritchel). When children are trying to win, they tend to confidence to win and not lose. Additionally, when children are competing, they have more of a drive, or reason, to work harder and achieve their goal of winning. The source " Behind the Scenes of Teenage Writing Competitions" asserts, "many of them use it as an oppurtunity to connect with like-minded peers" (Karetnick). During competition, you can get tips and tricks from other competitors. Even if you lose, you can still learn a thing or two or even be inspired and revise and edityour mistakes.

All in all, competition can bring out the worst or the best in some people. It's in all of our lives daily even if we don't want it to be. I think that competition has a negative impact and is not an effective way to teach, mentor, or motivate children.

3 – Purpose/Structure – Within the range of grade-level performance

- The position (*I believe competition is not an effective way to teach or motivate children*) is focused on the task and is generally maintained throughout.
- The organizational structure is logical and allows the argument to advance (from competition being *harmful* in the first body paragraph, to it leading children to the *wrong path* in the second body paragraph, and finally to a counterclaim in the third body paragraph).
- Purposeful transitional strategies (*Obviously; With; Clearly; On the contrary; Additionally; Even if; All in all*) connect the ideas throughout.
- A succinctly sufficient introduction and conclusion give a sense of completeness to the essay.

3 – Development – Within the range of grade-level performance

- Logical development demonstrates understanding of the topic.
- Elaboration is adequate with a combination of original writing, paraphrase, text evidence, and rhetorical techniques to support the argument (*Children that compete and feel like they have to win are more likely to undergo stress. Having all of that pressure can harm you mentally and deter you from competing again; Tutoring is a well-known use of aid, but rewriting is just plagiarism. Teens may want to win so much that they go to the extreme of cheating which is very unprofessional*).
- Relevant evidence is integrated from multiple sources, lending credibility to the argument.
- Counterclaims are addressed in the third body paragraph (*On the contrary, competition can bring out the best in people*) but not to grade-level expectations in the sense that a rebuttal has not been given afterwards. However, this does not keep it from earning a score of 3 in Development.
- Evidence is appropriately cited (*(Karetnick); (Richtel); (Schank)*; or any of the source titles).

3 – Language – Within the range of grade-level performance

- Academic vocabulary is integrated (*thrive; stripping; destructive; undergo; deter; absence of loss; gain; unprofessional; overwhelmed; mentor*), demonstrating clear expression of ideas.
- Varied sentence structure demonstrates grade-appropriate language facility.
- Use of grammar demonstrates grade-appropriate command of standard English conventions—with only a few minor errors.
- Tone and voice used (from a rather playful, illustrative scenario to a logical academic assertiveness) are appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Although competition is an easy concept, there's a lot more to it than you think. Competition is something that alters the way you think, therefore, it is a complex idea to children. I believe that competition is an effective way to motivate children. This is a great way for children to learn as long as the competition is set up right.

Before we can decide if competition is good for children, we need to think about what type of competition it is and if it's set up fairly. Having a child compete in a competition that isn't set up fairly could cause the child to react differently than if they were competing in a fair competition, which is clearly shown in paragraph 7 (source paragraph 30) of "Science Fairs Aren't So Fair". When the child thinks about the competition, they could start to overthink about winning, which can lead to the showing of emotions like anger, fear, or sadness. If a competition isn't fair, then somebody else in the competition might have a better and easier way of getting resources than they do. This will cause the child to think about why they aren't good enough or why they are even trying, when in reality, it isn't their fault, and instead it is the creator of the competition who needs to rethink their decisions. According to the passage "Behind the Scenes of Teenage Writing Competitions", in paragraph 4 (source paragraph 16), Yasmin Belkhyr, a New York graduate who has won several Gold Medals, agrees with the fact that these children can resort to negative thinking very easily when it comes to unfair competitions. However, if a child is competing in a fair competition, they will not inflict this negativity among themselves. Instead, they will think in their natural way and continue the competition with determination.

Additionally, children think that competitions are all about who wins. However, we give children competitions to test them, and to give them a way to learn something. When we give children competition, we want to see how they react to it. Depending on how they react, some children will think negatively, and some will think positively. When they decide how they want to feel about the competition, and finish the competition, they will either be happy about their decision, or regret their decision. They will learn along the way that how they think about things, will change how they perform. Therefore, when we give children competitions, we are trying to ready them for their future. In the passage "The Competing Views on Competition", in paragraph 5, the author states that testing the children like this is "essential". This means that giving children competition is essential for them to learn enough for their future. Some people might say giving children competition is bad for them because they will start to think negatively, not just about the competition, but about everything, and that we shouldn't let them feel this way. This is easily understandable, however, I believe that by letting them feel this way for a while, we are teaching them a lesson that they will need in the real world.

In result, competition amongst children is good for them in the long-run. They will learn more about making decisions, and many other things that they will need later on in their life. I think competition is a good way to motivate children because even though they don't realize it, they are using a great exercise to learn and grow healthily.

3 – Purpose/Structure – Within the range of grade-level performance

- The position (*I believe that competition is an effective way to motivate children*) is focused on the task and is generally maintained throughout.
- The organizational structure is logical and advances the argument. First, the student clarifies the need to make competition fair (first body paragraph) and then supports it as a way to learn along for the future (second body paragraph).
- Transitional strategies (*Although; Before; When; If; However; Additionally; Depending on; Therefore; In result*) are purposefully used to connect ideas within and among paragraphs.
- A succinctly sufficient introduction and conclusion contribute to a sense of completeness.

3 – Development – Within the range of grade-level performance

- Logical development demonstrates understanding of the topic.
- Elaboration is adequate, with a combination of original writing, paraphrasing, text evidence, and rhetorical techniques to support the argument (*If a competition isn't fair, then somebody else in the competition might have a better and easier way of getting resources than they do. This will cause the child to think about why they aren't good enough or why they are even trying, when in reality, it isn't their fault, and instead it is the creator of the competition who needs to rethink their decisions*).
- Relevant evidence from multiple sources is integrated, lending credibility to the argument.
- Grade-level expectations for counterclaims are sufficiently addressed at the end of the second body paragraph (*Some people might say giving children competition is bad for them because they will start to think negatively [...] This is easily understandable, however, I believe that by letting them feel this way for awhile, we are teaching them a lesson that they will need in the real world*).
- Evidence is appropriately cited in different ways (*paragraph 7; "Science Fairs Aren't So Fair"; other source titles or paragraph numbers given*).

3 – Language – Within the range of grade-level performance

- Integration of academic vocabulary (*concept; alters; complex; overthink; resort; inflict; negativity; determination; regret; essential; understandable; healthily*) demonstrates clear expression of ideas.
- Grade-appropriate language facility is demonstrated through varied sentence structure.
- Use of grammar demonstrates grade-appropriate command of standard English conventions—in spite of some minor errors.
- The (academic) tone used is appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

3/3/3

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Competition is always all around people everywhere. Whether it is a hula-hoop contest or a soccer game, there is always a winner and a loser. Competition does build self esteem for the winners, but does not build self esteem for the losing side and all it does is make them feel worthless. Competition is bad because, it sets a bad mindset for children and discourages them, and children have very unfair advantages that others may not have.

The first and main reason competition is bad for kids is because it can cause the kids to have a very large self esteem or bring them down. It can even make them feel useless. According to the sources, "The evidence overwhelmingly suggests that competition is destructive, particularly, but not exclusively for children" said Alfie Kohn an author and speaker whose views on the negative aspects of competition are widely followed in the field of parenting. 'It's a toxic way to raise children.'" (source 1 paragraph 2). Kids are now used to being left out because of competition and that isn't a good thing for kids to feel normal to. They should be able to feel good about themselves. If everything had to be a competition then there would be twice as many kids in the world who feel like losers. For instance, if you lose at something you tried really hard for, "You tell yourself, 'It doesn't really matter. I'll survive.' But a squeaky voice in the back of your head is saying, 'So-and-so won. They're obviously way better than you. Why are you even trying?'" (source 2 paragraph 16). All competition discourages kids and makes them feel like they have to win it all. There always has to be a loser for there to be a winner so everytime there is competition a child feels disappointed in him or herself for losing.

The second reason children and competition is a bad mixture is because some children have very unfair advantages when it comes to personal or parenting situations. The evidence shows, "these events often turn out to be a competition among parents- not children. And many children don't have the luxury of parents who have the time to engage with their schoolwork." (source 3 paragraph 27) Students winning shouldn't have to depend on how much their parents did, and certainly not student grades. This shows that competition can have a widespread effect in many negative ways. The sources state, "children with beautifully presented boards and sophisticated, completed projects that were clearly the work of adults." (source 3 paragraph 28). Clearly she said the boards were a work of adults. But only some of the kids boards looked like this, the ones who had the less busy parents. Those were the kids who won the science fair. Not the kids who worked very hard on their projects without much help. This is why competition is unfair among children all because of some unfair advantages.

Although some critics argue that competition is good for children and makes them feel happier and more independent, "many scholars agree that competition is necessary, ingrained and essential." (source 1 paragraph 5). But competition only benefits the winner and makes him or her feel good. It isn't necessary for the loser of the round only the winner or victor.

In conclusion, competition is not good for children because it sets a bad mindset for kids and discourages them and, children most of the time competitions are unfair. Competitions only bring children down and are better off just having fun and playing games without making it a winner-loser battle.

3 – Purpose/Structure – Within the range of grade-level performance

- The position in this response (*Competition is bad because, it sets a bad mindset for children and discourages them, and children have very unfair advantages that others may not have*) is focused on the task and is generally maintained throughout.
- The organizational structure is logical and allows for the advancement of the argument—from the setup in the introduction.
- Purposeful transitional strategies (*Whether; The first and main reason; If; For instance; The second reason; And; Clearly; But only; Although; In conclusion*) connect ideas within and among paragraphs.
- A sufficient introduction and conclusion contribute to a sense of completeness.

3 – Development – Within the range of grade-level performance

- Logical development demonstrates understanding of the topic.
- Adequate elaboration combining original writing with paraphrasing, text evidence, and rhetorical techniques support the argument (*Kids are now used to being left out because of competition and that isn't a good thing for kids to feel normal to. They should be able to feel good about themselves. If everything had to be a competition then there would be twice as many kids in the world who feel like losers*).
- Relevant evidence from multiple sources is integrated to lend credibility to the argument.
- Grade-level expectations for counterclaims are sufficiently addressed in the introduction and more so in the third body paragraph.
- Evidence is appropriately cited (*(source 1 paragraph 2); (source 3 paragraph 27)*).

3 – Language – Within the range of grade-level performance

- Academic vocabulary (*self esteem; worthless; mindset; discourages; dissatisfied; bad mixture; parenting situations; widespread; winner-loser battle*) is integrated, demonstrating clear expression of ideas.
- Sentence structure is varied, demonstrating grade-appropriate language facility.
- Use of grammar demonstrates overall grade-appropriate command of standard English conventions—in spite of some (spelling) errors.
- The tone and voice (emphatic—from purposeful repetition such as that seen in the last half of the second body paragraph) are appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Often times, competition or challenges bring a sense of adrenaline to people, especially children. Children like to partake in challenges because they want to be the winner and receive the award. Therefore, it is an effective way to motivate children because it spikes joy and teaches kids to work together in order to achieve their goal.

To begin, competition causes children's performance to improve and their happiness levels to rise. As soon as they find out they're gaining something good or beneficial from taking part in the challenge, it motivates them to put in effort and try and get the prize. If and when they win it, they feel good that their efforts paid off and gives them motivation to continue trying. If they fail, this also motivates them to try harder next time. In Source 1, the author claims that "people are better off when they are trying to win (rather than trying not to lose), and when they are confident" (Richtel 5). Furthermore, "It also helps if the stakes are very low and the motivation is not just to win but to achieve mastery..." (Richtel 5). This teaches children to dedicate their time and work towards their goals. The outcome of all the motivation and effort will only prove to children just how capable they are, causing them to be happy. In a way these experiences gives them an aspect of reality that nothing comes easy, they have to work for their wants. This in other words, connects back to the fact that competition is indeed an effective way to motivate children as it brings them happiness.

In addition, competition not only brings joy in children, it also teaches them teamwork. For instance, in Source 1, studies were conducted over five years observing the behavior and the way children from ages 9-14 performed in shooting free throws in three different situations (Richtel 8). The outcome was that both cooperation and competition was used which resulted in "greater satisfaction" as well as higher scores (Richtel 9). According to Dr. Tauer in Source 1, "kids prefer the combination of competition and cooperation" (Richtel 9). This study proves that competition not only motivates children but it teaches them skills that will last them forever and be used throughout their life. Competition gives children the feeling of wanting and needing to win which proves it is an effective method of motivating children.

Furthermore, although critics may argue that motivating children through competition has negative outcomes and has proven to be ineffective, that is not the case. In source 1, Alfie Kohn argues that evidence collected suggests that competition "is destructive, particularly, but not exclusively, for children" (Richtel 2). He adds that "it's a toxic way to raise children" (Richtel 2). However, competition can help students create a career and open doors for endless, useful opportunities. In source 2, the author states that the New York City-based Scholastic & Writing Awards announces which teenage writers ranging from grades 7-12, have won national silver or gold medals in several categories (Karetnick 15). Submissions such as senior portfolios can win as much as \$10,000 of scholarship money and medals can translate into invitations to attend summer camps and colleges (Karetnick 15). This is a huge and extremely effective way to motivate children in a friendly competition, as the awards could be life changing. Therefore, it is in fact not a toxic way to raise children as this example shows that with motivation, they can work towards their future from early ages and secure a good future from a simple competition.

In conclusion, competitions are in fact an effective method to motivate all children. There are many benefits from doing so including the kids being happy, them learning valuable lessons, and helping themselves have an amazing future. A little bit of motivation and one competition can go a long way for many kids.

3 – Purpose/Structure – Within the range of grade-level performance

- The position (*it [competition] is an effective way to motivate children because it spikes joy and teaches kids to work together in order to achieve their goal*) is focused on the task and is generally maintained throughout.
- The organizational structure is logical (from the way it is set up in the position) and allows for the advancement of the argument.
- Purposeful transitional strategies (*Often times; Therefore; To begin; If and when; Furthermore; In a way; In addition; For instance; although; However; In conclusion*) connect ideas within and among paragraphs.
- A sufficient introduction and conclusion contribute to a sense of completeness.

3 – Development – Within the range of grade-level performance

- Logical development shown demonstrates understanding of the topic.
- Adequate elaboration combining original writing with paraphrasing, text evidence, and rhetorical techniques support the argument (*This study proves that competition not only motivates children but it teaches them skills that will last them forever and be used throughout their life. Competition gives children the feeling of wanting and needing to win which proves it is an effective method of motivating children*).
- Relevant evidence from multiple sources is integrated in a way that lends credibility to the argument.
- Grade-level expectations for counterclaims are sufficiently addressed (concession followed by a couple of rebuttals) in the third body paragraph.
- Evidence is appropriately cited.

3 – Language – Within the range of grade-level performance

- Integration of academic vocabulary (*challenges; adrenaline; partake; spikes; gaining; beneficial; dedicate; outcome; capable; opportunities; extremely; secure; valuable; amazing*) demonstrates clear expression of ideas.
- The variety in sentence structure shown demonstrates grade-appropriate language facility.
- Use of grammar demonstrates grade-appropriate command of standard English conventions.
- The tone used is appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

3/3/3

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Children seek motivation when doing things. They want a reason to do things, there are many ways of doing this but competition is not one of those ways. Competition shouldn't be used as motivation for children because it causes self doubt, makes them seek help, and it causes them to feel horrible because they lost. I am absolutely sure that competition is one of the worst ways of motivating children. Competition does the absolute opposite of motivating them.

To begin with, competition is not a good way to motivate children because it causes self doubt. When in a competition, you feel doubtful that you are going to win. You have this feeling that something bad will happen, that you are not good enough to win. According to "Behind the Scenes of Teenage Writing Competitions" it states, "You look down your newsfeed, message your friends constantly ... waiting with this heavy feeling deep in your stomach, refreshing your email, or checking your phone over and over". This shows the stress that is felt when waiting for results in a competition. It's horrible. Why should a child have to go through that sort of anxiety? Another part of "Behind the the Scenes of Teenage Writing Competitions" states, "For some young writers, that pressure can be far more insidious than the pain of rejection ... It may even lead minors down the path of plagiarism". The pressure produced from these competitions is immense, leading writers down a worse path. Children should be kept away from this sort of competition. It makes the feel bad.

Next, competition is not a good way to motivate children because it makes them seek help. In a competition, instead of the children just being good enough, they need to be great. This causes them to seek help from outside sources, like their parents, making it unfair for the other children and too easy for the one child. Of course that child is going to win, unless everyone else asks for help from their parents or any other outside sources. Since those kids want to be the best, they do that. Then, one of the kids that asked for help from a parent wins. What does this teach them? Push your problems onto others. Ask mommy and daddy for help anytime you have a problem. According to "Science Fairs Aren't So Fair" it states, "These [science fair] events often turn out to be a competition among parents - not children". The parents are doing all the work for the kids, teaching them to not do their own work. They push their problems onto others and expect them to do it. This is not a great way to motivate children. Another part of "Science Fairs Aren't So Fair" states, "'I had a state science fair once where my project was pretty simple and I had done it myself,' she said. ' the kid next to me had the exact same project except with [what looked like] five more years of work ... And then his dad came by. he was a professor and the son had worked in his lab". This is another thing, parents that have more materials will give an advantage. Instead of using things that can be found around the house this child worked in a lab, giving him an advantage.

Finally, competition is not a great way to motivate children because it causes them to feel the horrible feeling of loss. Losing in a competition can feel soul crushing. It can make you feel like the winners are ten times better than you and that you will never be as great as them. According to "Behind the Scenes of Teenage Writing Competitions" it states, "You tell yourself, 'It doesn't really matter. I'll survive.' But a squeaky voice in teh back of your head is saying, 'So-and-so won. They're obviously way better than you. Why are you even trying?'" Losing can absolutely crush your spirit and make you think that you are less valuable than the winners. This is not a healthy state of mind for children to be in. According to "Science Fairs Aren't So Fair" it states, "Science fairs ask children to produce something, in some cases competitively, that is well beyond their abilities". This shows that some children have automatically lost from the beggining. Some competitions give tasks that are out of the skill level of a child and cause them to feel defeated.

Some people think that competition is healthy because it causes a feeling of wanting to win. This feeling pushes kids to try their best. One of my previous reasons already proves this wrong. They feel like "their best" is not good enough so they push the project onto their parents. They get so extremely motivated to win and be on top that when they fail they feel defeated. But lets say they did win. Than some other child lost and have the same feeling. If you win, someone else loses and if you lose someone else wins, so no matter what someones is going to feel like their best is not good enough.

In conclusion, competition is not good motivation for children because it causes them to feel doubtful about themselves, causes them to ask for help from others, and causes them to feel the horrible feeling that results from losing. We have presidential elections thanks to competition. Its not always bad, but when children are involoved, it can be. Competition is okay for adults, but not for children.

3 – Purpose/Structure – Within the range of grade-level performance

- The position (*I am absolutely sure that competition is one of the worst ways of motivating children. Competition does the absolute opposite of motivating them*) is focused on the task and is generally maintained throughout.
- The organizational structure is logical and follows from the three-pronged setup in the third sentence of the introduction, which allows for the advancement of the argument.
- Purposeful transitional strategies (*To begin with; When; Another part of; Next; instead of; Of course; Since; Then; Finally; One of; But; In conclusion*) connect ideas within and among paragraphs.
- A sufficient introduction and conclusion contribute to a sense of completeness.

3 – Development – Within the range of grade-level performance

- There is a logical development, demonstrating understanding of the topic.
- Adequate elaboration combining original writing with paraphrasing, text evidence, narrative, and rhetorical techniques support the argument (*In a competition, instead of the children just being good enough, they need to be great. This causes them to seek help from outside sources, like their parents, making it unfair to the other children and too easy for the one child. Of course that child is going to win, unless everyone else asks for help from their parents or any other outside sources*).
- Relevant evidence from multiple sources is integrated, lending credibility to the argument.
- Grade-level expectations for counterclaims are sufficiently addressed (concession/rebuttal) in the fourth body paragraph dedicated to it.
- Evidence is appropriately cited.

3 – Language – Within the range of grade-level performance

- Academic vocabulary (*seek; horrible; absolutely; doubtful; immense; advantage; soul crushing; valuable; healthy state of mind; automatically; feel defeated; healthy; extremely*) is integrated, demonstrating clear expression of ideas.
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Use of grammar demonstrates grade-appropriate command of standard English conventions.
- The tone and voice used (assertive—as seen in the following: *I am absolutely sure... ; It's horrible. Why should a child have to go through that sort of anxiety?; What does this teach them? Push your problems onto others*) are appropriate for the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

Competitions are a staple of life--it's evident through all forms of species; animals deuling for a mate or plants struggling for resources. It's the same with humans. A sense of pride is earned from winning a competition, but the losing side can be a lot trickier. Parents believe that contests are necessary to promote success, but the effects that come with it can be detrimental. Competition is not an effective way to motivate children because it damages self-esteem & causes them outlandish amounts of stress. The youthful mind is not as well-adapted to these head-to-head challenges, despite what a lot of people seem to think.

A universal feeling is the heightened ego that comes as a result of winning something, whether it be a contest or simply being superior to someone else. A child, however, is a different story. When parents force their children to participate in contests and competition, it can have paralyzing effects on their self-esteem. "But a squeaky voice in the back of your head is saying, 'So-and-so won. They're obviously way better than you. Why are you even trying?'" (source 2, paragraph 16). Children are not developed enough to understand how to grapple with their emotions and outside reactions. When they don't achieve, they may start to believe they're a disappointment. These kids will become sold on the idea that losing equals being unlovable. This can create severe self-image issues later on in life. The child might begin to believe that if they are not successful in every endeavor, then they are not worthy of love. It can also cause a distraught relationship between the parents and their kid. They may become detached or reclusive, holding onto the belief that they aren't good enough. "[...] that pressure can be far more insidious than the pain of rejection" (source 2, paragraph 22). Not only that, but this causes them to focus on being better than everyone else instead of looking to achieve for their own personal improvement. This can hinder their ability to own up to mistakes and failures when necessary, therefore impacting their character as they grow older. Subjectivity kills creativity.

Nobody likes the feeling of stress; it's an increasing weight on the back of someone who already has too much to deal with. Yet imposing this type of pressure on a child makes it worse, as they are clueless in handling it properly. Opponents may argue that there have been plenty of athletes and stars who have learned from competitions and stress, that it has influenced how they treat victories and failures. "[...] he hasn't noticed any diminished sense of self-esteem when they lose or any heightened sense of self when they win" (source 1, paragraph 12). However, comparing an athlete and a young grwing child is like comparing an old man and a baby. Adults, specifically people who work in competitive business, will clearly have more experience than a kid would. They have developed the emotional maturity to handle these situations and move on from them. Children, however, will not understand what to do when faced with the reality of losing. They won't know why they feel it or why it matters, but still--they can *feel* it. Shouldn't that be enough? "If you lose, then you read through your submission, noting mistakes that weren't there five minutes before, wondering where you went wrong" (source 2, paragraph 16). The more competitive challenges they endure, the more they will realize that winning is the most important thing, and if they don't win, people they love will be upset with them. This is a false ideal that should not be normalized. The resulting stress may be too much to handle, and they will resort to extreme measures. It's a constant battle always comparing yourself to other people, and a kid having to deal with that can cause debilitating issues in their lifetime. Poor mental health & illnesses are rising rapidly in today's day and age, and a child who is subject to such negativity will only be added to the growing numbers. Is that really the best path for our children?

In the grand scheme of things, all life may be similar, but not exactly the same. A child won't be as equipped to duke it out as, say, a wolf is. So why make them experience something that they shouldn't have to yet? Their susceptibility to the opinion of those around them makes them perfect targets for harm. Competition is not an effective way to motivate children, because it causes heavy amounts of stress and self-esteem. Next time you're looking for a way to motivate a kid, try love and support. There's a good chance it'll work much better.

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- The position taken (*Competition is not an effective way to motivate children because it damages self-esteem & causes them outlandish amounts of stress*) is focused on the task and consistently maintained throughout.
- The organizational structure being used (a general, historical view of competition to draw the reader in at the beginning of the introduction before setting up the two topics to be developed in the body paragraphs: “*damages self-esteem*” for the first body paragraph, and “*causes them outlandish amounts of stress*” for the second body paragraph—with more affirmed counterclaims embedded) strengthens the response and advances the argument.
- Transitional strategies (*but; whether; however; When; also; Not only that; therefore; Yet; The more ... the more; In the grand scheme of things; So; Next time*) are purposefully used to connect ideas within and among paragraphs, thus creating cohesion.
- An effective introduction and conclusion enhance the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development is visible, demonstrating thorough understanding of the topic.
- Original writing with paraphrasing, text evidence, examples, narrative and rhetorical techniques constitute an effective elaboration that enhances the argument (*Children are not developed enough to understand how to grapple with their emotions and outside reactions. When they don't achieve, they may start to believe they're a disappointment. These kids will become sold on the idea that losing equals being unlovable. This can create severe self-image issues later on in life; Adults, specifically people who work in competitive business, will clearly have more experience than a kid would. They have developed the emotional maturity to handle these situations and move on from them; It's a constant battle always comparing yourself to other people, and a kid having to deal with that can cause debilitating issues in their lifetime*).
- Relevant evidence from multiple sources is smoothly integrated, lending credibility to the argument.
- Grade-level expectations for counterclaims are fully addressed through weaving them throughout the essay but more deliberately so in the second body paragraph (*Opponents may argue that there have been plenty of athletes and stars who have learned from competitions and stress*).
- Evidence is appropriately cited.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*staple of life; species; deuling; trickier; detrimental; outlandish; youthful mind; well-adapted; universal; heightened ego; endeavor; hinder; Subjectivity; false ideal; normalized; resort; debilitating; scheme of things; susceptibility*) strengthens and furthers ideas.
- Various sentence structure (mostly compound and complex ones) is skillfully used, contributing to the fluidity of ideas.
- Use of standard English grammar demonstrates consistent command of the communication of ideas.
- Tone and voice (almost combative—as in “*Shouldn't that be enough?*” or “*This is a false ideal that should not be normalized*”—to rather didactic in the last two sentences of the paper) strengthen the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

It's 11:30 at night, I'm trying my best to fall asleep but I've been overtaken by anxiety. The thoughts like "Am I good enough?" and "Why would they bother considering me?" bounce back and forth in my head. Competition is a thief of both happiness and peace, therefore I strongly believe that competition is a terrible form of motivation. Competition has a way of distracting people from the intended purpose. Even worse, it doesn't just cause distraction, but cheating and dishonesty. The true nature of competition is hidden behind benefits that we falsely attribute with it. Competition is a burden upon us, regardless of the supposed good that comes from it.

To start things off, competition has no right to be called a good form of motivation when it distracts us from the end goal: solving the problem. A competition can be described by two roles: a winner and a loser. Problem solving is apparent with both of these roles. In the words of Erik van Dillen, a former tennis champion, "Winning or losing is simply a measure of whether or not they have solved the problem" (Richtel 11). In every occasion of competition, there is a problem. Whether it be putting up as big an issue as a dam to stop flooding, or just passing an audition. In my experience, this problem can seem impossible to overcome, but trusted people in my life have told me to "focus on the experience, not just the issue". I apply this by challenging my self to learn more in my preparation, rather than hyperfocus on receiving validation. This learning experience is beneficial to all of us, but competition is overshadowing it. Competition can push us well beyond our abilities, putting people in unfair situations. A prime example of this was the science fair in the third source. It was described as "nearly impossible" and "ludicrous" by parents who knew their children were not prepared. (Schank 25). It feels terrible when I'm not prepared for something like an exam, or a challenging piece in my orchestra class. So, it's somewhat painful for me to hear what these kids have to go through because of competition. I hope that measures can be taken to benefit the people rather than the public image. I hope that we can re-center on solving our problems, rather than alternative means.

On the topic of alternative means, competition causes people to act dishonestly and cheat. Unfortunately, in these times, people don't care. Parents have no problem hiring professional writers to "rewrite" the work of their children (Karetnick 22). Dishonest actions like these cause the true work of the child, their capabilities to be overlooked and misrepresented. This doesn't have a good outcome for the child. For example, in a school setting, they might be put in a class that's too hard for them. When, you're assigned a task in schools it is for you to complete, not your parents. Parents in their desperation to see their kids happy are turning the competitions for kids into competitions for themselves (Schank 27). This help from the parents effectively has the same effect as plagiarism and once again, hides the true capabilities of the child. The goal here is not to get an A or win the contest, but to look at the experience, analyze it, and learn from it. You are not defined by a letter grade, but the actions in your life and your overcomings. Competition gets in the way of these overcomings and hurts people more than it will ever help.

Last but not least, there are times when competition appears to help us, but we've falsely given competition the credit. Competition is a cause of "greater satisfaction", "higher scores", and "a significant increase in enjoyment" as stated by Dr. John Tauer, a psychology professor at the University of St. Thomas (Richtel 9). There's a catch. These results were compiled in association between both competition and cooperation. Competition doesn't cause enjoyment, but stress. Competition doesn't cause higher scores, but faked ones. Open your eyes, competition claims to be something it is not and we have to see through its lies. It could be argued that competition is a form of eustress, a good stress. Even in the experiment in Tauer's experiments, the happiness did not come from competition alone (Richtel 8 and Richtel 9). Competition is not the "thrill" of a rollercoaster, but the stress to be perfect. Perfection is achievable by none. Competition causes people to feel weak and is a negativity that unfortunately is commonplace in our society.

To sum things up, when I think of good motivation, I will never consider competition. It has a deceitful nature that distracts from the true focus. In addition, it often works alongside dishonest actions like cheating and plagiarizing. We have fallen victim to competition for too long. It is a false promiser. Amidst that, I promise you that competition will no longer have a grip on me and I will do my best to protect others from it too.

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- The position (*Competition is a thief of both happiness and peace, therefore I strongly believe that competition is a terrible form of motivation*) is focused on the task and is consistently maintained throughout.
- The organizational structure (as set up in the last three lines of the introduction and carried out in the body paragraphs) strengthens the response and allows for the advancement of the argument.
- Purposeful transitional strategies (*therefore; Even worse; To start things off; In every occasion of competition; Whether it be; In my experience; but; So; On the topic of alternative means; Unfortunately; For example; once again; Last but not least; Even in; To sum things up; In addition; Amidst that*) connects ideas within and among paragraphs, creating cohesion.
- A quite effective introduction and conclusion enhance the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates thorough understanding of the topic.
- Original writing with paraphrasing, text evidence, examples, narrative, and rhetorical techniques (more personification in this case) constitute an effective elaboration that enhances the argument (*[...] trusted people in my life have told me to “focus on the experience, not just the issue”. I apply this by challenging my self to learn more in my preparation, rather than hyperfocus on receiving validation. This learning experience is beneficial to all of us, but competition is overshadowing it; Dishonest actions like these cause the true work of the child, their capabilities to be overlooked and misrepresented. This doesn’t have a good outcome for the child. For example, in a school setting, they might be put in a class that’s too hard for them. When, you’re assigned a task in schools it is for you to complete, not your parents*).
- Relevant evidence from multiple sources is smoothly integrated, lending credibility to the argument.
- Grade-level expectations for counterclaims are fully addressed throughout the essay but more so in the last body paragraph (*there are times when competition appears to help us, but we’ve falsely given competition the credit*).
- Evidence is appropriately cited (*(Richtel 11); (Schank 25)*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*overtaken by anxiety; terrible; falsely attribute; impossible to overcome; challenging; preparation; hyperfocus; validation; overshadowing; abilities; prime example; somewhat painful; re-center; alternative means; dishonestly; capabilities; overlooked; misrepresented; desperation; effectively; commonplace; deceitful nature; grip*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to the fluidity of ideas.
- Consistent command of the communication of ideas is demonstrated by overall correct use of grammar/conventions.
- The tone and voice used (personalized, confrontational, aggressive ... yet academic—*Competition is a thief of both happiness and peace; competition claims to be something it is not and we have to see through its lies; It has a deceitful nature; I promise you that competition will no longer have a grip on me and I will do my best to protect others from it too*) strengthen the overall argument.

Grade 08 Writing Q38033 ARG

Write an argumentative essay about whether or not competition is an effective way to motivate children.

The silence in the air, the intense rhythm of the pencils, and the aggressive flipping of pages; the race has begun. Competition of modern times has become the usual, the driven force of encouragement as children are taught to fight for their status. Yet despite all thoughts, competition isn't always as it appears before the audience. Instead, it beholds a darker secret as children drown in the destructive paths to win. Competition is not an effective way to motivate children as it is insidious to the mind and an ineffective learning method.

The idea of a competition is easy on the host's mind yet the silent race of thoughts begins in the children's minds. The pressure to win is far more harmful than the grief of rejection, the competitive spirit encourages children to carry burdens on their backs to only win. The expectations placed within the children can lead minors down an insidious path, as an article describes, "It may even lead minors down the path of plagiarism.." (Karetnick 22). The negative effects of a friendly competition only withdraws children from satisfaction with themselves, forcing them to pull tricks to win as proof of self worth. Yet the trouble doesn't stop there, competition within their minds can lead to destructive ways of thinking; messing up their system of mistakes and claiming themselves for the praise and reward method only. The desire of winning causes the brain to develop a bound, a boundary that forces children beyond their limits to win, causing failure as an option they can't take. When the child loses, the mind loses too and the self-doubt thoughts dives in. The continuous run of negative thoughts holds the child's confidence and motivation down as they think, "So-and-so won. They're obviously way better than you. Why are you even trying?" (Karetnick 16). The mind sinks into a low point when the children's minds are too focused on winning; the failure causes their self confidence and sense of worth to be lost. Competition is not worth the self doubt and the pressure for such "motivation," the insidious ways to the mind speaks more than the truth itself.

Competition is an ineffective way of learning or motivating, little effort is put into the actual learning process as children are directed to simply winning. Most kids are too entitled on the thoughts of winning that they don't venture into the exploration of the unknown. "At my son's fair last year, at least a handful of students did the popular 'experiment' in which the 'scientist' waters plants with three different liquids," instead of being encouraged by competitions, children are discouraged to try to learn something new; doing "popular" ideas or projects to simply receive praise and cutting way for little enjoyment (Schank 30). Even if children take a stand to learn or actually engage in the process, competitions seem to favor kids whose parents can provide support on a project. Some parents can belittle themselves to engage heavily in the races; sometimes providing too much support for their child. Parents get overly involved in projects entered for competition, leaving other children discouraged to learn as they watch their friends let their parents do all the work, "And at higher-level competitions, she again vied against students whose projects, she said, clearly benefitted from the help of parents" (Schank 28). A slight look into the competition and the beautifully presented boards against the children skilled projects shows the obvious difference between parents' support and none, leaving the motivation process of competitions to a dead zero.

Oblivious to the truths, critics would still argue to the fact that competition results in greater satisfaction and higher scores. The combination of cooperation and competition leads to increases in levels of happiness and performance; children are motivated to trying to win than to lose. "Kids prefer the combination of competition and cooperation. It's a significant increase in enjoyment," satisfaction withdrawn from competition helps encourage kids to be more motivated, to be confident in themselves and their abilities (Richtel 9). Yet in the mist of competition, the pressure and expectations can only hold themselves so much before they drop altogether. "...A former teen writer who received top recognition from both Scholastic and YoungArts, and who they say stole a poem nearly "word-for-word" from an undergraduate Yale literary magazine," clarifies how kids are too highly pressured to win, even copying or use methods of plagiarism within competitions to just receive praise (Karetnick 23). The methods are insidious, so discouraging that it lacks to motivate children to do it for their mastery. Competitors take competition too seriously for the rewards only, they don't take it to their own enjoyment or motivation; leaving themselves discouraged with doubts when they lose.

The timer beeps and the truths of competition are spilled onto the answer sheets. Tear drops are apparent as the children hold their tissues, grasping within their hands as they nervously hand in their sheets. As said several times before, competition is not an effective way to motivate children as it is absolutely insidious to the mind and is an invalid method of learning. Children should take competitions for their own enjoyment without feeling the pressure or discouraged by other entries, for their own achievements and themselves.

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- The position (*Competition is not an effective way to motivate children as it is insidious to the mind and an ineffective learning method*) is focused on the task as well as it is consistently maintained throughout.
- The organizational structure (proceeding from the stated position) strengthens the response and advances the argument.
- Purposefully used transitional strategies (*Yet despite all thoughts; Instead; When; Even if; Oblivious to the truths; Yet in the mist of competition; As said several times before*) create cohesion as they connect ideas throughout.
- Effective introduction and conclusion enhance the essay.

4 – Development – Above grade-level accomplishment demonstrated

- The development is skillful, thus demonstrating thorough understanding of the topic.
- Elaboration, from original writing to text evidence and narrative and rhetorical techniques used, is effective and enhances the argument (from relevant, dramatized scenarios in the introduction and conclusion to extensions such as: *The pressure to win is far more harmful than the grief of rejection, the competitive spirit encourages children to carry burdens on their backs to only win; The negative effects of a friendly competition only withdraws children from satisfaction with themselves, forcing them to pull tricks to win as proof of self worth; The desire of winning causes the brain to develop a bound, a boundary that forces children beyond their limits to win, causing failure as an option they can't take. When the child loses, the mind loses too and the self-doubt thoughts dives in*).
- Relevant evidence from multiple sources is smoothly integrated, making the argument credible.
- Grade-level expectations for counterclaims are fully addressed in the third body paragraph.
- Evidence is appropriately cited.

4 – Language – Above grade-level accomplishment demonstrated

- Ideas are strengthened and furthered by the integration of academic vocabulary in the essay (*intense rhythm; aggressive flipping; driven force of encouragement; beholds; destructive paths; method; grief of rejection; competitive spirit; withdraws children from satisfaction; proof of self worth; The mind sinks; entitled; venture; actually engage; belittle; overly involved; obvious; abilities; expectations; altogether; spilled onto; grasping within; nervously; absolutely; invalid*).
- Skillful use of varied sentence structure contributes to the fluidity of ideas.
- Correct use of standard English grammar demonstrates consistent command of the communication of ideas.
- The tone and voice used (slightly dramatic or playful from the scenarios in the introduction and the conclusion and formal in the rest of the essay) strengthen the overall argument.