



2012 FCAT WRITING

GRADE 8 PERSUASIVE PROMPT ANCHOR SET

Florida Department of Education



Updated July 25, 2012

Copyright Statement for this Office of Assessment Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K-12 Schools as defined in Section 1000.01(4), Florida Statutes. This copyright notice must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publisher of this publication.

Permission is NOT granted for distribution or reproduction outside the Uniform System of Public K-12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Copyright © 2012
State of Florida
Department of State

TABLE OF CONTENTS

1	Introduction
2	Score Point 1
7	Score Point 2
14	Score Point 3
20	Score Point 4
28	Score Point 5
36	Score Point 6

Introduction

Student papers are scored following administration of the FCAT Writing assessment each year. Prior to each scoring session, members of the Writing Rangefinder Committee (comprised of Florida educators) read student responses and select papers to represent the range of quality allowed within the established criteria for each score point on the rubric. These papers are used to train the readers for the holistic scoring of the FCAT Writing responses. Each anchor set (scoring guide) includes a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and scoring supervisors are responsible for training, assisting, and monitoring readers throughout the training and holistic scoring process. All scoring is monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>

In 2012, in addition to the elements of focus, organization, support, and conventions described in the rubrics, the scoring decisions for FCAT Writing included expanded expectations regarding the following: (1) increased attention to the correct use of standard English conventions and (2) increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.

Structure of the Anchor Sets

The released 2012 FCAT Writing Anchor Sets for grades 4, 8, and 10 contain examples of responses used as training materials for the 2012 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. For spring 2012, only one type of prompt per grade was administered for FCAT Writing; thus, for each tested grade, one Anchor Set was used.

Description of the Prompt for Grade 8: Writing to Persuade (Persuasive)

The grade 8 persuasive prompt directed the student to convince the principal whether or not 8th grade students should be graded on how they behave in school.

Anchor Paper 1 (page 1 of 1)

Score Point 1

I don't think that 8th grade students should be graded on behavior. One reason I say no is because 8th graders are sometimes the worst acting children on earth. I mention this because some of us might get F's do to this action by the Principals. this will lead to us not getting into a good college. This would of course be because of our bad behavior grades in middle school.

Anchor Paper 1
Score Point 1

- The writing minimally addresses the topic of grading 8th grade students on their behavior (*I don't think that 8th grade students should be graded on behavior*) but is too brief to demonstrate an understanding of focus.
- Sparse details make it difficult to discern an organizational pattern.
- Little development of support is apparent. The single reason is minimally supported (*some of us might get F's do to this action by the Principals. this will lead to us not getting into a good college*).
- Commonly used words are misspelled (*mension, do [due], becuse*). In addition, there are errors in capitalization (*Principals, this*).

Day tell me this when you was little and you were in junior high did you ever wish you was graded by you behavior. Students probably need to be graded on there behavior well at least some of them need to. Some are just so bad maybe if they had some thing easy to make an A or a of that would be really easy but it to late for some students run around shriping all day inside the school hallways which makes them miss class And the grades dropping to D's. Sitting down asking questions Staying in your seat not talking thats the kind of stuff that students need to be doing and with them know that their grade is counting on their behavior The school should be just how you want it yecin kids may play just a little but were kids so behavior being A grade is very good we need principal we need it

Anchor Paper 2 (page 2 of 2)

Score Point 1

Anchor Paper 2**Score Point 1**

- The writing minimally addresses the topic of grading 8th grade students on their behavior by presenting a weak position (*Students probaly need to be graeded on there behavior well At least some of them need to*). In addition, the first sentence contains extraneous information that is not addressed further in the writing (*Say tell me this when you was little and you were in junior high did you ever wish you was graded by you behavior*).
- Little evidence of an organizational plan is evident, as the response is presented in a rambling, stream-of-consciousness fashion.
- The writing provides two minimally related reasons why students should be graded on behavior (*Some are just so bad maybe if they had some thing easy to make an A off of that would be really easy but it to late for some, with them knowing That their grade is counting on their behavior The school should be just how you want it*). There is no support for this judgment contained in the response.
- Commonly used words are misspelled (*probaly, graeded, skiping, siting*). The lack of punctuation creates run-on sentences, signaling a lack of control.

Grading 8th Graders

Some people might think grading people is good for them it ~~isn't for them~~ is bad for some people though because they act BAD. Here are the problem I FIND with grading us many people would have bad behavior grades, they would fail from normal grades, and you would have to hold them back.

To start, bad grades we have them already. Since there already a problem so why should we make it worse. Instead we should work on helping them make them come in early.

Second, were already failing from normal grades so why make it worse. If were going to fail give us a chance. So don't grade us & please.

Last, we get held back, so since were failing you'd have to hold us back, so again please give us a chance to bring grades up.

In conclusion, grading us is bad because bad behavior grades, bad normal grades, and hold them back. So please help us.

Anchor Paper 3 (page 2 of 2)**Score Point 1****Anchor Paper 3**
Score Point 1

- The writer presents a weak position in the first paragraph (*Some People might think grading people is good for them it is bad for some people though because they act BaD*). In addition, the first body paragraph includes ideas that do not support the position (*Instead We should workon helping them make them come in early*).
- An organizational pattern is attempted through an introduction, three body paragraphs, and simple transitions (*To start, SeconD, Last*). The conclusion is an attempt to summarize details in the writing but ends up as simple declarative phrases.
- Support is repetitive and circular and does not further the writer's persuasive argument (*bad grades we have them already. Since there already a Problem so why should we make it worse, Were already failing frem normal grades so why make it worse, WeDe get held Back so since were failing you'D have to hold us Back*).
- Frequent and blatant convention errors impair understanding. There are run-on sentences, punctuation errors (*were already failing frem normal grades so why make it worse*), and inappropriate capitalization (*Some People, they act BaD*).

Should 8th grade students be graded on how they behave in school?

I think 8th grade students should get graded on their behavior. The first reason is some 8th grade students act wild and be horse playing in class and in the halls you not suppose to do that you suppose to act right so nobody want get hurt. The second reason is if you grade them on how they act they're behavior will change and then the 6th graders and the 7th graders will start acting right because they see the 8th graders behaving in school. The third reason is the school probaly would turn into an A school because all the students stop playing around and started learning and focusing on school more. This is why I think 8th graders should get graded on how they act in school.

Anchor Paper 4 (page 2 of 2)

Score Point 2

Anchor Paper 4**Score Point 2**

- The writing is related to the topic and presents a position (*I think 8th grade students should get graded on their behavior*).
- Though it is not apparent at first because there are no paragraphs, there is an attempt at organization. The student uses simple transitions to provide a framework (*The First reason, the second reason, The third reason*). The conclusion is weak and only repeats the position presented earlier in the response.
- Support is basically a list of reasons with inadequate development (*some 8th grade students act wild and be horseplaying in class and in the halls, if you grade them on how they act Theyre behavior will change and then the 6th graders and the 7th graders will start acting right because they see the 8th graders behaving in school, school probaly would turn into an A school because all the students stop playing around and started learing and focusing on school more*).
- Frequent errors occur in capitalization (*the second reason*), punctuation, and usage (*so nobody won't get hurt*).

Why 8th graders shouldn't be graded on there behavior. Grading 8th graders on there behavior isn't saying anything about our acedmic. and also everyone would become mindless zombic. Here is more reasons why were young, and hormones.

Were only gonna be a teen once in our entirer life. School will be a no interactive place were all you do is sleep all day. were only gonna be teens (kids aswell) once we should enjoy it, and all in all some of us will crack under the presser making behavior worse.

Hormones causes us to do alot of things, some of us act bad all the time, some of us are 50 50, and some of us are realy good. We do the things we do because of our rageing hormones. Besides some of us is always around bad influences, and some are arand good influences.

In all we shouldn't bc graded on behavior instead we should be graded on work assingment in class. Grading us on behavior is going to far not every one will stay like a mind less zombic, we'll alwase be kids and nothing will change that.

Anchor Paper 5 (page 2 of 2)**Score Point 2****Anchor Paper 5**
Score Point 2

- The writing is related to the topic and presents a position (*Grading 8th graders on their behavior isn't saying anything about our academic. And also everyone would become mindless zombie*).
- An organizational pattern is attempted. There is an introduction that includes four reasons 8th graders shouldn't be graded on their behavior (*isn't saying anything about our academic, would become mindless zombie, were young, hormones*), two body paragraphs, and a conclusion that summarizes the response.
- Some support is included for a couple of the ideas, but it is limited and repetitive (*Were only gonna be a teen once in our entire life, Were only gonna be a teens (kids as well) once we should enjoy it*). The second body paragraph follows the same pattern.
- There are frequent errors in spelling (*academic, raging*), usage (*some of us is*), and punctuation (*were only gonna be teens (kids as well) once we should enjoy it, and all in all some of us will crack under the pressure making behavior worse*).

I don't think that 8th graders should be graded on if they they behave well or not because it wouldn't be fair to the 6th and 7th graders, being graded on how well you behave is an easy "A" with no education, and it won't teach them to be respectful to others and most of all thierself.

Well to start out with I don't think it would be fair to the 6th and 7th graders if the 8th graders are graded on how well they behave, because the 6th and 7th grade students have to work hard witch is good it just won't be fair if the 8th grade got "the easy end of the stick." The 6th and 7th grade is working hard while the 8th grade may be pulling an act just to get a good grade.

The second reason I don't think 8th grade should be graded on thier behavior is because its an easy "A." The 8th grade

students could be just acting good in school and not at home just to get a good grade. I didn't say that they don't do work it's just that if their going to be graded on how well they behave then most of them wouldn't even care about the work. When doing no work is the case then then 8th graders won't learn anything.

Most of all I don't think 8th graders should be graded on how they behave is because they won't learn respect for themselves. They might not learn anything so they may not get anywhere in life and get in trouble.

So these are the reasons I don't think 8th grade should be graded on how they behave. It won't be fair to the 6th and 7th grade, it's an easy "A", and most of all because it will cause lack of respect

Anchor Paper 6 (page 3 of 3)**Score Point 2****Anchor Paper 6**
Score Point 2

- The writing is related to the topic and presents a position (*I don't think that 8th graders should be graded on if they behave well or not*).
- An organizational pattern is attempted with an introduction, three body paragraphs, and a conclusion that briefly restates the three reasons (*It won't be fair to the 6th and 7th grade, it's an easy "A", and most of all because it will cause lack of respect*).
- Some support is included, but limited. The first body paragraph contains two reasons that are minimally supported (*the 6th and 7th grade students have to work hard which is good it just won't be fair if the 8th grade got the easy end of the stick. The 6th and 7th grade is working hard while the 8th grade may be pulling an act just to get a good grade*). The second body paragraph does not provide new information and is repetitive (*The 8th grade student's could be just acting good in school and not at home just to get a good grade*). The response is wordy but lacks depth of support (*I didn't say that they don't do work it's just that if their going to be graded on how well they behave then most of them wouldn't even care about the work*).
- The first body paragraph is basically one run-on sentence. Sentence structure is often awkward (*Most of all I don't the 8th graders should be graded on how they behave is because they won't learn respect for thierselve's*).

Stop bullying him! The principal is trying to grade kids on behavior. The new principal shouldn't do this because of emotions, sports, and grades. This would not be a good decision because it would hurt a lot of students.

To begin with why this is not a good idea is emotions. Some students might have trouble at home and school is the only place to let it out. Someone could be bi-polar and have mood swings. One minute their happy and the next their mad. You going to lower their grade. That's not going to help the student, that's going to make them less confident.

Another thing is sports. If your kid was in sports with good grades and they started failing because behavior. That won't do nothing good for the parents or students. Students would be getting kicked out of their extra-curricular activities. I know the parents would be mad and the students would be depressed.

Then we got grades, grades can conflict on a lot of things. Grades can put you up or put you down. Grades can also determine attitude. If you have high grades then your probably going to be happy. If you get low grades you will probably be depressed. So think about it.

Finally we got our conclusion, if you were in school and your kid would you like your grade to go down? I doubt the answer would be yes. So think about it, let's keep the system how it is.

Anchor Paper 7 (page 2 of 2)

Score Point 3

Anchor Paper 7**Score Point 3**

- The writing is generally focused on the topic of grading 8th grade students on their behavior. The student directly addresses the prompt (*The new principal shouldn't do this because of emotions, sports, and grades*) to present the position.
- An organizational pattern is presented through a basic introduction, three body paragraphs, and a conclusion that relates to the persuasive argument (*If you were in school and your bad would you like your grade to go down? I doubt the answer would be yes. So think about it. Let's keep the system how it is*).
- Development of support begins to clarify why grading 8th grade students on behavior is bad. Details become somewhat specific, indicating more control than a score point 2. Each paragraph begins with a topic sentence and contains some support (*To begin with why this is not a good idea is emotions. Some students might have trouble at home and school is the only place to let it out. Someone could be bi-polar and have mood swings. One minute their happy and the next their mad. You going to lower their grade. That's not going to help the student, that's going to make them less confident*). Overall, word choice is still somewhat vague (*one minute their happy and the next their mad, That wont do nothing good for the parent or students, Grades can put you up or put you down*).
- Sentence structure consists of mostly simple sentences (*You going to lower their grade, Another thing is sports, So think about it*). In spite of some errors, the student usually demonstrates knowledge of the conventions of mechanics and usage.

I strongly believe that eighth grade students shouldn't be graded on their behavior in school. I believe it may affect our grades, cause trouble at home and it may affect our record. By all means I'm going to explain to you as a student why I personally feel this way.

To begin with it may affect our grades in school. It may lower our grade point average and take away points. Also, it may cause us to stay back another year for our behavior. Therefore we would have to be held back just because of behavior. Our behavior might cause us our future to becoming successful in our lives.

In addition, it may cause trouble at home with our parents, such as taking things away and punishment. Our parents may feel that our behavior is causing us to have low grades in school. Also, by having trouble at home it may cause us to get in an unimproperly order because we feel like if we continue to get in trouble at home, we'll lose everything and continue to get on punishment for such behavior.

Think about our records! Having bad records cause lots of bad things. Such as not having jobs, bad credit and maybe college degrees. If we have in our records that we stayed back just because of our behavior in school that may cause problems in our future. Remember we are the future! If our behavior stops us on getting on

Anchor Paper 8 (page 2 of 2)

Score Point 3

education, we won't have any doctors or lawyers. In having a bad records does cause lots of problems in our future.

In conclusion, do you see why grading our behavior in eighth grade isn't delightful. It'll have many students disappointed in their future. It may affect our grade, make trouble at home and we may have a bad record for behavior. How can your self is it really necessary to grade us on behavior?

Anchor Paper 8
Score Point 3

- The writing is focused on the topic and the student presents a position (*I strongly believe that eighth grade students shouldn't be graded on their behavior in school*).
- An organizational pattern includes an introduction, three body paragraphs, and a basic conclusion that briefly restates the reasons presented in the response (*It'll have many students disappointed in their future. It may effect our grade, make trouble at home and we may have a bad record for behavior*).
- Each paragraph begins with a topic sentence (*To begin with it may effect our grades in school; In addition, it may cause trouble at home with our parents; Think about our records!*). Information within the paragraph supports the topic sentence, although development is erratic as support is sometimes list-like and repetitive (*It may lower our grade point average and take away points. Also, It may cause us to stay back another year for our behavior. Therefore we would have to be held back just because of behavior*).
- Some sentences are awkward (*Our behavior might cause us our future to becoming successful in our lives*). A few spelling errors occur (*strongly, personaly, Rember*). However, knowledge of conventions is usually demonstrated.

Graded behavior. I think that it would be a good idea to grade 8th grade students on their behavior. It would prevent students from acting out. 8th graders would have a better influence on the 7th and 10th graders. School would ~~also~~ be a happier place for all students.

First, less acting out. Being graded on their behavior would make 8th graders more cautious about what they say and do. There would be less fights. There would be less bullying. There would be less acting out all together.

Second, influence. If 8th grader were to act bad it would make the other students think it is ok to act bad as well. But, if 8th graders were graded on their behavior and they acted good, it would make the other students act better. Its a monkey see, monkey do type of thing.

Third, a happier place. Everyone knows that if there was no or little bullying or acting out, school would be a happier place for everyone. If graded behavior stops all that then the kids who hated having to go to school would be happier to come here. That just might make them do better as well.

Graded behavior would be a good thing for schools to have. It would

Anchor Paper 9 (page 2 of 2)

Score Point 3

help controle the amant of bad acting students
It would also help create a better influence
the 8th graders have on others. School would
just be a better place to come for every-
one. Don't you agree?

Anchor Paper 9

Score Point 3

- The writing is generally focused and the student presents a position (*I think that it would be a good idea to grade 8th grade students on their behavior*).
- An organizational pattern includes an introduction previewing the writer's reasons, three body paragraphs, and a conclusion that summarizes the reasons. Simple transitional phrases introduce each paragraph (*First, less acting out; Second, influence; Third, a happier place*).
- Support is initially list-like, including some repetitive word choice (*Being graded on their behavior would make 8th graders more cautious about what they say and do. There would be less fights. There would be less bullying. There would be less acting out all together*). However, in the second body paragraph, the student begins to flesh out the outline with some specific reasons and support (*If 8th grader were to act bad it would make the other students think it is OK to act bad as well. But, if 8th graders were graded on their behavior and they acted good, it would made the other students act better*). The concluding sentence is an attempt to clarify the point of the paragraph (*Its a monkey see, monkey do type of thing*).
- There are a few spelling errors (*litte, controle*). However, the response usually demonstrates knowledge of the conventions of mechanics and usage.

It is very important for students to behave in school. One way to improve the bad behavior of students would be to grade them on their behavior in school. Students who act badly toward others and who would get a bad grade may improve their behavior, becoming more responsible for their actions. Also, with better behaved students, the school would have a much more controlled environment.

On average, students who are more responsible get higher grades in school. Statistics show that in 2007, 90 percent of students who had better behavior overall and who were more responsible got A's and B's on their report cards. Students who are responsible for what they do at school and at home are more focused, and therefore have an easier time of getting homework and projects finished. Overall, behavior and responsibility go hand and hand.

Having a controlled environment at school is also important when considering behavior. If students have bad behavior toward each other or just in general, their actions could get out of hand. Last year, a fight broke out in a school in South Florida simply because students weren't under control. Three students got expelled and one even had to go to the hospital. So please, if you want to keep control of the students at school, their behavior should definitely be considered.

All in all, students who have better behavior in school get better grades and are more responsible for what they do. Also, when students behave well, there is a much less possibility of there being a fight. So if the behavior of students is important to you, then you should grade the students on how they behave in school.

Anchor Paper 10 (page 2 of 2)

Score Point 4

Anchor Paper 10**Score Point 4**

- The writing is focused on the topic of grading 8th grade students on their behavior. The student presents a clear position (*One way to improve the bad behavior of students would be to grade them on their behavior in school*).
- An organizational plan is evident through the use of a clear introduction and effective use of topic sentences (*On average, students who are more responsible get higher grades in school; Having a controlled environment at school is also important when considering behavior*). Also contributing to the organization is the use of concluding sentences to summarize each paragraph (*Overall, behavior and responsibility go hand and hand; So please, if you want to keep control of the students at school, their behavior should definately be considered*).
- Overall, the development of support is adequate. The student provides an example to illustrate the importance of a controlled environment (*Last year, a fight broke out in a school in South Florida simply because students weren't under control. Three students got expelled and one even had to go to the hospital*). The use of statistics in the first body paragraph neither adds to nor detracts from the quality of the support (*Statistics show that in 2007, 90 percent of students who had better behavior overall and who were more responsible got A's and B's on their report cards*). Word choice is adequate throughout.
- Sentence structure is varied (*Students who are responsible for what they do at school and at home are more focused, and therefor have an easier time of getting homework and projects finished*). Knowledge of the conventions of mechanics, usage, and spelling is generally demonstrated.

The new principle is trying to decide whether or not 8th grade students should be graded on their behavior in school. The administration, the teachers, and even the students all have an influence on this extremely difficult decision. Well I say yes. I think 8th grade students should be graded on their behavior because it could lead to a better performance in academics, get them prepared for high school, and can bring the community a better school all-around.

A student's grades are more important than anything else, in school. However, with poor behavior those grades can tend to slip and become below-standard. If the school grades them on their behavior as well as their academics, they will become more cautious of their behavior. Therefore, leading to better concentration, which then leads to a better performance in academics overall.

In the 8th grade one of the most important tasks a student has to do, is get ready for high school. Not only are the student's grades important, their behavior is just as important. If a student behaves poorly in class and has a bad record, that record carries over to high school which means that all your teachers are going to know how you acted in middle school and are going to have zero-tolerance with you. However, if a student behaves well in the 8th grade and is graded on his/her behavior, they should have no problem adjusting and getting through high school.

Every principle wants to have a good school that parents bring their kids to. If the school has a bad behavior record, then no parent is going to want to take their child to that school. Although, if the students were graded on their behavior, the school will have a good behavior record that parents would want their children to go to. Not only that, the school would have a better academic record, and every parents looks for schools with good academic records.

I hope my reasons have influenced you enough to grade 8th grade students on their behavior. That decision would have better benefits for you and the community. Remember it could lead to better academic performance, preparation for high school, and an all-around better school.

Anchor Paper 11 (page 3 of 3)

Score Point 4

Anchor Paper 11**Score Point 4**

- The writing is focused on the topic of grading 8th grade students on their behavior. The student presents a clear position (*Well I say yes. I think 8th grade students should be graded on their behavior*).
- An organizational plan is evident through the use of a clear introduction and effective use of topic sentences (*A student's grades are more important than anything else in school, In the 8th grade one of the most important tasks a student has to do, is get ready for high school, Every principle wants to have a good school that parents bring their kids to*). The conclusion provides a summarizing sentence (*That decision would have better benefits for you and the community*). Transitions are used within paragraphs (*However, with poor behavior; therefore, leading to better concentration; However, if a student behaves well; Although*).
- The development of support is adequate. The student uses a compare and contrast technique to bolster the persuasive argument. This is most effective in the second body paragraph (*If a student behaves poorly in class and has a bad record, that record carries over to high school which means that all your teachers are going to know how you acted in middle school and are going to have zero-tolerance with you. However, if a student behaves well in the 8th grade and is graded on his/her behavior, they should have no problem adjusting and getting through high school*). Word choice is adequate.
- Although there are a few somewhat unwieldy sentences, for the most part sentence structure is varied (*However, with poor behavior those grades can tend to slip and become below-standard*). Knowledge of the conventions of mechanics, usage, and spelling is generally demonstrated.

A new principle wants to decide whether or not eighth grade students should be graded on their behavior in school. In my opinion, it would be better if the eighth grade students were graded on their conduct. My reasoning is that it can assist in keeping them more focused on classwork and will stop most kids from being as disruptive.

To begin with, grading the eighth grade kids on their behavior could help them academically. If they have this conduct grade, they won't want to do things they're not supposed to, like talk in class, or even horseplay. This would mean that the students would have nothing else to do but pay attention in class. I remember recently, a classmate of mine had a "D" as his academic grade. He was doing poorly in that class because he was always talking. After many warnings, the teacher dropped his conduct grade from an "A" to a "B". After that, he stopped getting into trouble, began focusing in class and his grade improved drastically. So as you can see, scoring eighth grade students on their behavior can actually have their academic grades get better.

Furthermore, being graded on their conduct could actually keep the students from being

as disorderly as usual. They won't enjoy acting out as often. This is because they will quickly have a failing conduct grade. Most kids want to avoid getting unsightly grades because decent grades are important to them and it can also keep things like getting in trouble at home from happening. Overall, the disruptiveness at school will cease if the new principal decides to administer grades on behavior to eighth grade students.

In conclusion, the principle should have these grades because of many reasons. To just name a couple, it can improve eighth graders' academic grades and it can also keep them from being as disruptive. I think behavioral grades are a superb idea.

Anchor Paper 12 (page 3 of 3)

Score Point 4

Anchor Paper 12**Score Point 4**

- The writing is focused on the topic of grading 8th grade students on their behavior. The student presents a clear position (*In my opinion, it would be better if the eighth grade students were graded on their conduct*).
- An organizational plan is evident through the use of an introduction, two body paragraphs, and a conclusion. Although basic transitions are used to introduce each paragraph (*To begin with, Furthermore, In conclusion*), the organization within each paragraph strengthens the response.
- In the first body paragraph, a specific example is used to develop and bolster the persuasive argument (*I remember recently, a classmate of mine had a "D" as his academic grade. He was doing poorly in that class because he was always talking. After many warnings, the teacher dropped his conduct grade from an "A" to a "B." After that, he stopped getting into trouble, began focusing in class and his grade improved drastically*). The second body paragraph, however, does not provide as much specificity, which gives this response an uneven quality. Word choice is adequate.
- Sentence structure is varied, giving fluency to this response (*So as you can see, scoring eighth grade students on their behavior can actually have their academic grades get better*). Knowledge of the conventions of mechanics, usage, and spelling is generally demonstrated.

Dear principal, I've heard you're new to this school. And, unless my ears deceive me, you plan on grading me and my fellow 8th grade students on our behavior. Well, I'm writing to prevent you from making your very first mistake. 8th grade students should not be graded on their behavior because that would just be a total waste of time and would defeat the purpose of them being here: to get an education.

Initially, 8th grade students shouldn't be graded on their behavior because there's just no point behind it. Do you really think that grading them based on the way they act will actually affect them? Before you answer that, let's take a trip to reality. I've seen time and time again, these kids are just impossible to change. For example, I know this boy who has visited detention at least 6 times. But does that stop him from swinging backpacks the size of horses or jumping any innocent groupie of his? Most likely no. And believe me, he's not the first. Obviously, grading students on things like this isn't worth it.

Secondly, 8th graders shouldn't be graded on behavior because these students come here to get their education and gain their smarts, not to be practically criticize on what they do or say. Leave that job to the parents. Those two should be responsible for who the kid is as a person, not the schools. I know many brilliant students who are not labeled as the "likable bunch." Their hard work in learning scholastic skills would be endangered if they were suddenly forced to become different people. I know 8 out of 10 buddies of mine agreed when this was discussed earlier. Especially since you're grading

Anchor Paper 13 (page 2 of 2)

Score Point 5

8th graders. It would toy with their chance to make it into high school. Clearly, schools should be left to do what they're supposed to: to educate.

In conclusion, 8th graders shouldn't be graded on their behavior

Anchor Paper 13

Score Point 5

- The introduction clearly addresses the audience (principal) and states the position of the student (*Well, I'm writing to prevent you from making your very first mistake. 8th grade students should not be graded on their behavior because that would just be a total waste of time and would defeat the purpose of them being here: to get an education*). The remainder of the response continues to focus on the importance of getting an education.
- An organizational plan is evident by the progression of ideas within each paragraph. Each idea leads to the next with the help of effective transitional phrases within the paragraphs (*Before you answer that, let's take a trip to reality; Leave that job to the parents*). In addition, each concluding sentence reinforces the ideas presented in the paragraph (*Obviously, grading students on things like this isn't worth it; Clearly, schools should be left to do what they're supposed to: to educate*).
- Support is amply developed, yet concise. Each sentence is purposeful and illustrates the point (*these students come here to get their education and gain their smarts, not to be practically criticize on what they do or say. Leave that job to the parents. Those two should be responsible for who the kid is as a person, not the schools*). The specific example used in the first body paragraph enables the reader to imagine the scene. The writer demonstrates a mature command of language leading to the fluency of the response (*defeat the purpose, trip to reality, brilliant students, "likable bunch," scholastic skills, endangered*).
- Sentence structure is varied throughout (*Their hard work in learning scholastic skills would be endangered if they were suddenly forced to become different people*). Knowledge of the conventions of mechanics, usage, and spelling is generally demonstrated.

NOTE: On 7/25/2012, a typographical error in the score point for this response was corrected. This response is a Score Point 5, which reflects how the paper was used for scorer training.

New Grading System - Not the Best Idea

Dear Mr. Principal,

In my opinion, I am against the idea of having the 8th grade students grades depending on their behavior in school. I am strongly against this for many reasons. One is because some kids have problems or diseases that make them behave horribly in school. If this does happen and the children realize it, their performance might slip if they don't try to succeed academically. And finally, when their academic ability drops, they might not do well in high school or their future career.

My first reason for being against this is for the children in our school that can't control their behavior. Many children in our school have good manners but others have problems at home, or diseases that enrage them to not control themselves. For example dyslexia, I know a boy that has that and can't read or write. Sometimes he tries as hard as he can but can't do it, and he gets mad and has a temper problem which would lower his grade dramatically if we had this grading system.

My second reason is a prediction on what would happen if we do go to this. My opinion on the results would be that the children would be polite and have good manners but that is not what school is all about. They wouldn't learn or try to learn if all they need to

do to get an A would be good behavior. Since that would probably be the case, they wouldn't need to try on 'major tests' or exams because as long as they behave they could pass. They would not be ready at all for the future.

So finally, if they do go into high school by behaving well in 8th grade they might fail. As I have learned from all my years in school, each year teaches you things that you need to know for the next year. For example, in Geometry, you need to know Algebra and what you learned in the past to do well in the next course. So if the kids did go to high school they might fail for not knowing what they should have learned the year before.

In conclusion, I would suggest not going into this new grading system. It would keep the kids from learning and they would not do well in the future. I think that is what school is about, getting kids ready for their careers and the rest of their lives. It also wouldn't be very fair for those kids that try in school but have behavioral issues.

We should stick to our good ole' grading system that grades kids on their academic performance and not behavior.

Anchor Paper 14
Score Point 5

- The student states a clear position in the introduction (*In my opinion, I am against the idea of having the 8th grade students grades depending on their behavior in school*). The student then previews the organizational plan by identifying and developing reasons that support the position (*One is because some kids have problems or diseases that make them behave horribly in school. If this does happen and the children realize it, their performance might slip if they don't try to succeed academically. And finally, when their academic ability drops, they might not do well in high school or their future career*). The remainder of the response continues to focus on these two reasons.
- Although each body paragraph begins with a rudimentary transitional phrase, an organizational plan is evident by the progression of ideas within each paragraph (*the children would be polite and have good manners but that is not what school is all about. They wouldn't learn or try to learn if all they need to do to get an A would be good behavior*). The conclusion is thoughtful and summarizes the ideas presented in the response.
- Support is amply developed throughout each paragraph with specific examples (*For example dyslexia, I know a boy that has that and can't read or write; For example, in Geometry, you need to know Algebra and what you learned in the past to do well in the next course*). The use of examples and supporting details bolsters the persuasive argument in this response.
- Sentence structure is varied throughout with a mature command of language, adding to the fluency (*As I have learned from all my years in school, each year teaches you things that you need to know for the next year*). Although there are a few errors, this response generally follows the conventions of mechanics, usage, and spelling.

Picture this: You wake up way late and have twenty minutes to get up, take a shower, get dressed, and be out at the busstop to go to school. It's not even 7:30 and you're already having a horrible day. This will affect how you behave in school and sometimes it just isn't your fault. I believe that students shouldn't be graded on their behavior.

8th grade is said to be one of the most difficult years on a teenager. You go through the year gaining and losing friends, fighting with your parents, and arguing with peers. These personal things will affect the way you behave at school. Yesterday was one of those days for me. I was walking down the hall when some ignorant person was trying to be funny and knocked all of my books out of my hands right into the path of a stampede of students who trampled everything. I was already in a bad mood and the wrong person messed with me. For the rest of the day teachers were yelling at me because I couldn't find papers and I started to talk back. If I was graded on that one day alone, I'd be failing. Teachers can't help what happens to kids and neither can they, so it would

nit be fair to grade them on behavior.

Secondly, us students have alot going on in our 7 classes. We have projects and homework that is over load- ing our brains, putting us into shock and getting us all stressed. Is it really that important to add yet another grade to the pile? It's all anyone ever talks about. Grades this and grades that. We don't need that along with everything else. Thats not fair to the students. Everyone is working extremely hard this year, taking highschool classes and thinking about GPA and even college. It's time to settle down a little and not get ahead of our- selves. A behavior grade just isn't worth all of the trouble.

So, take the students hardwork to heart. we have alot going on and sometime we can't be on our best behavior. A behavior grade would just make things worse.

Anchor Paper 15 (page 3 of 3)

Score Point 5

Anchor Paper 15**Score Point 5**

- From the opening sentence, this response focuses on why students should not be graded on their behavior.
- The organizational pattern provides for a progression of ideas from the introduction that enables the reader to visualize events, to the remaining details that also paint a picture. Concluding sentences for each paragraph summarize the details (*Teachers can't help what happens to kids and neither can they, so it wouldn't be fair to grade them on behavior; A behavior grade just isn't worth all of the trouble*).
- Support is amply developed throughout. The scenario developed in the first body paragraph contains specific and relevant details, enhancing the reader's understanding and adding to the persuasive argument. The writing is controlled and fluent, and each idea supports the next (*8th grade is said to be one of the most difficult years on a teenager. You go through the year gaining and losing friends, fighting with your parents, and arguing with peers*). The conclusion neatly summarizes the entire response.
- Variation in sentence structure is evident and enhances the response (*Some ignorant person was trying to be funny and knocked all of my books out of my hands right into the path of a stampede of students who trampled everything*).

Should kids be graded on behavior? The answer is = Yes! The principal is considering this question, and I say by all means this is a fair thing to do. Think about it this way. If kids who are serious with school and don't act like it's a big joke get passing grades, and the bullies and disrespectful kids, no matter how smart academically, get low behavior grades, then their character is evaluated. And having good character is just as important as decent grades.

So why should kids be graded on behavior? For one thing, it rewards those who take school seriously. I'm not saying kids shouldn't have friends and talk when allowed. That's a helpful social skill also. But if kids only talk when allowed, be respectful all the time, and don't be disruptive, they should be rewarded. And what better way to do so than with grades? This will be especially delightful for students who aren't as skilled academically who get to bring home an "A" in behavior for being good. And what of the bad students? Simple. Those who bully or are disrespectful get to shuffle home with a "D" or even an "F" on their report card in behavior, regardless if they have "A's" in everything else. This provides a wake-up call to parents who realize their beloved child so-and-so brings home an "F" in behavior for physically bullying others.

Another helpful feature about the ^{behavior} grading system is that it could be useful later on. Perhaps colleges could look not only at an applicant's academic grades

but at their behavior rating. You think a college is going to accept a kid who got a "D" in behavior for bad-mouthing a teacher? If you said yes, think again. This way colleges can have more kids with good character. Also, maybe having poor behavior grades can inspire kids to change. If so-and-so gets a "C" in behavior on her report card, she'll think "Hmm. I'm not proud of this. Maybe if I talk less in Mr. so-and-so's class, I can bring this up to an "A"." Basically, these grades can help kids learn from their mistakes, and make them better students in the long run.

Behavior grades are an important idea. They help distinguish the good from the bad, and may make kids better people in the long run. I'd like to see a math grade do that! Basically, the only question is: Why didn't someone come up with this great idea before?

Anchor Paper 16**Score Point 6**

- Throughout this response, the writing is focused on the topic of why kids should be graded on their behavior. The writer's position is clearly established in the introduction, and the tone is maintained throughout the response (*Should kids be graded on behavior? The answer is = yes! The principal is considering this question, and I say by all means this is a fair thing to do*). This writer previews the support further in the introduction by using sentences, rather than a predictable checklist.
- An organizational plan is evident in the logical progression of ideas within each paragraph. Each idea builds upon the previous one. The conclusion is thoughtful and summarizes the ideas presented in the response. The topic sentence in each paragraph effectively serves as a transitional device (*So why should kids be graded on behavior, Another helpful feature about the behavior grading system is that it could be useful later on*).
- Support for each paragraph is specific and illustrative, with carefully selected details to support the central thesis that having good character is just as important as decent grades. This response uses persuasive techniques effectively. For example, the student acknowledges the opposition (*I'm not saying kids shouldn't have friends and talk when allowed. That's a helpful social skill also*). The student also uses a compare and contrast approach throughout (*But if kids only talk when allowed, be respectful all the time, and don't be disruptive, they should be rewarded. And what better way to do so then with grades? This will be especially delightful for students who aren't as skilled academically who get to bring home an "A+" in behavior for being good. And what of the bad students? Simple. Those who bully or are disrespectful get to shuffle home with a "D" or even an "F" on their report card in behavior regardless if they have "A's" in everything else*).
- Sentence structure is varied, creating a compositional facility and rhythm to this response that contributes to the meaning (*Perhaps collages could look not only at an applicant's academic grades but at their behavior rating. You think a collage is going to accept a kid who got a "D" in behavior for bad-mouthing a teacher? If you said yes, think again*). There are some spelling mistakes (*academically, physicy, collages, basicly*), but overall there are few errors in conventions.

A new year a new start. Today is our principal's first day at [Acme Middle School.] He is keeping most of the same rules but he is unsure on whether or not that eighth grade students should be graded on behavior. I told him that he should grade eighth graders on behavior because it keeps the school in order but it also teaches discipline.

Order in schools is very important. A school would not receive high marks if it consisted of children running around like wild animals. It also affects how the children learn. In my class a couple years ago, there was a girl who never listened to what the teacher said. She always viciously snapped back at the teacher with rude remarks. One day the feud reached its peak and the teacher went off on the fifth grader yelling, "That is it! I'm reporting you the principal to get you expelled!" But all this trouble affected the rest of the class because while these arguments went on, the teacher could not teach. Order also creates an all around safer place. If a school has children sprinting and playing in the halls, someone is bound to endure some type of injury, and that could look bad for the school's reputation. Although order is important, being scored on how well you

behavior also teaches discipline.

Discipline is very important to have a well rounded school. Proper manners are taught like holding the door open and responding to teachers and administrators in the correct Manners. It also helps students with life outside of school. Last weekend my family and I took a trip to a fancy Italian restaurant. Since I have learned to behave well in school, excellent behavior followed me to the restaurant. I held doors open for people and thanked the waiter for his service. After we ate, the waiter approached my parent saying, "Your son is a very wonderful boy, and we look forward to seeing you again." The award struck my parents so hard they didn't even know what hit them. Being taught how to behave in school better prepares children for their future. Being polite and kind in job interviews will help boost their chances of getting the job. It also makes you a happier and more fun person to be around.

Behavior is very important and should be graded on in our school. Without it, there would be no order in the schools and it teaches the students discipline and how to behave.

Anchor Paper 17**Score Point 6**

- The writing maintains a consistent focus on the topic of why eighth grade students should be graded on behavior. The student establishes a position in the introduction (*I told him that he should grade eighth graders on behavior because it keeps the school in order but it also teaches discipline*) and continues to reinforce this position with relevant details throughout the response.
- An organizational pattern is evident. There is a logical progression of ideas throughout the response, all focusing on order and discipline (*Order in schools is very important, Order also creates an all around safer place, Discipline is very important to have a well rounded school, Being taught how to behave in school better prepares children for their future*). The final sentence in the first body paragraph not only briefly summarizes the paragraph, but also leads to the information discussed in the next paragraph (*Although order is important, being scored on how well you behave also teaches discipline*).
- Support for each paragraph is specific and illustrative with carefully selected examples to bolster the argument (*In my class a couple of years ago, there was a girl who never listened to what the teacher said. She always viciously snapped back at the teacher with rude remarks. One day the fued reached its peak and the teacher went off on the fifth grader yelling, That is it! I'm reporting you the principal to get you expelled!" But all this trouble affted the rest of the class because while these arguments went on, the teacher could not teach*). The writing is natural, reasonable, and convincing.
- Variation in sentence structure is evident throughout the response. Word choice is mature and purposeful (*viciously snapped back, sprinting and playing in the halls, the waiter approached my parent*). Although this response is not perfect, few errors occur in mechanics, spelling, usage, and punctuation.

As I walk down the halls of my school, I see students getting into trouble and being mischeivous. Some are bullying younger students, flushing their heads into toilets inside the bathroom. Others are expertly picking locks on some lockers and, as the assistant principal walks by, they get caught and are hauled off to their terrible doom inside your office. I know one thing for sure, this is total chaos but here, Mr. Principal, I deeply believe that you should consider students being graded according to how they behave in school.

Making this great change, you would help improve many trouble students' behaviors. Assuming that we all have parent's that care about us, students can not afford to receive bad grades in school. If this were to happen to me, I would get grounded or worse, I would not be able to breathe without my parents knowing. I would be grounded and under heavy supervision as if I were a criminal in a prison. Knowing that they would have consequences, students would try very hard to get good grades, hence we would all summon our best efforts to behave good in school. Students being graded on how they behave is a one way ticket to success.

Not only will grading students on how they behave improve their behavior, it will make them all come and attend school in peace and harmony with no worries. The mere thought of a school with an environment free of bullies, no fighting, not even clowning around and disrupting our education in the middle of class, makes me anxious for this change to happen. When there is none of this

commotion, students will not think that school is a horrible place that they do not want to attend in.

The most important reason why you should grade us students on how we behave, is flat out education. Who will be a future president? Who will be doctors that take care of us when we catch a virus? The answer is us, your students, our generation. Education is what makes us who we are in the future, and what gives us our culture. Grading students on how they behave would make us improve our behavior and we will come to school happily in peace and harmony, therefore we will learn and excel in our educations. When our learning environment is peaceful and there are no clowns in our classroom to call out and disrupt a lesson, we shall learn more easily.

So Mr. Principal, if you enforce the idea of grading students on how they behave, you will be doing us a favor, along with yourself, by improving the school. We would have a great education and our school would rank first in the state. We would grow up to be the world's finest lawyers, doctors, scientists, and businessmen. The decision is yours, and you really should make a new school policy: grading students according to how they behave.

Anchor Paper 18 (page 3 of 3)

Score Point 6

Anchor Paper 18**Score Point 6**

- A unique opening scenario reinforces the writer's position (*you should consider students being graded according to how they behave in school*).
- A logical progression of ideas is evident throughout the response. Each topic sentence serves as a transitional device (*Making this great change, you would help improve many trouble students' behaviors; Not only will grading students on how they behave improve their behavior, it will make them all come and attend school in peace and harmony with no worries; The most important reason why you should grade us students on how we behave, is flat out education*). In addition, the concluding sentence summarizes each paragraph.
- Support for each paragraph is specific and illustrative with carefully selected details to reinforce the writer's point of view. The writer exhibits an effective persuasive technique by presenting an argument in each topic sentence and then providing relevant details to support this argument (*Assuming that we all have parent's that care about us, students can not afford to receive bad grades in school. If this were to happen to me, I would get grounded or worse, I would not be able to breathe without my parents knowing*). The writer has a mature command of language that enables the reader to visualize events (*The mere thought of a school with an environment free of bullies, no fighting, not even clowning around and disrupting our education in the middle of class, makes me anxious for this change to happen*).
- There is variation in sentence structure throughout, making the writing natural, reasonable, and convincing. There are few errors in mechanics, spelling, usage, and punctuation.