

2009

**FCAT**

Florida Comprehensive Assessment Test®

# 2009 FCAT WRITING

**GRADE 8  
PERSUASIVE**

**ANCHOR SET**



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## Introduction

Student papers are scored following administration of the FCAT Writing assessment each February. 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. The scoring contractor uses these papers 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 team leaders 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. These elements are not scored separately or analytically. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>.

### Structure of Anchor Sets

The released 2009 FCAT Writing Anchor Sets for Grades 4, 8, and 10 contain examples of responses used as training materials for the 2009 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. Where appropriate, papers posing potential issues for public release, such as legibility or sensitive content, have been removed. In some cases, responses from Qualifying Set 1 (examination materials required for potential scorers) are substituted to provide examples of additional training materials. **An asterisk (\*) is used in the heading to indicate that the previous anchor paper was removed or that the qualifying paper is a substitution.**

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

The Grade 8 persuasive prompt directed the student to persuade the principal whether students should be allowed to eat snacks in the classroom.

## Anchor Paper 1-A

Students should be allowed to eat snacks in the classroom for quite a few reasons. Sometimes students don't eat breakfast and get hungry during class.

## Anchor Paper 1-B

### Score Point: 1

This brief response minimally addresses the topic of whether students should be allowed to eat snacks in the classroom, and little, if any, development of an organizational pattern is apparent. Although the writer asserts that “Students should be allowed to eat snacks in the classroom for quite a few reasons,” support consists of one undeveloped argument: “sometimes students . . . get hungry during class.” Word choice is limited, and errors occur in the basic conventions of mechanics.

## Anchor Paper 2-A

I think that kids can eat in the classroom or in the room. They must listen to the principal and follow rules at school.

They must not eat in the class because they will come in and eat all the crumbs.

I think no one must eat in the class room.

I think the principal must said no.

I think that ~~no~~ must eat in the class room.

## Anchor Paper 2-B

I think that who eats in the classroom  
will get into trouble. The principal will get it.

I think that nobody must eat in the class  
room

I think that everybody gets to allow them to



## Anchor Paper 2-C

### Score Point: 1

This response minimally addresses the topic of students eating snacks in the classroom, and little, if any, development of an organizational pattern is apparent. The paper is a fragmentary listing of related ideas: “they must Listen to the Prineal and Follow Rules at school,” “Ant will come in and eats all the crumbs,” and “who eats in the classroom will get in troubles by the Prineals and will get ISS.” Limited and inappropriate word choice obscures meaning, and gross errors in sentence structure impede communication. Frequent and blatant errors occur in the basic conventions of mechanics and usage.

## Anchor Paper 3-A

student could have snack in the classroom so that when they get hungry they can have a snack so they can work better in class. Apple would be good for the student, fruit would be good too. Milk or juice would be good with snack. Eating snacks will help student work harder in class.

## Anchor Paper 3-B

### Score Point: 1

This response is minimally focused on the position that “student sould have snack in the classroom.” Little, if any, development of an organizational pattern is apparent. Support consists of two unsubstantiated reasons: “so that whan thay get hungry thay can have a snack so thay can work batter in class” and “Eating snacks will help student work harder in class,” as well as a listing of related ideas: “Apple would be good . . . furit would be good too. Milk or juice would be good with snack.” Word choice is limited, and some commonly used words are misspelled.

## Anchor Paper 4-A

We should be able to eat snacks in class, because we will clean up after are selfs. We will eat them queck. We will do are work while eating. If you let us have snack we should be able to buy snack too. There will be not one food wraper on the floor.

If you don't let us have snake we will make the classroom dirty. We want do are work tell lunch. We will take forever at lunch, because we will be so hungery. We will start steeling teachers food out of there desks.

## Anchor Paper 4-B

### Score Point: 2

This writer takes the position that “We should be able to eat snacks in class,” stating that “we will clean up after are selfs . . . eat them queck . . . do are work . . . be able to buy snack . . . not one food wraper on the floor.” The second paragraph consists of a listing of consequences: “If you don’t let us have snake we will make the classroom dirty . . . wont do are work tell lunch . . . take forever at lunch . . . start steeling teachers food.” Little evidence of an organizational pattern is demonstrated, and the paper lacks a sense of completeness. Development of support is inadequate, word choice is limited, and there is little variation in sentence structure.

## Anchor Paper 5-A

introduce is when your stomach be growin in the class when you are really hussier and when you want to share with you friends you can.

The first reason we should eat a snake in the class room is your stomach be grown you stomach grown in you are in classroom ~~class~~ in you are hungry you eat a snake.

The second reason why we ~~we~~ should eat a snake in the class room is when you are really hungry and you see your friends eating you would like to eat to so you eat it.

The third reason is share with your friends when ~~you~~ you have food all your friend come and say man let me get some and they ~~keep~~ keep on asking please and you eat it in classroom.

and The ~~and~~ conclusion grown in you are in classroom in you are hungry you eat a snake when you are really hungry and you see your friends eating you would like to eat to so you eat it and but you have food all your friends come and say man let me get some and then ~~they~~ they keep on asking please and you eat it in classroom.

## Anchor Paper 5-B

### Score Point: 2

The writer takes the stand that “we should eat a snake in the class room.” Little evidence of an organizational pattern is demonstrated, and the paper lacks a sense of completeness.

Development of support is inadequate, consisting of bare reasons: “Your stunch be grown . . . in classroom . . . You are hunnger,” “you see your freinds eating,” and “Share with your freinds when You have food,” with an extension of the third idea: “All You freind come and say man let me get Some and they Keep on asking Please.” There is little, if any, variation in sentence structure, and gross errors in sentence construction and in the basic conventions of mechanics and usage occur. Commonly used words are misspelled.

## Anchor Paper 6-A

Hello, my name is [Grant Johnns] and I am here to talk to you about eating snacks in the class room. The problem is that students get hungry and the hunger pains go to the brain. In which causes a headache, which will cause the students mind not to focus on doing their work. In which will cause in more students failing.

Like I said before the hunger pains will make the students lose focus. Causing students to fail. No teacher wants to see their favorite student fail.

I know what you are all worried about "messes". That is why you give students small snacks like brownies and oat meal creme pies and small stuff like that.

Thats all I have to say. Thank you for listening to what I have to say. Thank you have a good day.



## Anchor Paper 6-B

### Score Point: 2

The writing is connected to the topic of whether students should eat snacks in the classroom. Little evidence of an organizational pattern is demonstrated; the response includes an introduction, two brief arguments: “students get hungry . . . pains go to the brain” and “I know what you are all worried about ‘messes’,” and an ending. Development of support is inadequate, consisting of slight extensions, such as, “No teacher wants to see their faveroit student fail” and “give students small snacks like brownies and oat meal creme Pies and Small Stuff like that,” and repeated details concerning “focous” and “more students failing.” Word choice is limited, and errors occur in sentence construction.

## Anchor Paper 7-A

Crunch! Crunch! Yum! Snacks are very nice, But we don't get to eat in the classrooms. Every day I come home, I go straight to the snack cabinet and look around for good snacks. You we should be allowed to have snacks in the classrooms. Every period is about four/five minutes long, and when you don't have nothing to eat for four and a half periods, you're about to die! We all are staring at the clock, waiting for it to ring! Ding! Ding, we're off! Every one runs to the door and fixes out, pushing and shoving just to be the first one in line. A lot of people get hurt, because there's hunger and they just push them over. If we had snacks we wouldn't get hurt or run to lunch. If we take an apple to school as a snack, then we would have brain food and eat something healthy. Man I've always wanted to have snacks in the class!

Please Mr. Principal?

## Anchor Paper 7-B

### Score Point: 3

Beginning with exclamations “Crunch! Crunch! Yum!” and ending with a plea “Please Mr. Principal?,” the writer takes the stand that “Yea we Should Be allowed to Have Snacks in the class Rooms.” An organizational pattern has been attempted, but the paper lacks a sense of wholeness. The writing is generally focused on the opinion that “Snacks are very nice” and includes some support in favor of this idea: “Every Day I come Home . . . and look around for good snacks,” “Every Period is aBout fourtyfive minutes lonG . . . Your aBout to die,” “every one Runs . . . Just to Be the first one in lunch,” “we wouldn’t Get Hurt or Run to lunch,” and “If we take a apple . . . we would have Brain food.” Word choice is adequate but limited, and knowledge of the conventions of mechanics and usage is usually demonstrated.

## Anchor Paper 8-A

What attracts ants and rots kids teeth, that's right snacks. I garented, if you let kids eat in the classroom there will be ants, lack of focus, and obesedy.

To begin with, if kids eat in the classroom there be ants waiting for you at the front door. Soon after all the kids eat there snacks ants are gonna take over the school instead of [Ms. Man] as the principal there will be an ant.

After words, kid's school grades will go down if you let them eat in class, for example, the teacher was telling all the students that they have a 9 weeks exzame on Manday but [Jeremy] did not here because he's to busy eaten Cookie Crips.

Threedly, obesedy, statis show that 85% of people get so fat is because they have more then three meals a day. More impartly is the kids health, eaten more then three meals a day can cause high blood presure, hart affect, and dieabedise.

Finly, there are many reason why you should not let kid's eat in class one is because of ants lack of focus, and obesedy.

## Anchor Paper 8-B

### Score Point: 3

The writing is generally focused on the conclusion that “there are many reason why you should not let kid’s eat in class.” An organizational pattern has been attempted and includes an introduction, three basic arguments: “ant’s,” “lack of focus,” and “obesedy,” and an ending that restates those arguments. Each argument is extended by a few supporting details: “instead of [Ms. Man] as the principal there will be an ant,” “the teacher was telling all the stundents . . . but [Jeremy] did not here because he’s to busy eaten Cookie Crips,” and “85% of people get so fat . . . can cause high blood presure, hart attect, and dieabedise.” Word choice is adequate but occasionally vague. Errors occur in sentence structure, spelling, and basic conventions; however, these errors do not interfere with the reader’s understanding.

## Anchor Paper 9-A

Is your principal considering students to eat snacks in the classroom? Well if I were you then I wouldn't allow it. So here we go again with another way to persuade the principal.

I think kids should not be allowed to have candy in classrooms because some kids are bad and don't pick up their mess. They usually throw the candy wrappers on the ground and then the floor could get sticky because the student was eating a lolly pop. That's one reason why I think candy should not be allowed in classrooms.

Secondly, if kids were to bring chocolate to school then the chocolate bar would have gotten all over their face, the floor, the electronic equipment, and on the walls and desks. That is the second reason why students should not be allowed to have candy in the classrooms.

Finally, if you have a parent teacher conference and when they get in the classroom and they see chocolatey desks, walls and floors then they might think

**Anchor Paper 9-B**

that there child is going to a school that doesn't take care of it self. So if you don't have candy in classrooms then that would solve the problem.

In conclusion, So go stand up to your principile and tell him a story that could make him change his mind about allowing candy in his classrooms. But just remember if he does then don't worry about anything because if he knows what's right for the school then let him do it and don't complain.

## Anchor Paper 9-C

### Score Point: 3

The writing is generally focused on the conclusion that “kids should not be allowed to have candy in classrooms.” An organizational pattern has been attempted and includes an introduction, three body paragraphs, and a conclusion. Each argument: “some kids are bad . . . don’t pick up their mess,” “if kids . . . bring chocolate . . . gotten all over their face,” and “if you have a parent teacher conference . . . might think that their child is going to a school that doesn’t take care of itself,” is extended by a few supporting details, with loosely connected ideas in the concluding paragraph: “go stand up to your principal and tell him a story . . . don’t worry about anything . . . and don’t complain.” Word choice is adequate, but there is little variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.



## Anchor Paper 10-A

Many kids think it's a good idea to have snacks in the classrooms. But I don't! There are many bad reasons why it is bad to have, or eat in the class. The food that gets on the floor can attract bugs, kids won't pay attention in class, and if you're not careful things can become very messy!

If kids were allowed to have snacks in class, they really wouldn't pay close attention to their school work. Their grades would get lower and if that happens, a grade "A" school could go down to a "D" or "F" school. Then parents wouldn't send their kids there, and school could go out of business.

Also, some kids are not so neat and clean. If they make a mess the books and school supplies would get ruined. The school would have to replace a lot of supplies, which would cost a lot of money.

In addition to the messy thing, a lot of the crumbs would attract bugs, which could lead to mice! As we all know Florida has many snakes, and they love to eat mice. So the teachers would have to keep their room extra clean!

Well these are just some of the many reasons why having snacks in the classroom is a bad idea. Who knew just a snack can bring a snake into a class room? There would also have to be a lot of fund raisers to help pay for new supplies.

## Anchor Paper 10-B

### Score Point: 4

Although acknowledging that “Many kids think it’s a good idea to have snacks in the classroom,” the writer takes the position that “There are many bad reasons why it is bad to have, or eat in the class.” An organizational pattern is apparent and incorporates an introduction, three body paragraphs, and a conclusion. Each argument: “kids . . . wouldn’t pay close attention to their school work,” “some kids are not so neat and clean,” and “alot of the cumbs would attract bugs, which could lead to mice,” contains some support. Word choice is adequate and occasionally specific: “a grade ‘A’ school could go down to a ‘D’ or ‘F’ school,” “books and school supplies would get ruined,” and “Florida has many snakes, and they love to eat mice.” There is some variation in sentence structure, including a rhetorical question and a purposeful fragment. The paper generally follows the conventions of mechanics, usage, and spelling.

## Qualifying Paper 10-A\*

Dear [Mr. Gardner]

I think that letting kids eat in class is a good idea. The students would like it. It would also be good for school work.

I think it is a good idea because if a kid forgets to eat lunch or he didn't have time. He could grab some thing on his way out the door and eat it in class. If you put some restrictions on eating in class like the students have to throw away the trash. The students will listen.

The students would like it because it would give them more time in the morning if they didn't have to eat breakfast. They would get to sleep longer or get ready. They would not have to wait for lunch to eat. Scientist say that its heather to eat breakfast and that most people who eat break fast weigh less.

It would also be good for school work because the students would be able to focus on working then on there stomakes growling. They would be less tiered. The students would also be less grouchy because they would have eaten. It would make the school better.

Those were the reasons why I think eating in class is a good idea. I hope you

## Qualifying Paper 10-B

let the students eat in class and really  
if you don't chase it students will still  
do it. But it want be to your knowlege.

## Qualifying Paper 10-C

### Score Point: 4

Presented in letter format, the writing is generally focused on the topic that “letting kids eat in class is a good idea” because “students would like it” and “It would also be good for school work.” An organizational pattern is apparent, incorporating an introduction, three body paragraphs, and a clear conclusion. The support is adequate and includes some specific word choice: “put some restrictions on eating . . . students have to throw away the trash,” “Scientist say . . . most people who eat break fast weigh less,” and “students would be able to focus . . . be less grouchy.” The response exhibits some sense of completeness. There is little variation in sentence structure, and errors do occur but do not interfere with meaning.

**Anchor Paper 12-A**

Some teachers feel as if eating in the classroom is just a way for students to make a mess and make the teacher or janitor pick it up. Other teachers feel like eating healthy snacks is nutritious for your brain. That is how I feel. I feel students should be able to eat healthy snacks in class and I will tell you why.

My first reason is eating healthy foods in class will keep students healthy. I believe that students should only be able to eat healthy foods in class, such as fruits, and not junk foods, such as chocolates. Keeping students healthy is very important, and this way teachers know that their students are at least attempting to stay healthy.

My second reason is eating healthy snacks will nourish your brain. Snacks would be good for students on days such as important tests or writings. Keeping your brain activated is very important to us students and most students want to thrive in school, but we need food to help us. Eating unhealthy foods will do nothing but kill brain cells, but healthy foods will build brain cells.

My third and final reason is very important to the teacher's I'm sure. Letting students eat snacks will keep students from complaining. Teachers are probably tired of hearing "I'm

## Anchor Paper 12-B

hungry!" or "You won't let us do anything, even eat!"  
Some students don't eat breakfast and starve  
all the way till lunch and all they do is complain  
about it. This will stop the complaining.  
You see three simple reasons, such as  
staying healthy by eating healthy foods, nourishing  
your brain, and keeping students from complaining  
can make a big difference in the classroom.

## Anchor Paper 12-C

### Score Point: 4

Although acknowledging that “Some teachers feel as if eating in the classroom is just a way for students to make a mess and make the teacher or janitor pick it up,” this writer ultimately focuses on the idea that “I feel students should be able to eat healthy snacks in class.” The organizational pattern is apparent and includes a general introduction, three body paragraphs linked with basic transitions, and a clear conclusion. Development of support, including word choice, is adequate. Each argument: “keep students healthy,” “nourish your brain,” and “keep students from complaining,” contains some specific word choice: “fruits . . . not junk foods, such as chocolates,” “brain activated . . . students want to thrive . . . build brain cells,” and “Some students . . . starve all the way till lunch.” There is some variation in sentence structure, and the paper generally follows the conventions of mechanics, usage, and spelling.



## Anchor Paper 13-A

No, I do not believe that snack items should be permitted in the classroom. They cause distraction and attract unwanted insects. The negative of snacks greatly outweighs the positive, and frankly I can't find a single positive result of being allowed to eat snacks.

To begin with, snacks cause too large of a distraction. I know that when I indulge myself in snacks, I tend to focus more of my attention on the snack and less on everything else. I also feel that a teacher would seem to be talking to a brick wall, so to say. For example, when students divide their attention, the knowledge being taught doesn't stick in the students' minds. Snacks would absolutely cause a distraction in the classroom.

Additionally, most of the younger population eats messier than the older population. When crumbs and little morsels of food are unknowingly scattered in an area, the area suddenly becomes a feeding ground for insects. Most teaching figures complain about witnessing one cockroach scurry from one side of their room to another, which happens once in a blue moon. Snack crumbs would attract a variety of insects. Maybe one day you see ants carrying a potato chip to their queen, and only a few days later you notice a dozen roaches underneath a desk.

In conclusion, you now know why I do not approve of having snacks in the classroom. Snacks would most definitely please the students devouring them, but class should always come first in the classroom and no distraction should be provided. Thank you for your time.

## Anchor Paper 13-B

### Score Point: 5

The writer declares, “No, I do not believe that snack items should be permitted in the classroom.” The organizational pattern includes effective transitional devices, provides for a progression of ideas, and conveys a sense of completeness. The response demonstrates a mature command of language enhanced through precision in word choice: “negative . . . greatly outweighs the positive” and “little morsels of food,” in metaphor: “a teacher would seem to be talking to a brick wall,” in cliché: “once in a blue moon,” and through vivid imagery: “the area suddenly becomes a feeding ground for insects . . . ants carrying a potato chip to their queen . . . a dozen roaches underneath a desk.” There is variation in sentence structure, and sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.

**Qualifying Paper 7-A\***Snack Time!

Did you ever get snacks when you went to school? If not, didn't you, [Mrs. Baylor], ever want snacks? Now, you can allow us students to get the chance to have snacks in the classroom. It will give students the energy they need. It will also help them think. Those kids who have the last lunch of the day (me) need food to help them last! We should bring the snacks in the backpacks!

Many students are tired and some don't eat breakfast. If we are allowed to have snacks, kids will get the extra boost they need. It will help us wake up and smell the sharpened pencils! When a student eats food, it gives them the energy they need to last throughout the day. If we only eat once at school, our energy level won't rise as much. Snacks are necessary at school!

Once children have the energy they need, they will be able to think better. This means grades will be rising and more students passing. If our school is A+(plus) now, imagine what would happen when even more grades rise. You have the chance to fix things for the better. Why not at least try it!?

**Qualifying Paper 7-B**

There are three grades in this school, and two lunch shifts for each grade. All together that is six shifts, each twenty-five minutes. For all those kids who have the last shift of the day, I know they get really hungry. We need something to hold off our hunger, and snacks are perfect. The students who have the first shift also get hungry; at the end of our school day, they should be allowed to eat a snack. Even preschoolers have snack time, and they don't eat much. Our school should be granted the privilege of snacks!

Snacks are ment to be at school. It can give students the energy they need to make it through the day. It will help grades rise by helping students, like me, think. Snacks will hold off our hunger until we have lunch. Snacks are like pencils; they belong at school!

## Qualifying Paper 7-C

### Score Point: 5

This writer takes a stand in favor of allowing students “the chance” to have snacks in the classroom. An organizational pattern with some effective transitional devices provides progression of the ideas. Ample support is presented through elaborated details for each of the three main arguments: “give students the energy they need,” “children . . . will be able to think better,” and “kids who have the last lunch . . . need food to help them last!” Mature command of language is enhanced through precision in word choice: “kids will get the extra boost they need;” “If our school is A+ (plus) now, imagine what would happen when even more grades rise;” and “three grades . . . and two lunch shifts for each grade. All together that is six shifts, each twenty-five minutes.” Sentence structure is varied, including rhetorical questions: “Did you ever get snacks when you went to school?” and “Why not at least try it!?” The paper generally follows the conventions of mechanics, usage, and spelling.

## Anchor Paper 15-A

I strongly believe that students should be allowed to eat snacks in the classroom. It is probable that students may be experiencing hunger pains in the classroom. Studies show that food can help to feed the brain and improve learning. I believe that students are not given enough credit that we are responsible enough to eat during classtime. That's why I strongly believe that students should be allowed to eat snacks in the classroom.

Throughout the day, students can get hungry. We need food to help us grow and give us strength to get through the day. When we are deprived from food, our brains tend to stray from what we need to be focusing on. However, when we eat food, it replenishes our thinking and gets us started again. We would no longer suffer the nagging hunger pains! That's why we would need to eat snacks in the classroom.

When students are allowed to eat snacks in the classroom, it can improve our learning capabilities. As stated earlier, when we eat food, it replenishes our thinking. If we were allowed to consume food during the day, it is possible that it will improve our academics. We may be able to dream up more ideas or remember the solution to a problem. If we were able to refresh our minds and improve our learning capabilities, then maybe we will



## Anchor Paper 15-B

be more successful in other areas, too! That's why when students eat food throughout the day, it helps our brains and imaginations to explore in more ways than one.

I strongly believe that students are not given enough credit to be responsible enough to consume food during classtime. Our teachers complain that we are too messy. Well, I greatly disagree with that. We have grown since we were younger; we have changed. Perhaps we used to act clumsy, but we have matured now. We're at an age where we take on more responsibility. I believe that responsibility can certainly be used toward cleaning up after ourselves from simply eating a snack! That's why I believe us students are not given the credit we deserve.

This is why I strongly believe that students should be allowed to eat snacks in the classroom. It would benefit us in many ways. It would alleviate us of our awful hunger pains, therefore, diverting our brains from that to advancing in our academics. As students, we deserve enough credit to respect the area around us while eating a snack. This is why I think that students should be allowed to enjoy snacks during the school day.

## **Anchor Paper 15-C**

### **Score Point: 5**

This response focuses on the topic by developing arguments in favor of students being allowed to eat snacks in the classroom. The organizational pattern includes effective transitional devices and provides for a progression of ideas. The paper has ample support and conveys a sense of completeness. The writing demonstrates a mature command of language, including precision in word choice: “feed the brain,” “replenishes our thinking,” “nagging hunger pains,” and “take on more responsibility,” and cause and effect reasoning: “If we were able to refresh our minds and improve our learning capabilities, then maybe we will be more successful in other areas, too!” There is variation in sentence structure, and sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.



## Anchor Paper 16-A

Snacks, everyone likes them so why not let us eat them? It's actually kind of stupid when you think about it, not letting us eat snacks in class I mean. Food can't really be considered a distraction if you let everyone eat it. Now if hearing people chewing is the problem then you should just send the people who are chewing loudly into a room full of other kids with no manners, after all the only reason you should be able to hear someone chew is if they are chewing with their mouth open, which is just plain disgusting. Now, I know just that reason alone probably won't get you to allow us to have snacks in class which is why I have come up with a few more reasons to try and persuade you into this.

Food can help you think. I mean let's face it, the later our lunch time is, the less we will be thinking about math problems or how to translate Spanish words into English. We'll be hungry and all of our focus will be on the clock waiting for lunch time. Trust me, I know I'm there almost every other day. Of course if we can have a snack to satisfy our hunger until lunch this would never have to happen. We'll be able to focus on things other than our empty stomachs. At the very least we should be able to have gum to at least get the flavor in our mouths, so that we won't have to taste the disgustingness of the flavor called nothingness in our mouths. Trust me I'm not sure why, but after a while of not eating anything

## Anchor Paper 16-B

a bad taste starts to form in your mouth, at least for me.

If that's not reason enough how about this? People like food, people like to share food, so why not let us eat food? Needs more details right? Thought so, wouldn't be a very good persuasive essay without details. For some people sharing food can be fun. If you don't really like the snack you have compared to something someone else has ask to share and then you can both be happy, and it's always good to be happy while your doing your work. If your angry you could possibly get distracted from doing your work. You can also try some new foods you've never had before and it's always good to discover a new yummy food! Not to mention all around eating can be fun if you are really hungry.

Now if you still need more reasons you are either really stubborn or I'm just no good at persuading people into things. If you hear someones stomach growling than that can be distracting. Not to mention it's not a very pleasant sound to hear. It's also a somewhat gross sound, I know I don't exactly thing someones stomach growling isn't music to my ears. People also tend to eat in class any way. So really it's kind of useless to have a rule against eating when people just go and do it anyway. Besides it isn't like you can kill someone by eating or hurt them. Unless you start a food fight. That could be a problem.

Now my last reason will hopefully persuade you if my other ones haven't. People will like you more. End of story. I mean people don't really like the principal, so why not do something to try to get them to

## Anchor Paper 16-C

### Score Point: 6

This writer focuses on the position that “It’s actually kind of stupid . . . not letting us eat snacks in class.” The organizational plan includes effective transitioning that provides a logical progression of ideas. The paper conveys a sense of wholeness with adherence to the main ideas: “Food can’t really be considered a distraction,” “Food can help you think,” “People like food,” “someones stomach growling . . . can be distracting,” and “People will like you more.” Development of support is substantial, with freshness of expression: “hearing people chewing . . . just plain disgusting,” “so that we wont have to taste the disgustingness of the flavor called nothingness in our mouths,” and “someones stomach growling isn’t music to my ears.” The writing demonstrates a mature command of language, using creative strategies appropriate to the purpose of the paper, such as rhetorical questions, a strong persuasive tone, sarcasm, intentional fragments, and the voice of authority: “trust me,” all of which involve the reader and enhance the writer’s point of view. Sentence structure is varied and complete, and few errors in the conventions of mechanics, usage, and punctuation are evident in this response.

## Qualifying Paper 9-A\*

Sitting in class, I watched the clock tick as my stomach sounded a deep rumble. I was starving, and both my stomach, and I knew that class wouldn't end for another thirty minutes. For the rest of the class period, all I could think about, was how great it would be, to be able to eat in class. With our minds concentrating on how hungry we are, it is very hard for students to pay attention in class. Now Ms. Principle, I think that if students were allowed to eat in class, not only our spirits would improve, but also our academic achievements.

Food is a worldwide comfort food. Sometimes people eat when they are sad, to try to make themselves feel better. Other times like at parties, people eat because it is a happy occasion. Many get-togethers of different types between friends, and family almost always include food. If food is such a big part in other large gatherings, then why not in classrooms? Having food in a classroom can brighten the spirit, and make students happy to be there. If students are happy to be in the classroom, then they are more likely to be willing to learn, than to take a mid-day snooze.

One of my closest friends is diabetic, and she is constantly having to leave the class to eat the foods that keep her type of diabetes under control. It does not disturb the class, because we know it has to be done, but sometimes she misses parts of the class that are very important. She even has to take time from her busy schedule to come after school. The children and teenagers who have her type of diabetes could all be saved from ever having to leave the classroom if the rule against eating in classrooms

## Qualifying Paper 9-B

was lifted. This simple rule can release many young adults from the treatorous trip to the nurse for food. Then my <sup>friend</sup> would be able to finally fit in.

When students are staring at the clock waiting for lunch, or dreaming about their chips ahoy, they probably aren't focused on the class. Remarkably, eating in class will actually help students instead of hurting them. On the rare occasions we have had bagel parties in classes, I have been more awake, alert, and enthusiastic. Students can now be learning a lesson, and enjoying themselves at the same time. Now as a principle, you may think this is a bad idea, because of spills and messes. Middle schoolers are much more responsible than they were in elementary school. Students would have already learned enough discipline to clean up their own messes. My mom always says, "There is never a spill too big for a paper towel!".

Eating in class will have a positive effect on student, that could be enough to improve grades. Food can calm down, and relax you for a mellow lesson, or it can excite you for an upbeat lesson. Whatever the occasion, food is there to help! I know that a principle like you is fair enough to give everything a fair chance. Once the program starts, it can help students, teachers, and yes, even you! Why wouldn't you want to try something that can only help you?

## Qualifying Paper 9-C

### Score Point: 6

Beginning with a personal anecdote that draws the reader into the writing situation, this response is clearly focused on the position that “Eating in class will have a positive effect on student.” The organizational plan includes effective transitional devices that provide for the logical progression of ideas. The writing demonstrates a mature command of language, with substantial support for the arguments by employing elaborated personal examples: “my stomach sounded a deep rumble . . . all I could think about . . . to be able to eat in class” and “One of my closest friends is diabetic . . . misses parts of the class . . . teenagers who have her type of diabetes could all be saved.” The writer utilizes creative writing strategies appropriate to the purpose of the paper. Freshness of expression is presented through, but is not limited to, rhetorical questions, comparison and contrast, a quotation representing a voice of authority, alliteration, and attention to the intended audience. Sentences are varied, and few errors occur.



## Anchor Paper 18-A

Through the door into the fluorescent lights of the hallway, past the cafeteria and the fourth door on the left. You open the door and you are standing in my classroom. I am [Mr. Jones] and snacks should not be allowed in the classroom. The kids may enjoy the thought of a new rule to allow this, but I think that this is perposterous. Think about it, snacks will get in the way of the learning process, they will likely make the custodians unhappy, and the children's dental hygiene could be on the line. Come and let me show you the horrors of children eating snacks in class.

First of all, the classrooms could become unsanitary before a week has passed. They will unwrap their pre-packaged snacks and where will the wrappers go? I have a hard time getting my students to throw scrap paper away. Not to mention that many of these foods leave large deposits of crumbs on my carpet, and these crumbs can attract ant, mice, and other "creepy crawlies" that are unpleasant to have running about. The hard to clean carpets and posts will have the custodians storming out of this school in a heartbeat.

This new rule will interfere with my teachings as well. They will be spending time unwrapping their next candy when they should be answering a math problem. They will be so fixated onto their snacks that my teachings will not help them later in life where they will look back and say "I wish that I had paid attention in that class." The ones that do want to

## Anchor Paper 18-B

Learn something will not be able to because of the annoying crackle of the plastic wrappers getting in the way.

Lastly, the children's health will be impacted by this. They will eat all of that tooth-rotting scum and they won't be able to brush or floss their teeth.

They will get cavities and many other tooth related deteriorations. Their physical health as well because like brushing and flossing, they will not be able to exercise those extra calories off during lessons. Those sugary and fatty snacks will build up and the children can become overweight.

Thank you for reading this Mr. Principal, I hope that you will strongly consider not allowing the students to eat snacks, because, as I have said, it gets in the way of just about everything, even their health. I stand beside my beliefs, and I believe that the school will be a nicer, cleaner, healthier school if you do not allow the students to eat snacks in class.



## Anchor Paper 18-C

### Score Point: 6

Written from the perspective of a teacher, this response is focused on “the horrors of children eating snacks in class.” The paper conveys a sense of completeness and adherence to the main ideas: “classrooms could become unsanitary,” “This new rule will interfere with my teachings,” and “childrens health will be impacted.” The organizational plan, with some effective transitional devices, provides for a logical progression of the arguments. The support is substantial and includes specific details: “Flourescent lights of the hallway,” “large deposits of crumbs on my carpet,” and “tooth-rotting scum.” The writer uses creative writing strategies appropriate to the purpose of the paper: alliteration, rhetorical questions, a quotation, and a plea to “Mr. Principal.” The writing demonstrates a mature command of language with freshness of expression: “The hard to clean carpets and pests will have the custodians storming out of this school in a heartbeat” and “I stand beside my beliefs, and I believe that the school will be a nicer, cleaner, healthier school.” Sentence structure is varied, and sentences are complete. Few, if any, convention errors occur in mechanics, usage, and punctuation.



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