

PEARSON

Virginia Standards of Learning High School Writing

Composing and Written Expression Anchor Set with Annotations

Anchor A-1

I believe that first impressions are important. First impression show people who you really are. It is important that when you meet someone you give off your best. First opinions are hard to change. whether you come off as a nice person or a rude

Anchor Paper 1

Score Point 1

Although the writer addresses the issue of first impressions (*first impressions are important*), he or she fails to draw any conclusions or address any counterclaims. The very brief response contains little or no evidence to support its claims (*First impression show people who you really are. It is important that when you meet someone you give off your best. First opinions are hard to change*). The writer's lack of control over vocabulary, information, and sentence variety prevents both tone and voice from emerging (*nice person . . . show people . . . is important*). **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus meriting a score point 1.**

Anchor A-2

What Thomas Jefferson wrote to "Determined never to be idel... It is wonderful how much may be done if we are always doing." may mean something to him; being his opinion. From what he's saying may be true, everyone can accomplish something for what they have done, like for instance: to help others or to finish something important.

My opinion to what he is saying might mean that everyone has their own different way by accomplishing something on their own paste. Some people maybe slow on what they do and get things done that way, and for some other people maybe the opposite, they would know what they're doing and get things done faster than others.

When we do something and getting it done, we do accomplished things way more faster. The more we finish something, the more greater feeling we get in ourselves like being proud. But no, that may not be true. Accomplishing something may be hard for some other people.

People that get things done are usually the people that want to succeed on their work, without slacking off. They would always stay on task and accomplished with what they got to do. For those people that don't accomplish something on time usually maybe really busy with many things and not getting the other things finished.

For that it is always a good thing by accomplishing something more, because we get to get things done and not having to worried about anything else.

Anchor Paper 2

Score Point 1

This response fails to focus on a position and does not adapt content to purpose. Though it appears the writer makes occasional attempts to address counterclaims, little or no elaboration and failure to organize ideas renders these efforts inappropriate (*My opinion to what he is saying might mean that everyone has their own different way by accomplishing something on their own paste. Some people maybe slow on what they do and get things done that way, and for some other people maybe the opposite, they would know what they're doing and get things done faster than others*). Conclusions are not drawn. Major digressions, shifts in point of view, and the absence of transitions connecting ideas result in little or no unity throughout the response (*When we do something and getting it done, we do accomplished things way more faster. The more we finish something, the more greater feeling we get in ourselves like being proud. But no, that may not be true. Accomplishing something may be hard for some other people*). The writer's lack of control over vocabulary, information, and sentence variety prevents both tone and voice from emerging (*everyone can accomplish something . . . finish something important . . . we do something . . . getting it done . . . accomplished things . . . not getting the other things finished*). **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus earning a score point 1.**

Anchor A-3

Dear Mr. Pricipal, changing the school lunch menu is a great deal to talk about. The food in our cafeteria is gross on most days, but delicious on others. So if you choose to change our lunches to a healthier eat, then i am all for it! Some students may not like the change, but they need to realize that they eating healthier, can lead to a more active life, and im pretty sure that they wont miss their favorite lunch that much because even though its the tastiest, but its also the grossest looking at the same time.

Anchor Paper 3

Score Point 1

Although the writer addresses the issue of changing the school lunch menu (*Dear Mr. Pricipal, changing the school lunch menu is a great deal to talk about. . . . So if you choose to change our lunches to a healthier eat, then i am all for it!*), he or she fails to draw any conclusions. Though the writer makes a brief attempt to address counterclaims, little or no elaboration renders his or her efforts inappropriate (*Some students may not like the change, but they need to realize that they eating healthier, can lead to a more active life, and im pretty sure that they wont miss their favorite lunch that much because even though its the tastiest, but its also the grossest looking at the same time*). The response's brevity leads to a failure to organize ideas. The writer's lack of control over vocabulary, information, and sentence variety prevents both tone and voice from emerging (*The food in our cafeteria is gross on most days, but delicious on others*). **The writer demonstrates little or no control of the features of the Composing/Written Expression domain, thus warranting a score point 1.**

Anchor A-4

Have you ever been asked if it is better to have a good outlook on life? that it will give you higher chance of success? Well I have and i think I have come to a conclusion.

Life is hard for a lot of peolpe today. i mean we have the stockk market crash, and we went into a resesion. People these days don't have money like they uses too.

Houses are getting forclosed on left and right it is really sad to see.

Besides all of that i think it is still important to stay positive. Althought everything went to bad you have to truly beleive it will come back. If you keep a positive additude then you will keep trying to better yourself. While people that don't have that positive additude thay become depressed and that is not a healthy way to live life.

I you keep a good outlook on life you will see yourself slowly but surly start to succes. This will keep you in good health too, it is a prooven fact. If you have a positive addidute you go out and try new and exciting things.

thats why i think it is important to have a positive outlook on life. maybe yours is different I don't know.

Anchor Paper 4

Score Point 2

Although the writer takes a position (. . . *why i think it is important to have a positive outlook on life*), he or she inconsistently adapts content to the audience and offers no counterclaim to further his or her argument. Conclusions are drawn, but often in very limited fashion (*I you keep a good outlook on life you will see yourself slowly but surly start to success. This will keep you in good health too, it is a prooven fact*). There is some evidence that suits the intended purpose or elaborates the writer's position (*Althought everything went to bad you have to truly beleive it will come back. If you keep a positive additude then you will keep trying to better yourself*), but the writing mainly consists of a list of general, underdeveloped statements (*i mean we have the stockk market crash, and we went into a resesion. People these days don't have money like they uses too. Houses are getting forclosed on left and right it is really sad to see. Besides all of that i think it is still important to stay positive*). A weak lead and nearly nonexistent closure (*maybe yours is different I don't know*) detract from the overall unity of the response. Inconsistent tone results from a lack of sentence variety, limited word choice, and repetitiveness (*Life is hard . . . went to bad . . . it will come back . . . positive additude . . . start to success*). **The writer demonstrates inconsistent control of several of the Composing/Written Expression features, receiving a score point 2.**

Anchor A-5

In my opinion i would rather work alone because i do not like the hassle with other people and what they think is best for me to write down or put as an answer. I have always been to myself and not that much of a socializer since i started school. Another reason why i like to work by myself is because when people have disagreements they usually argue and fuss at each other because they think the other person is wrong and they are right and do not want to deal with that. People talk more when in groups and don't pay that much attention to the teacher but if you're working alone you can focus on the teacher and not be distracted by other people. The work they're doing will not be accomplished as the teacher wanted it to be and when i work alone on a assignment my grade is much better than it would be if i worked in a group because I am not distracted by anyone and i can give my assignment and the teacher all the attention. In conclusion working in groups is not a good idea, let the students work by themselves and get the work done much easier.

Anchor Paper 5

Score Point 2

The writer focuses on a position (*In my opinion i would rather work alone*) but inconsistently adapts content to audience and purpose. No attempt is made to address counterclaims, and conclusions are drawn mostly through personal anecdotes and observations. There is limited evidence that suits the intended purpose or elaborates the writer's position. This paper offers a list of general, underdeveloped statements (*I have always been to myself and not that much of a socializer since i started school. Another reason why i like to work by myself is because when people have disagreements they usually argue and fuss at each other because they think the other person is wrong and they are right and do not want to deal with that*). A weak lead and closure detracts from the overall unity of the response (*In conclusion working in groups is not a good idea, let the students work by themselves and get the work done much easier*). The writer exhibits inconsistent tone or voice as a result of limited word choice and descriptive language (*hassle with other people . . . talk more . . . much better*). Wordy and overcoordinated sentences diminish rhythmic flow. **The writer demonstrates inconsistent control of several of the Composing/Written Expression features, meriting a score point 2.**

Anchor A-6

What do you think the driving age should be? the driving age should be 21 to 30 because there less at rick for accidents. I'm going to tell why it should be that way.

One reason is high risks at drinking. For example, teen are the most ones that drank and drive there for when u get older u cant handled that much alcohol in your system, they don't do much when there older. That's why its safer for the driving age to be 21 to 30.

Another reason is high rick of accidents. For example, teens go to party's and they get drunk then they have the drive home and can cause an accident and not even knowing they did cause there so drunk to realized it. That why this should let teenagers drive as much.

Finial, going over the speed limit. When teens get their car they want to show it off and how fast it can go. For example, speed race on the normal highways they race them because they want to show that there car is better. That's why they should not let teens on the road because they cause more accidents then other groups of people.

They should raise the age but not to teens like to the 20ns or 30s age group because they are lease involved with speeding, drinking, or having accidents. some teens or safe at driving but most of then are not. That's why it should be in the older group of people driving on the roads.

Anchor Paper 6

Score Point 2

The writer focuses on a position (. . . *its safer for the driving age to be 21 to 30*), but tends to support his or her points as well as to draw conclusions with underdeveloped statements (*Another reason is high rick of accidents. For example, teens go to party's and they get drunk then they have the drive home and can cause an accident and not even knowing they did cause there so drunk to realized it. That why this should let teenagers drive as much*). The writer does not make any efforts to address counterclaims. Although ideas are organized by paragraphs, the lead and closure paragraphs are weak (*What do you think the driving age should be? the driving age should be 21 to 30 because there less at rick for accidents. I'm going to tell why it should be that way*). Sentence variety is often lacking (*One reason is . . . For example . . . Another reason is . . . For example. . . Finial . . . For example*), and bland word choice characterizes the piece (*I'm going to tell why it should be that way*). **The writer demonstrates inconsistent control of several of the Composing/Written Expression features, earning a score point 2.**

Anchor A-7

Many students become involved in extracurricular activities to enrich their educational experience; However, many students become involved in so many activities that they have little or no time to complete homework and school assignments.

The decision regarding extracurricular involvement should be left to students and their families simply, because the students are participating in these extracurricular activities; students choose to participate in these events to help make the world a better place by doing things such as: Community service, Helping the elderly, and Volunteer work.

These activities can be a great way to enrich and enhance an student's educational experience, just based on the events they acknowledge and participate in. Thus, looking good on your college application at top schools all over the United States. not only will it look good on your application but it would also be good for your school records.

These activities that students participate in can have a negative effect on your school homework assignments. But, students and should learn how to balance school work and extracurricular activities in order to maintain a well grade point average; families can control the outcome of events that his\her child is participating in.

Anchor Paper 7

Score Point 2

In this essay the writer takes a position (*The decision regarding extracurricular involvement should be left to students and their families*) but inconsistently adapts content to the audience. Conclusions are often limited (*Thus, looking good on your college application at top schools all over the United States. not only will it look good on your application but it would also be good for your school records*). Although not with great clarity, the writer does address the counterclaim (*These activities that students participate in can have a negative effect on your school homework assignments. But, students and should learn how to balance school work and extracurricular activities in order to maintain a well grade point average; families can control the outcome of events that his\her child is participating in*). Limited evidence elaborates the writer's position (*These activities can be a great way to enrich and enhance an student's educational experience, just based on the events they acknowledge and participate in. Thus, looking good on your college application at top schools all over the United States*). Ideas are organized in a limited manner (*The decision regarding extracurricular involvement should be left to students and their families students choose to participate in these event to help make the world a better place*). The writer exhibits inconsistent tone as a result of limited word choice and repetitiveness (*not only will it look good on your application but it would also be good for your school records*), although some selected information is present (*Helping the elderly. . . top schools all over the United States . . . learn how to balance school work and extracurricular activities*). **The writer demonstrates inconsistent control of several of the Composing/Written Expression features, earning a score point 2.**

Anchor A-8 • Page 1

Some schools have a program that allows students to graduate early. My school personally has this program. I thought about taking this program, but I did not because I wanted to graduate school with my class that I have been with all through middle and high school. This program also requires that you take summer classes and I don't like the fact of having school during the summer. This is a good program for the students that do want to go into the work force early or for students that want to make some extra money and graduate early.

In my opinion I do like the idea of graduating early, but I don't like the fact of having classes during the summer. Summer school is a bad thing in my eyes for many different reasons. For one, you have to pay for the classes that you take during summer school, so graduating early makes you pay a little bit more money. Another reason why I don't want to graduate early is because I like my graduating class that I am in and I don't want to lose my friends earlier than I have to. So in my opinion graduating early is a bad thing.

On the other hand, some people think that graduating early is a good thing. When you graduate early you get to have the fact of getting out into the work force early. When you get out into the work force early you get more money, but also it is a little bit harder to find a job because you are so young and inexperienced. Also, if you graduate early you get to go to college earlier, but that can be a bad thing because you won't know what to expect because in summer school the teacher don't tell you what it is going to be like.

So overall in my opinion graduating early is a bad thing because you cant have the experience of having that big senior year. Also, you don't have the advantage of graduating with your friends that you made all through middle school and high school.

Anchor A-8 • Page 2

Anchor Paper 8

Score Point 3

This essay focuses on the clear position that “overall . . . graduating early is a bad thing.” The writer draws reasonable conclusions (*When you get out into the work force early you get more money, but also it is a little harder to find a job because you are so young and inexperienced*) and addresses counterclaims (*I thought about taking this program, but I did not because I wanted to graduate school with my class that I have been with all through middle and high school. . . . This is a good program for the students that do want to go into the work force early or for students that want to make some extra money and graduate early*). Reasons and examples given to defend the position are relevant and advance the argument (*In my opinion I do like the idea of graduating early, but I don't like the fact of having classes during the summer. Summer school is a bad thing in my eyes for many different reasons. For one, you have to pay for the classes that you take during summer school, so graduating early makes you pay a little bit more money. Another reason why I don't want to graduate early is because I like my graduating class that I am in and I don't want to lose my friends earlier than I have to*). Though a few minor digressions occur (*Also, if you graduate early you get to go to college earlier, but that can be a bad thing because you won't know what to expect because in summer school the teacher don't tell you what it is going to be like*), the writer uses transitions to connect ideas within and across paragraphs. Although some wordiness and imprecise language are present, sentence variety establishes a rhythmic flow throughout the piece (*When you graduate early you get to have the fact of getting out into the work force early. When you get out into the work force early you get more money, but also it is a little bit harder to find a job because you are so young and inexperienced*). **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, receiving a score point 3.**

Anchor A-9

While completing high school early may allow students to enter college and the workforce early, it reduces the quality of education that students receive and should therefore not be encouraged.

Many opportunities are available in high school that are not accessible to students in college or the workforce. For example, high schools sports generally allow a greater percentage of the student body to participate than do postsecondary universities. While many sports teams are available in post-secondary education, only a very small number of athletes qualify to participate.

In addition to increased access to extra-curricular activities, also better prepares students for future endeavors in both college and the workforce. Many high school clubs, such as the Future Farmers of America and the Future Business Leaders of America, prepare students for vocations after high school. Challenging classes, such as Advanced Placement courses, teach students valuable study skills and allow them to earn college credits for a much lower cost than universities provide.

While students who enter the workforce early may gain one more year of paychecks than do students who remain in high school, the advantage is quickly negated. Extra classes provide a superior education that allow students who remain in high school to demand higher wages than those who graduate early. For students who choose to remain in high school instead of attending a university early, additional course credits allow them to accel above early high school graduates.

In my opinion, the benefits of superior access to extra-curricular activities and vocational training outweigh the benefits of an extra year of earning an income. For these reasons, students should remain in high school and not graduate early.

Anchor Paper 9

Score Point 3

The writer of this essay focuses on a clear position and draws reasonable conclusions (. . . *the benefits of superior access to extra-curricular activities and vocational training outweigh the benefits of an extra year of earning an income. For these reasons, students should remain in high school and not graduate early*). The student addresses counterclaims (*While completing high school early may allow students to enter college and the workforce early, it reduces the quality of education that students receive and should therefore not be encouraged*). Reasons and examples given to defend the position are relevant, though elaboration is occasionally thin (*In addition to increased access to extra-curricular activities, also better prepares students for future endeavors in both college and the workforce. Many high school clubs, such as the Future Farmers of America and the Future Business Leaders of America, prepare students for vocations after high school. Challenging classes, such as Advanced Placement courses, teach students valuable study skills and allow them to earn college credits for a much lower cost than universities provide*). Some specific word choice and selected information help create tone and enhance the writer's voice (*While students who enter the workforce early may gain one more year of paychecks than do students who remain in high school, the advantage is quickly negated*). **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, warranting a score point 3.**

Anchor A-10• Page 1

While some businesses have adopted a four day work week successfully, schools should not. Businesses using this practice do get many advantages such as a day off they don't normally get. Schools though, would be losing more time than they would be gaining with this schedule. Schools should not adopt this schedule because, there is already 5 days of school, each school day consists of 10 hours, and one day off per week is not enough of an incentive.

Five days of school per week is already a very strong system. This allows students two days on the weekends to relax and socialize away from school. With a four day school week it would cram too much school in one period of time. While an extra day off would be nice initially, students would come to see how difficult it can be to force so much work into so little a space.

One other problem of a four day schedule is the ten hours per day. For a business this is a good amount of time for workers to get their job done and see their families. For school children though, this can be a very large and abrasive amount of time. It would give kids less time to go home and do homework and to see their friends and families.

In a business environment one day off is a monumental amount of time for workers to relax and take time off. For schools this would not be the same incentive. Once students saw the amount of hours being put into the four days, they would realize that one day off is not worth it. Teenagers and children would much rather spread their workload across an extra day to get more hours free total.

As a whole the concept of a four day, 10 hour schedule is very smart. This is very well suited for businesses and private institutions. Unfortunately this does not transfer well to a school schedule. Kids would be pushed past their limits with a schedule adding four extra hours per day, for only one day off. The schedule in place for schools is very well proportioned and will continue to give kids the right amount of free time and school for a very long time.

Anchor A-10• Page 2

Anchor Paper 10 Score Point 3

This essay adopts the clear position that “schools should not adopt this schedule” of four ten-hour days and generally adapts its content to audience, purpose, and situation. It draws reasonable conclusions, as in how a ten-hour day would pose a problem for students (*It would give kids less time to go home and do homework and to see their friends and families*). The student addresses counterclaims (*While some businesses have adopted a four day work week successfully, schools should not. Businesses using this practice do get many advantages such as a day off they don't normally get. Schools though, would be losing more time than they would be gaining with this schedule*). Reasons and examples given to defend the position are relevant (*Five days of school per week is already a very strong system. This allows students two days on the weekends to relax and socialize away from school. With a four day school week it would cram too much school in one period of time. While an extra day off would be nice initially, students would come to see how difficult it can be to force so much work into so little a space*). Though not sophisticated, the lead and closure do exhibit some skill. Some variation in sentence structure creates a rhythmic flow that occurs throughout most of the piece (*Once students saw the amount of hours being put into the four days, they would realize that one day off is not worth it. Teenagers and children would much rather spread their workload across an extra day to get more hours free total*), and some specific word choice and selected information help enhance the writer's voice (*Kids would be pushed past their limits with a schedule adding four extra hours per day, for only one day off*). **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, receiving a score point 3.**

Anchor A-11• Page 1

A change in school lunch would be good. A great number of students complain about school lunch all the time. Their grades are also effected because of lunches. It would be a good change because the food truely is unhealthy, it does not taste very good to begin with, and if it were a better quality it may help the students.

The food that is fed to students at lunch is extremely unhealthy. For example, the cheeseburgers, chicken nuggets, and pizzas that are fed to them everyday are full of grease. This is because the food is a very low quality brand and grade when it is purchased. The school does not purchase very many healthy choices anyway. The only way to have something healthy is to buy just that. If one buys a pizza, they get fries and that is it. The same goes for when one buys chicken nuggets or a cheeseburger.

Taste is a very important thing when eating because who wants to eat something that tastes bad. The food menu is such a low quality already that it often does taste bad. Every now and then when eating a cheeseburger or chicken nugget one will bite and chew and there will be something hard like a rock, most possibly bone, in his or her food. Most items are undercooked or over cooked as well. Pizza may be burnt while the fries are soggy and flimsy.

A better quality menu may help students in the long run as well. There would be healthier options which would mean less fats and grease which would help with child weight issues. Students would not be as tired as they are because greasy and fatty foods do make humans tired. This is because your body has to do more work to break down your food than it is getting from the food. If the food were healthier and they werent so tired then they may be able to stay more focused and would be able to pay better attention in class and this would help them to get better grades.

Students would do a lot better and feel a lot better if the school had a better lunch menu. Having food that is unhealthy is bad for you and having food that doesnt taste very good is quite pathetic; however, if the food was helathier, it could help students in many ways. Help that is needed in the world today. Especially considering the youth are the ones who will one day be running this planet.

Anchor A-11• Page 2

Anchor Paper 11

Score Point 3

The writer of this response focuses on a clear position (*Students would do a lot better and feel a lot better if the school had a better lunch menu*). He or she generally adapts content to the purpose of defending the essay's position to the reader. Although no attempt is made to address counterclaims, the essay contains relevant evidence to support its position, though elaboration is somewhat uneven in that the paragraph on food quality is not as well developed as the subsequent body paragraphs on the lunches' taste and nutritional value. The essay employs transitions to connect ideas within and across paragraphs and to draw reasonable conclusions (*A better quality menu may help students in the long run as well. . . . Students would not be as tired as they are because greasy and fatty foods do make humans tired. This is because your body has to do more work to break down your food than it is getting from the food. If the food were healthier and they weren't so tired then they may be able to stay more focused and would be able to pay better attention in class and this would help them to get better grades*). Some variation in sentence structure creates a rhythmic flow that occurs throughout most of the piece, and some specific word choice and selected information help enhance the writer's voice (*Every now and then when eating a cheeseburger or chicken nugget one will bite and chew and there will be something hard like a rock, most possibly bone, in his or her food. Most items are undercooked or over cooked as well. Pizza may be burnt while the fries are soggy and flimsy*). **The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features, meriting a score point 3.**

Anchor A-12• Page 1

Let's be honest, teenage accident rates and mortality rates have increased dramatically over the years. No matter how much they try, parents and law enforcers cannot protect teens all the time, especially from themselves. As a result, the legislature has proposed an increased driving age from sixteen to eighteen to try to alleviate these issues. I believe increasing the minimum driving age will help protect our citizens by better preparing drivers, increasing safety for motorists, and setting a higher level of maturity on the road.

Although it may seem cruel to teens, raising the minimum driving age will allow drivers to become better prepared. In school drivers education classes are wonderful, but I do not believe it should just be crammed into one semester. By exposing teens to drivers education classes from the age of fifteen to eighteen, they will retain more of the information. For example, a student that is skimmed by in drivers education for one semester may encounter an unfamiliar road sign or may not pay attention to posted road aids, which can result in a fatal crash. On the other hand, a student who has been familiarized with different road signs and their meanings over several years will be more likely to be ready to follow their specific instructions.

Increased safety is another major concern that can be addressed with an increased minimum driving age. The older teens become the more they realize that they are not going to live forever. A younger driver is more likely to take risks that endanger, not only their own life, but the lives of their passengers. Whereas an older driver will understand and appreciate life more and not risk the emotional, physical, and legal ramifications of a reckless accident. A younger driver just does not understand how precious life is; they can hurt or kill someone else.

Most importantly, increasing the minimum driving age will ensure more maturity on the road. It is undeniable that an eighteen year old is much more mature than a sixteen year old. Therefore, the older driver will be ready to handle any situation that could happen while driving. For example, if a sixteen year old driver was in a minor accident, first, they would overreact and it would take time for the police officer to calm them down. Secondly, if the officer did not call the driver's parents, the teen is likely to lie about the situation to prevent being in trouble. However, an older driver in the same scenario would remain calm and be responsible about the accident. They would tell the truth to their parents, knowing that honesty really is the best policy.

There is no disputing that safety on the roads needs to be a priority. Our young citizens are hurting and killing themselves on the road. I support our legislatures consideration of an increased driving age. I truly believe that it would allow drivers to be better prepared, increase motorists' safety, and set a higher maturity level on the road. We have to try to protect the future of America, even if it is from themselves.

Anchor A-12• Page 2

Anchor Paper 12

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features. The writer draws effective conclusions and addresses counterclaims when appropriate (*Although it may seem cruel to teens, raising the minimum driving age will allow drivers to become better prepared. In school drivers education classes are wonderful . . .*). The response contains precise and relevant evidence that clarifies and defends the writer's position and clearly elaborates ideas, as well as purposeful transitions to connect ideas (*It is undeniable that an eighteen year old is much more mature than a sixteen year old. Therefore, the older driver will be ready to handle any situation that could happen while driving. For example, if a sixteen year old driver was in a minor accident, first, they would overreact and it would take time for the police officer to calm them down. Secondly, if the officer . . .*). A rhythmic flow throughout the piece results from the purposeful variation of sentence construction for effect. The response contains precise and relevant evidence (*I support our legislatures consideration of an increased driving age. I truly believe that it would allow drivers to be better prepared, increase motorists' safety, and set a higher maturity level on the road*) that suits the intended purpose and audience. **Consistent control of the Composing/Written Expression domain's features is evident throughout, and the response receives a score point 4.**

Anchor A-13• Page 1

Several cultures around the world expect their youth to decide their exact future before graduating high school. The thought process behind this, as near-sighted as it is, is that it aids the child in working towards careers and planning their lively hood after schooling. The problem with planning this life decision too soon is that it does not consider any of the following: variables of the job market, the climax of cognitive function does not occur until one's late 20's, or suppression of personal interests and creativity.

Job availability is fickle and is completely dependent on things such as on how well an area's economy is faring, the discovery of new practices and resources, and the invention of new technology. Upon deciding a career, it is important for one to consider the job's outlook, meaning how needed the specific career is in the future. This is often shown as a percentage of predicted increase in the next 4-8 years, which is calculated by census takers in regards to how well it did in the past. While it does have some credibility because it goes by terms of precision, it in no way can be confidently accurate each and every time because a country's economy is affected by an unfathomable amount of variables. These variables can include war or other foreign affairs, the obseletion of old technologies as newer ones are created, or even simple consumer demand of products. By deciding on a job career at an early age there is always the risk of the availability of the chosen career diminishing or being changed into something else, such as how supply and demand changed the farmer's focus from quality to quantity.

It is well known that one's mental capabilities are not fully reached in till their late 20's. By having a child, who biologically possesses an immature brain, decide what they will do for an income before they are adequately developed, the society forcing them to decide is allowing a presence of error to exist in the youth's lives. For example, it is possible that halfway through an individual's college experience, one might discover they developed an extreme talent of memorizing long speeches in a different language when they used to struggle to remember certain phrases. Or even, suddenly an individual who struggled with math their entire life miraculously develop a talent with dealing with numbers. It may sound extreme, but teachers constantly tell their students stories of how they changed majors in college because they found they had skills that used to be vacant. It would be difficult for an individual forced to decide what they will study in college to change their minds because they would have worked more than half of their life to achieve their previous decision. It is important to have dreams of future occupations, but due to the brain still having unreached potential when the child is pushed to make a decision, the society is ceasing the child's dreams and replacing them with blurry goals of uncertainty.

Societies that force their youth to decide what they will do for a living are replacing the "road to accomplishment" with a railroad that suppresses creativity, neglects to allow for the mind to reach maturity, and one that does not allow for variables in its very own society. It is important to continue planning on what one should do with their life all throughout their schooling but by rushing the decision, the society is impacting their own community negatively.

Anchor A-13• Page 2

Anchor Paper 13

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features. In addition to drawing effective conclusions (*By deciding on a job career at an early age there is always the risk of the availability of the chosen career diminishing*), the essay appropriately addresses counterclaims (*The thought process behind this, as near-sighted as it is, is that it aids the child in working towards careers and planning their lively hood after schooling. . . . It is important to continue planning on what one should do with their life all throughout their schooling but by rushing the decision, the society is impacting their own community negatively*). The response contains precise and relevant evidence that suits the intended purpose and audience, and clearly elaborates ideas (*For example, it is possible that halfway through an individual's college experience, one might discover they developed an extreme talent of memorizing long speeches in a different language when they used to struggle to remember certain phrases. . . . It may sound extreme, but teachers constantly tell their students stories of how they changed majors in college because they found they had skills that used to be vacant. It would be difficult for an individual forced to decide what they will study in college to change their minds because they would have worked more than half of their life to achieve their previous decision*). The writer uses highly effective and purposeful transitions to connect ideas within and across paragraphs and demonstrates a strong lead and closure. All of the parts of the paper contribute to the dominant idea, resulting in overall unity. Despite occasional lapses into wordiness, highly specific word choice, selected information, and descriptive language create a purposeful and appropriate tone that enhances the writer's voice (*Job availability is fickle and completely dependent on things such as how well an area's economy is faring, the discovery of new practices and resources, and the invention of new technology. Upon deciding a career, it is important for one to consider the job's outlook, meaning how needed the specific career is in the future*). **Consistent control of the Composing/Written Expression domain's features is evident throughout, and the response receives a score point 4.**

Anchor A-14• Page 1

Some schools use cell phones in the classroom for educational purposes. While cell phones allow students to easily access the Internet for information relevant to the topics they are learning and to communicate among themselves and with their teachers quickly, cell phones also allow easy access to the Internet for information that could be used for cheating or other negative activities, have several applications that prove to be distractions to students, and allow fast communication for the purposes of socializing. These are all major impediments to learning. Owning a cell phone myself, I can say that cell phones generally provide a distraction, and when combined with learning, I often get sidetracked with using my cell phone for irrelevant purposes. As a student owning a cell phone, I assert that students should not be allowed to possess cell phones while in the classroom.

Most students in this technological age use the Internet for homework and other educational activities; cell phones provide an easy access to the Internet. However, the simpleness and the quickness with which a student can gain access to the Internet allows ample room for cheating. Furthermore, many students are able to input words into their phones without looking, making it more difficult for teachers to catch them in the act of cheating. The Internet also allows students to post harmful information about other students. Websites such as Twitter and Facebook let students send derogatory pictures and words to other people, letting harmful activities such as bullying spread. Such easy access to the Internet generally provides a distraction to students, which leads to the topic of similar engaging applications that also prove to be negative to a learning environment.

Cell phones allow people to use applications that provide entertainment such as music and games. While classical music and some educational games can stimulate the brain, students are prone to playing more "fun" music and games. Upbeat music can help keep students happier and perhaps more enthusiastic, but it invokes a convivial mood and is often played loudly, which mainly serves to distract students. Several students engage in playing video games, and I myself love to play colorful games with loud music, like most other students. However, games are addicting and time-consuming; game applications would only serve to further distract students from learning. Other applications that also prompt distraction would be phone and texting apps.

Using cell phones for calling and texting is a very efficient way of communicating, and cell phones allow students to quickly ask teachers for information on homework assignments and class lectures. However, cell phones are most commonly used for socializing, rather than for sending work-related messages. I lead quite a social life as a teenager, and I use my cell phone mostly for calling and texting my friends. So many students want a cell phone for the purpose of communicating with friends and use them mainly for that purpose, so cell phones in the classroom would certainly provide a distraction for that reason.

Cell phones are wonderful inventions that provide all the conveniences of a telephone: fast, efficient communication and quick access to information. Those very conveniences prove to be distractions to students, who can abuse those boons for cheating, entertainment, and socializing. These all negatively impact the

Anchor A-14• Page 2

learning environment that is ideal to a classroom setting, so it is best if students were to keep their cell phones away from school.

Anchor Paper 14

Score Point 4

Consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features occurs all throughout this response. The writer draws effective conclusions about cell phone use in a classroom and addresses counterclaims when appropriate (*Most students in this technological age use the Internet for homework and other educational activities; cell phones provide an easy access to the Internet. However, the simpleness and the quickness with which a student can gain access to the Internet allows ample room for cheating. Furthermore, many students are able to input words into their phones without looking, making it more difficult for teachers to catch them in the act of cheating*). The response contains precise and relevant evidence that clarifies and defends the writer's position and clearly elaborates ideas (*I lead quite a social life as a teenager, and I use my cell phone mostly for calling and texting my friends. So many students want a cell phone for the purpose of communicating with friends and use them mainly for that purpose, so cell phones in the classroom would certainly provide a distraction for that reason*). Unity is evident in that all of the parts of the paper contribute to the dominant idea. A rhythmic flow throughout the piece results from the purposeful variation or repetition of sentence construction for effect (*Several students engage in playing video games, and I myself love to play colorful games with loud music, like most other students. However, games are addictive and time-consuming; game applications would only serve to further distract students from learning. Other applications that also prompt distraction would be phone and texting apps*). Selected information that creates a purposeful and appropriate tone enhances the writer's voice (*Websites such as Twitter and Facebook let students send derogatory pictures and words to other people, letting harmful activities such as bullying spread. Such easy access to the Internet generally provides a distraction to students, which leads to the topic of similar engaging applications that also prove to be negative to a learning environment*). **Consistent control of the Composing/Written Expression domain's features is evident throughout, and the response receives a score point 4.**