



Delaware Department of Education

Performance Tasks

ANNOTATED STUDENT WORK

FOR

GRADE 6

October 2013

Compiled by:

Carolyn Lazar, Ed.D.
Education Associate – ELA
Assessment

Denise Weiner
Education Associate – ELA
Assessment

**Delaware Department of Education
Accountability Resources Workgroup**
401 Federal Street, Suite 2
Dover, DE 19901
(302) 735-4090

Table of Contents

Introduction	1
Grade 6 Writing Prompt	3
Grade 6 Argumentation/Opinion Rubric.....	4
Annotated Student Work	7

INTRODUCTION

Introduction

In the spring of 2013, teachers in Delaware volunteered to try performance tasks, developed by the Reading and Writing Project at Teachers' College, with their students.

These performance tasks are located at

<http://readingandwritingproject.com/resources/assessments/performance-assessments.html>

In July, teachers from throughout the state participated in a professional development opportunity, scoring samples of student work using the Delaware writing rubrics. At this range-finding, the papers were scored analytically. The following grade 6 samples are accompanied by the score point assigned for each trait and annotations illustrating the rationale for that score point.

We encourage you to try these performance tasks with your students and use the annotated student work to guide the scoring and discussion of your students' work.

We greatly appreciate the time and effort of the following teachers who participated in this project. Our thanks to

- Joann Miller, Bedford Middle School, Colonial School District
- Linda Darlene Buckles, Milford Middle School, Milford School District
- Karen Willey, Sussex Academy for the Arts and Sciences, Charter
- Michelle Bates, Henry Middle School, Capital School District
- Crystal Bostick, Springer Middle School, Brandywine School District
- Ellen Citino, Bedford Middle School, Colonial School District
- Deborah Judy, Moore Middle School, Smyrna School District
- Ann Thurlow, Springer Middle School, Brandywine School District

Grade 6 Writing Prompt

Imagine that your task is to convince your school principal either to allow pets in classrooms or not allow pets in classrooms, based on the video and articles you used for research. Write an argument essay stating and explaining your position on this issue.

Make sure you clearly state a claim supporting pets in classrooms or not allowing pets in classrooms, and then support that claim with evidence from the texts you have read and watched. Be sure to:

- Quickly plan how you will organize this letter – use the space below to plan.
- Introduce the claim and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, such as for example, for instance, in addition, moreover, etc.
- Maintain a formal style.
- Provide a concluding statement or section that follows from the argument.
- Quote directly from the texts you read and watched.

GRADE 6 ARGUMENTATION/OPINION RUBRIC

Argumentation/Opinion Text-Based Writing Rubric – Grade 6

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ effectively establishes a plausible claim or proposal and acknowledges alternate or opposing claims ▪ skillfully supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using reasons and evidence that are insufficient and/or irrelevant
Organization 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the claim(s) ▪ organizes reasons and evidence clearly in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides an effective concluding statement or section that follows from the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence clearly ▪ uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a concluding statement or section that follows from the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ provides basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ provides basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ attempts to provide basic bibliographic information for sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ fails to provide basic bibliographic information for sources*

* If applicable

ANNOTATED STUDENT WORK

Student Work 6-1

Many schools do not know about the wonderful influences of dogs. Dogs in the classroom helps kids to relax and helps to build self-character.

Self-character is important for a child, and dogs can build character. Dogs teach kids how to be responsible with animals. For instance, in the video “Why Dogs Reduce Stress in the Classroom”, kids tried hard to not step on him and they self-adjust when they do something that makes Tabo uncomfortable. This can be a process that affects children’s interaction with other kids. In addition to responsibility, self character is determined by empathy to other friends. Petting dogs creates a bond that allows students with “problems” to be friendly to the world. For example, in a German primary school, they have a problem that lets kids pet dogs, and have been shown that “troubled children” have been happier to the other children and adults. Also, many kids have limited exposure to dog in both rural and developed towns and cities. Having pets allows children to encourage a kind and active actions to the natural world. Moreover, in the article “Should You Have A Pet In Your Classroom”, this helps kids to not have a “squashing the bug” mentalation to animals. All three actions help to build self-character.

Growing kids that have been under the influence of the animals in the classroom, have had improvements to their outside looks and chirsma. Some kids have had a “personal development” leason when dogs have been in the classroom. They have learned and matured faster than normal kids in the art of caring for the natural world and it’s creatures. For example, Tado in a German primary school has been indirectly making kids care and learn how to be careful with nature, by showing signs to the kids when they are too loud. Also, dogs have been sciencifally proven to reduce stress in kids, when they are allowed. For instance, in a study with 80 kids in three different groups, the group with dogs were less stressed. This differs from the other groups because their stress levels were considerably higher and only began to deminish near the end of the persination. This shows that dogs or animals in the classroom can help kids in school.

Dogs have been man’s best friend since wild dogs were demessicated and used to hunt. Dogs should be allowed in classrooms to help kids build self-character and reduce to have better grades.

Student Work 6-1 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details with accuracy</p> <ul style="list-style-type: none"> ▪ “For example, Tada in a German primary school has been indirectly making kids care and learn how to be careful with nature, by showing signs to the kids when they are too loud.” Who is Tado, what does he do, and how do the students react? Also, the school is not in Germany. ▪ “For instance, in a study with 80 kids in three different groups, the group with dogs were less stressed.” How was “less stressed” determined? How did the dogs offer support? What did the other groups have as support? ▪ “For instance, in the video “Why Dogs Reduce Stress in the Classroom”, kids tried hard not to step on him and they self-adjust when they do something that makes Tabo uncomfortable.” Like what? ▪ “Growing kids that have been under the influence of the animals in the classroom, have had improvements to their outside looks and chirsma.” Not an accurate statement.
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ The writing task is “Convince your school principal either to allow pets in the classrooms or not allow pets in classrooms;” however, the student only addresses dogs in his response. <p>Attempts to establish a plausible claim</p> <ul style="list-style-type: none"> ▪ “Many schools do not know about the wonderful influences of dogs.” <p>Inconsistently supports claims with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ “Growing kids that have been under the influence of the animals in the classroom, have had improvements to their outside looks and chirsma.” Besides not being an accurate statement based on the information presented, it is not a relevant reason to support pets in school. ▪ “This can be a process that affects children’s interaction with other kids.” How? Why?
Organization	2	<p>Introduces the claim</p> <ul style="list-style-type: none"> ▪ Paragraph 1 <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Paragraph 3 is getting at the same ideas mentioned in paragraph 2 ▪ Essay lacks cohesion and seems like a stream of consciousness <p>Does incorporate words and phrases suggested in the directions for the task</p> <ul style="list-style-type: none"> ▪ “For example,” “For instance,” “In addition,” and “Moreover” <p>Provides a sense of closure</p> <ul style="list-style-type: none"> ▪ “Dogs should be allowed in classrooms to help kids build self-character and reduce to have better grade.”

Trait	Score Point	Annotations/Comments
Language/ Conventions	2	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “responseable,” “mentalation,” “chirsma,” “it’s,” “deminish,” “persination,” “demessicated,” “sciencifally.” <p>Some awkward word choices but tone is appropriate for the audience and purpose.</p> <ul style="list-style-type: none"> ▪ “self-character,” “self-adjust,” “mentalation,” <p>Has some sentence formation errors</p> <ul style="list-style-type: none"> ▪ “For example, in a German primary school, they have a problem that lets kids pet dogs, and have been shown that ‘troubled children’ have been happier to the other children and adults.” ▪ “Having pets allows children to encourage a kind and active actions to the natural world.” ▪ “Moreover, in the article ‘Should You Have A Pet In Your Classroom,’ this helps kids to not have a “squashing the bug” mentalation to animals.” <p>Attempts to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ “...in the video ‘Why Dogs Reduce Stress in the Classroom...’ but no author or source identified ▪ “...in the article ‘Should You Have A Pet In Your Classroom...’ but no author or source identified

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

Student Work 6-2

Dear :

Many people think that allowing animals in the classroom will benefit the students. Reasons for this are evident in the article "Should You have a Pet In Your Classroom?"

Animals in the classroom give students different lessons on everyday training. First, it gives them responsibility to take care of the animals. Children don't understand how much effort it takes to take care and maintain an animal. In addition, keeping an animal will build empathy within students. Students have a chance to feel what others feel with empathy. This can even help issues around bullying. Finally, having a pet in the classroom will give students more exposure to other creatures. Some students have a "squashing the bug" mentality and with more connection to animals, they can learn to be helpful and care for them. They also participate more in nature. Every school should have pets in the classroom for all students.

Not only do people think pets should be allowed in the classroom, but teachers say an animal relieves stress in the classroom. The students get less stressed before a test or presentation. Having an animal clears their mind and makes them relaxed. Also, teachers conducted an experiment to show that animals relieve stress. Three groups of students were asked to give presentations with only one object with them. One group received a stuffed animal, one got a live dog, and one group got another friend (student.) After the experiment was done, the teacher tested the students' saliva for the stress level and the group with the real dog was the least stressed. Schools should have pets if it will help students perform academics better.

To sum up, there are many benefits for having pets in the classroom. It teaches students about responsibility, empathy, and caring. Students will perform academically better with live animals.

Sincerely,

Student Work 6-2 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2+/3-	<p>Makes adequate use of available resources</p> <p>Supports an opinion with relevant and sufficient facts and details from the resources with accuracy</p> <ul style="list-style-type: none"> ▪ Could have tapped information in “Leave Animals Out of the Classroom” to provide sufficient facts and details about “Children don’t understand how much effort it takes to take care and main tane and animal” but did not reference this resource at all. ▪ Could have tapped information in the video to provide sufficient facts and details about “...keeping and animal will build empathy within students” and “...help issues around bullying.”
Development	2	<p>Addresses the writing task with a focused response</p> <p>Establishes a plausible claim</p> <ul style="list-style-type: none"> ▪ “Many people think that allowing animals in the classroom will benefit the students.” <p>Inconsistently supports claim with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ Response fails to synthesize the information from the sources and instead, provides a summary of the article, “Should You Have a Pet in Your Classroom” and the video. ▪ “First, It gives them responsibility to take care of the animals.” How? ▪ “In addition, keeping students and animal will build empathy within students.” How? ▪ “This can even help issues around bullying.” How?
Organization	2	<p>Introduces claim</p> <ul style="list-style-type: none"> ▪ “Many people think that allowing animals in the classroom will benefit the students. Reasons for this are evident in the article ‘Should You have a Pet In Your Classroom?’” is a weak introduction of a claim. <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ “Reasons for this are evident in the article ‘Should You have a Pet In Your Classroom?’” However, all of paragraph 3 discusses reasons from the video. ▪ “Schools should have pets if it will help students perform academics better” is dropped in at the end of paragraph without an explicit connection to how it has been proven that petting dogs lowers stress, which is the focus of the paragraph. ▪ “Not only do people think pets should be aloud in the classroom, but teachers say an animal relieves stress in the classroom. The students get less stressed before a test or presentation.” The second sentence seems redundant, especially given what follows. <p>Uses words and phrases, and/or clauses to clarify the relationships among claims and reasons</p> <p>Provides a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> ▪ Weak, formulaic concluding paragraph but more than “a sense of closure.”

Trait	Score Point	Annotations/Comments
Language/Conventions**	2+	<p>Demonstrates a command of standard English conventions; errors do not interfere with understanding</p> <p>Employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ Although word choice and transitions were basic <p>Has sentences that are generally complete with sufficient variety in length and structure</p> <p>Attempts to provide basic bibliographic information from sources</p> <ul style="list-style-type: none"> ▪ Fails to reference the video although uses it extensively in paragraph 3 thus keeping this response at the 2 level for language/conventions**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-3

Dear Mr. :

Do you have a thirst for animals? Do you want your children to be able to play with one but cannot afford one? Read on and you might be persuaded to. The question tumbling around in people's heads are: Should the principle allow pets in the class room? My opinion is yes, they should be allowed to. I hope you read on so I have a chance to explain it to you.

My first justification for it is that it helps children develop empathy. Empathy means to understand what people go through and that's what having a pet in the classroom does. The story states "Developing this sometimes missing aspect in children may help the issues around bullying." The story also indicates that "It will enhance the desire to be a responsible pet owner." I would have to agree with that too.

Also with having a pet the child's stress goes down. They had 80 students do an experiment by having each of them give a presentation. They gave 1/3 of them a real dog to present with, 1/3 a stuffed dog, and 1/3 a friend. They took salivary tests before, during, and after the presentation and charted it. The 1/3 with the real dog hardly rised and dropped considerably while the other two did the opposite. Oxytocin is a stress reducing hormone that was found in the first one third's Saliva.

Another thing that occurred in the video is having an animal in the classroom makes them more considerate. The children were more careful with the dog which therefore made them more careful with each other. When the dog annoyed he went to the door and children made each other aware of it and quieted down. Also the children aren't as rough with the dog around. They don't rough house or anything. According to the video "For children who don't have pets at home it's a wonderful experiment." and also "Children with behavioral issues are different; their outsiders but the dog makes them feel important.

In conclusion yes I do think animals and/or pets should be allowed in the classroom. Empathy is built in children, their stress can go down, and they are more considerate and responsible. That is something that you should want in children so think about it for their sake.

Student Work 6-3 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <ul style="list-style-type: none"> ▪ Draws primarily from video (paragraphs 3 and 4). Paragraph 2 based on information from the one of the articles. <p>Inconsistency supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “According to the video ‘For children who don’t have pets at home it’s a wonderful experiment’” is not relevant support.
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “Do you have a thirst for animals? Do you want your children to be able to play with one but cannot afford one?” is not the issue. <p>Attempts to establish a plausible claim</p> <p>Inconsistently supports claim with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ Response fails to synthesize the information from the sources and instead, provides a brief a paragraph based on the information in the article, “Should You Have a Pet in Your Classroom” and then the next two paragraphs relays information presented in the video. ▪ “The story states ‘Developing this sometimes missing aspect in children may help the issues around bullying.’” How? Why? ▪ “The story also indicates that “It will enhance the desire to be a responsible pet owner.” How? Why? ▪ “They had 80 students do an experiment by having each of them give a presentation.” Who is “They”? ▪ “The 1/3 with the real dog hardly rised and droped considerably.” Explanation of the study, assumes the reader has seem the video.
Organization	2+	<p>Introduces the claim</p> <ul style="list-style-type: none"> ▪ “The question tumbling around in people’s heads are: Should the principle allow pets in the class room? My opinion is yes, they should be allowed to. I hope you read on so I have a chance to explain it to you.” This states the claim rather than introduces it. <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Some rambling in the first paragraph. “Do you have a thirst for animals? Do you want your children to be able to play with one but cannot afford one?” is not the issue. ▪ Paragraphs 2 and 4 seem to deal with similar ideas so the information should have been integrated. This way, the ideas seem repetitive. <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons</p> <ul style="list-style-type: none"> ▪ Basic transitions used to begin paragraphs 2, 3, 4, and 5, with minimal transitions elsewhere. ▪ “The children were more careful with the dog which therefore made them more careful with each other” which does clarify a relationship, came from the video, although not quoted.

Trait	Score Point	Annotations/Comments
		<p>Provides a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> ▪ Weak, formulaic concluding paragraph but more than “a sense of closure.”
Language/Conventions	2	<p>Demonstrates an inconsistent command of standard English conventions; errors may interfere with understanding (although do not in this case)</p> <ul style="list-style-type: none"> ▪ “The question tumbling around in people’s heads are: should the principle allow pets in the class room?” ▪ “Also with having a pet the childs stress goes down.” ▪ “The 1/3 with the real dog hardly rised and droped considerably.” ▪ “In conclusion yes I do think animals and/or pets should be allowed in the classroom.” <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Read on and you might be persuaded to.” ▪ “I hope you read on so I have a chance to explain it to you.” <p>Has sentences that are generally complete with sufficient variety in length and structure</p> <p>Attempts to provide bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ “The story states....” is insufficient bibliographic information—the title of the article should be cited. ▪ “Another thing that occurred in the video....” is insufficient bibliographic information—the title of the video should be cited.

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

Student Work 6-4

Class pets may seem wonderful, but it really isn't so grand. Having class pets can bother both animals and students.

Animals are bothered greatly by becoming the class pet. First of all, the environment they're put in can be incorrect. Some creatures can be used to a dim world, and all there is is bright lighting. The temperature is always decided upon the students' feelings, not what the animals are in need of. They can be neglected, too. When schools have holiday breaks, the pets can be left and forgotten about. This is deadly for any animal. It's very stressful on the animals, too. For the room to be loud and filled with kids, to it being silent confuses them. When students play with them, it disturbs the animals even more. Overall, being the class pet is very traumatizing for any animal.

Not only are the animals bothered, but students can be harmed by class pets, too. Sickness is only one way students are disturbed by animals in the classroom. Salmonella can rage through the classroom. Lizards are a cause of this. Another reason students are bothered is if they have allergies or asthma. They can be affected by this greatly. It can turn into a trip to the hospital for a kid if their allergies act up enough. This can be a dangerous experience for children.

All in all, class pets aren't something good. It can be a terrible experience for both the pets and students.

Student Work 6-4 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	3	<p>Makes adequate use of available resources</p> <ul style="list-style-type: none"> ▪ Information comes only from the article, “Leave Animals Out of the Classroom” but the other resources had little to draw on to contribute to the claim. Acknowledging alternate or opposing claims does not appear in the standards until 7th grade. <p>Supports an opinion with relevant and sufficient facts and details from resources with accuracy.</p>
Development	2+	<p>Addresses the writing task with a focused response</p> <p>Establishes a plausible claim or proposal</p> <ul style="list-style-type: none"> ▪ “Having class pets can bother both animals and students.” <p>Inconsistently supports claim with clear reasons and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ▪ Primarily a summary of the information presented in the article with no elaboration. ▪ Considerable paraphrasing.
Organization	3–	<p>Identifies the claim (rather than introduces it)</p> <ul style="list-style-type: none"> ▪ “Having class pets can bother both animals and students.” <p>Organizes reasons and evidence clearly</p> <ul style="list-style-type: none"> ▪ Paragraph 2 focuses on the potentially negative impact on the pet. ▪ Paragraph 3 focuses on the potentially negative impact on the student. <p>Uses words, phrases, and/or clauses to clarify the relationships among claims and reasons</p> <ul style="list-style-type: none"> ▪ More between paragraphs than within. <p>Provides a concluding statement or section that follows from the argument presented</p> <ul style="list-style-type: none"> ▪ Weak conclusion (and introduction) but slightly more than “a sense of closure.”
Language/ Conventions**	2	<p>Demonstrates a command of standard English conventions; errors do not interfere with understanding</p> <p>Employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Overall, being the class pet is very traumatizing for any animal.” <p>Has sentences that are generally complete with sufficient variety in length and structure</p> <ul style="list-style-type: none"> ▪ “Not only are the animals bothered, but students can be harmed by class pets, too.” <p>Fails to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ While all ideas shared came directly from “Leave Animals Out of the Classroom,” no attribution was provided.**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-5

Dear :

I am writing this letter to inform you about having a pet in the classroom. Most kids in the school have been asking you to bring pets into class rooms, and I can tell you the reasons why. The first reason is to reduce stress. When the students are stressed about taking a test, animals can reduce stress for them; especially dogs. They can do that because when we touch the animal, our brain lets out a hormone that reduces stress. The animal that you could bring in teaches responsibility for the kids. I know that some people say that the animals get left behind over the weekend or holiday. But, if you put a class pet in the class rooms, there is a way to keep them healthy and happy. For example, we would have a pet keeper to bring the pet home over the weekend or holiday. The last reason that an animal should be in the class is that they make the kids more caring. When the animal is in the class, the students are careful with it, which makes the children careful about each other. The kids grow up to be successful adults when they are caring of each other. I hope you agree with me on this topic, and please let ____ have a class pet.

Sincerelly,

Student Work 6-5 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <ul style="list-style-type: none"> ▪ Draws on information, “reduce stress,” from the video and “responsibility” and “more caring” from “Should You Have a Pet in Your Classroom,” however does so superficially. ▪ Offers a counterclaim based on the con argument presented in “Leave Animals Out of the Classroom.” <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “When the students are stressed about taking a test, animals can reduce stress for them; especially dogs. They can do that because when we touch the animal, our brain lets out a hormone that reduces stress.” The study in the video involved dogs but did not make the extension that dogs are better at reducing stress than other animals. Also, key components of the study, including that a study was even conducted to determine the facts being shared, are not included.
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “I am writing this letter to inform you about having a pet in the classroom. Most kids in the school have been asking you to bring pets into class rooms, and I can tell you the reasons why.” Until the last sentence, it seems like the student is informing the principal of the reasons why most students want pets in the classroom. <p>Attempts to establish a plausible claim or proposal</p> <p>Inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ “The animal that you could bring in teaches responsibility for the kids.” How? ▪ “When the animal is in the class the students are more careful with it.” How?
Organization	2	<p>Introduces the claim</p> <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Sections on responsibility and caring seem to ramble. <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons</p> <ul style="list-style-type: none"> ▪ Jumps from “They can do that because when we touch the animal, our brain lets out a hormone that reduces stress” to “The animal that you could bring in teaches responsibility for the kids.” <p>Provides a (weak) sense of closure</p> <ul style="list-style-type: none"> ▪ “I hope you agree with me on this topic, and please let ____ have a class pet.”

Trait	Score Point	Annotations/Comments
Language/Conventions**	2	<p>Demonstrates a command of standard English conventions; errors do not interfere with understanding</p> <p>Inconsistently employs language and tone appropriate to the audience and purpose</p> <ul style="list-style-type: none"> ▪ “I am writing this letter to inform you about having a pet in the classroom.” ▪ “I hope you agree with me on this topic, and please let ___ have a class pet.” <p>Has sentences that are generally complete with sufficient variety in length and structure</p> <p>Fails to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ No reference to the video or either article, although the ideas clearly come from them.**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-6

Classroom pets are a wonderful thing to have in every class for kids of all ages. To begin with, they build empathy within the students. The kids are careful about how they act towards others when the class pet is near. Empathy is a wonderful factor to have and a classroom pet provides that by almost telling them “you better be as nice to others as you are to me.” This helps children grow up to be responsible pet owners because of how nice they were to their class pet when they were little. Another reason why pets should be kept in classrooms is they help teach students be more responsible. This encourages students to take part in feeding the animal, giving it excersize, and playing with it. If they learn to do this when taking care of a pet at school, they will definitely do it at home. Last, pets such as dogs reduce stress in the classroom. Stress reducing hormones occur when stroking or interacting with a dog. Evidence for this reason be that when doing an oral presentation, a DNA test was taken afterwards showing the kids that did it with the dog had less stress than with a friend or stuffed animal. Animals or classroom pets create a big impact on student’s lives.

In conclusion, classroom pets have many benefits and should be kept in every classroom. For many reasons they are useful.

Student Work 6-6 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <ul style="list-style-type: none"> ▪ Draws on information, “empathy” and “responsibility” from “Should You Have a Pet in Your Classroom,” and “reduce stress,” from the video, however does so superficially. <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “The kids are careful about how they act towards others when the class pet is near. Empathy is a wonderful factor to have and a classroom pet provides that by almost telling them ‘You better be as nice to others as you are to me.’” The article does not support this interpretation. While it was reported in the video that the dog had a calming effect on the students—they were careful not to step on him and quieted down when he moved to the door—there is no support for the assumption that they became more careful on how they acted towards others when the dog was near.
Development	2	<p>Addresses the writing task with a focused response Attempts to establish a plausible claim or proposal</p> <ul style="list-style-type: none"> ▪ “Classroom pets are a wonderful thing to have in every class for kids of all ages.” <p>Inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ “To begin with, they build empathy within the students.” This idea is not developed with clear reasons and relevant and sufficient evidence. ▪ “Another reason why pets should be kept in classrooms is they help teach students to be more responsible.” This idea is minimally developed as well. ▪ “Evidence for this reason be, that when doing an oral presentation, a DNA test was taken afterwards showing the kids that did it with the dog had less stress than with a friend or stuffed animal.” Neglects to make the connection to improved performance on the presentation.
Organization	2	<p>Identifies rather than introduces the claim Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ “Children grow up to be responsible pet owners because of how nice they were to their class pet when they were little.” Not sure children become responsible pet owners because of how nice they were to their class pet. Ideas, like this one, seem to ramble rather than be thoughtfully developed. ▪ “In conclusion, classroom pets have many benefits and should be kept in every classroom. For many reasons they are useful.” <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claims and reasons</p> <ul style="list-style-type: none"> ▪ “To begin with,” “Another reason,” and “Last”—basic transition words used to signal the shift to the next reason with “In conclusion” signaling the end. <p>Provides a sense of closure</p> <ul style="list-style-type: none"> ▪ “In conclusion, classroom pets have many benefits and should be kept in every classroom. For many reasons they are useful.”

Trait	Score Point	Annotations/Comments
Language/Conventions**	2	<p>Demonstrates a command of standard English conventions; errors do not interfere with understanding</p> <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Classroom pets are a wonderful thing to have in every class for kids of all ages.” ▪ “In conclusion, classroom pets have many benefits and should be kept in every classroom. For many reasons they are useful.” <p>Has sentences that are generally complete with sufficient variety in length and structure</p> <p>Fails to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ No reference to the video or either article, although the ideas clearly come from them.**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-7

Pets should be banned in classrooms because they aren't helpful to students.

Pets should not be allowed in school because they are a distraction. Pets can calm kids, but what if that kid always wants to see the pet? The student will pay attention to the pet and not the teacher. The student might even get up in class to go see the animal. The dog or any animal will make the child's mind stray. This won't help test grades if kids aren't focused.

Pets' health is drained in a classroom environment, too. A school pet will be hurt in the process. For example, a statement from "Leave Animals out of the Classroom" says, "Many animals actually die in classroom environments, which is not only a terrible fate for the animal, but a devastating experience for the students." That statement was adapted from an article by the World Society for the Protection of Animals. An animal can be like a best friend, but it is very traumatic for that friend to die. This might even cause depression.

Another reason to keep animals out of the classroom is that they are a health risk. "Recently, there have been reports of salmonella caused by having reptiles in the classroom," says "Leave Animals out of the Classroom." Beyond this, "students with asthma or allergies can be adversely affected by the presence of an animal in the classroom." Now that I think about it, even a child's life could be lost. Would a child stay inside a burning building for an animal? It may sound crazy, but I think a child might.

Reading this article, I'd hope you would think twice before allowing an animal as a pet in a classroom if it was your decision. Classroom pets are just a lot more bad than good.

Student Work 6-7 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <ul style="list-style-type: none"> ▪ Student narrowed the focus of the claim to “Pets should be banned in classrooms because they aren’t helpful to students” and thus was unable to use many strong arguments against having pets in the classroom as easily. ▪ Except for “Pets can calm kids” the second paragraph is not drawn from the sources. <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “Pets’ health is drained in a classroom environment, too.” Sources supplied numerous examples but none were given.
Development	2	<p>Addresses the writing task with a focused response</p> <p>Establishes a plausible claim</p> <p>Inconsistently supports the claim(s) with clear reasons and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ▪ “Pets should not be allowed in school because they are a distraction” should be supported with relevant and sufficient evidence in the sources supplied—not just the student’s background knowledge. Pets require care—how does that make them a distraction and not “helpful to students”? ▪ “Pets’ health is drained in a classroom environment, too.” How? Why? ▪ Half of the third and fourth paragraphs are quotes with minimal elaboration.
Organization	2	<p>Identifies rather than introduces the claim</p> <ul style="list-style-type: none"> ▪ “Pets should be banned in classrooms because they aren’t helpful to students.” <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ “Now that I think about it, even a child’s life could be lost.” This introduces a new idea from the student about a child staying in a burning building for an animal. <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claims and reasons</p> <ul style="list-style-type: none"> ▪ “Another reason to keep animals out of the classroom is that they are a health risk.” Basic transitions used sparingly. <p>Provides a sense of closure</p> <ul style="list-style-type: none"> ▪ “Reading this article, I’d hope you would think twice before allowing an animal as a pet in a classroom if it was your decision. Classroom pets are just a lot more bad than good.”
Language/ Conventions	2	<p>Demonstrates command of standard English conventions; errors do not interfere with understanding</p> <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Now that I think about it, even a child’s life could be lost.” ▪ “It might sound crazy, but I think a child might.” ▪ “Reading this article, I’d hope you would think twice before allowing an animal as a pet in a classroom if it was your decision.”

Trait	Score Point	Annotations/Comments
		<p>Has some sentence formation errors and/or lack of sentence variety</p> <ul style="list-style-type: none"> ▪ Lacks sentence variety <p>Attempts to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ “For example, a statement from ‘Leave Animals Out of the Classroom’....” ▪ “Pets can calm kids...” Fails to attribute that idea to the video.

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

Student Work 6-8

To, Mr.

I don't think there should be pets in a class room. Sure it can help kids in many way. But what happens to the pet at the end of the year? What happens to it on weekends? Holidays? This is the things we should be worrying about, because this can lead to neglect. Which leads me to answering those three questions. When its the weekend or a holiday those pets stay locked up in those class rooms with not enough food and water to last them. Suffering neglect and health problems. For instance many pets even die in class rooms. Sad, isn't it? Now do you understand why I think this? I don't want poor little defenceless animals to be killed, have to go to the selter or suffer from neglected, because of staying in classrooms. Even the author of "leave animals out of the classroom" agrees.

Hope you agree with me too your student

Student Work 6-8 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2–	<p>Makes inadequate use of available resources</p> <ul style="list-style-type: none"> ▪ Only draws on one aspect, “neglect,” from the article, “Leave Animals Out of the Classroom.” <p>Inconsistently supports an opinion with relevant and sufficient facts and details with accuracy</p> <ul style="list-style-type: none"> ▪ “When its the weekend or a holiday those pets stay locked up in those class rooms with not enough food and water to last them” makes it sound like this always occurs and is thus a distortion of the facts.
Development	1+	<p>Attempts to address the writing task but lacks focus</p> <ul style="list-style-type: none"> ▪ More persuasive than argumentative ▪ Very limited focus—neglect <p>Attempts to establish a claim or proposal</p> <ul style="list-style-type: none"> ▪ “I don’t think there should be pets in a class room.” <p>Supports claims using reasons and evidence that are insufficient and/or irrelevant</p> <ul style="list-style-type: none"> ▪ “When its the weekend or a holiday those pets stay locked up in those class rooms with not enough food and water to last them. Suffering neglect and health problems. For instance many pets even die in class rooms” is insufficient to support the claim.
Organization	2–	<p>Identifies the claim</p> <ul style="list-style-type: none"> ▪ “I don’t think there should be pets in a class room.” <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Rambling <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claims and reasons</p> <p>Provides a sense of closure</p> <ul style="list-style-type: none"> ▪ “I don’t want poor little defenceless animals to be killed, have to go to the selter or suffer from neglect, because of staying in classrooms” introduces a new idea, “have to go to the selter,” and a further emotional spin by changing “die” to “killed.” ▪ “Even the author of ‘Leave animals out of the classroom’ agrees” also comes out of nowhere. ▪ “Hope you agree with me too” is weak.
Language/ Conventions**	2–	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “This is the things....;” “When its the weekend....;” “defenceless;” “selter;” neglect;” “Leave animals out of the classroom”—variety of errors but they do not interfere with understanding. <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “I don’t want poor little defenceless animals to be killed, have to go to the selter or suffer from neglect, because of staying in classrooms” is more persuasive than argumentative. <p>Has sentence formation errors and/or a lack of variety</p> <ul style="list-style-type: none"> ▪ “Suffering neglect and health problems.”

Trait	Score Point	Annotations/Comments
		Attempts to provide bibliographic information for sources <ul style="list-style-type: none"> ▪ “Even the author of ‘Leave animals out of the classroom’ agrees” makes it sound like the student had arrived at these ideas independently.**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-9

I hear that you may be getting dogs in the classroom. Don't. it would be mean to the dogs.

There are many reasons why we shouldn't have a dog. But the most important reason is that most of the dogs will probably end up suffering. They would suffer because on the weekends they would just be left alone with like nothing to eat. Also they stay home all break with nothing so they almost starve to death. Another reason is that all the dogs at the end of the school year end up having to go to the dog kennel. This I think is quite rude. Imagine having to work and then go to a kennel.

I hope that by reading this letter you don't get a dog.

Sincerely,

Student Work 6-9 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	1	<p>Makes inadequate use of available resources</p> <ul style="list-style-type: none"> ▪ Only draws on one aspect, “suffering,” from the article, “Leave Animals Out of the Classroom.” <p>Inconsistently supports an opinion with relevant and sufficient facts and details with accuracy</p> <ul style="list-style-type: none"> ▪ “They would suffer because on the weekends they would just be left alone with like nothing to eat. Also they stay home all break with nothing so they almost starve to death. Another reason is that all the dogs at the end of the school year end up having to go to the dog kennel” makes it sound like this always occurs and is thus a distortion of the facts.
Development	1	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ Very limited focus on dogs, not classroom pets, and just one idea. <p>Attempts to establish a plausible claim or proposal</p> <ul style="list-style-type: none"> ▪ “I hear you might be getting dogs in the classroom. Don’t. it would be mean to the dogs.” <p>Supports claims using reasons and evidence that are insufficient and/or irrelevant</p> <ul style="list-style-type: none"> ▪ “They would suffer because on the weekends they would just be left alone with like nothing to eat. Also they stay home all break with nothing so they almost starve to death. Another reason is that all the dogs at the end of the school year end up having to go to the dog kennel” is insufficient to support the claim—there are many other reasons and evidence that could have been provided.
Organization	1+	<p>Identifies a claim</p> <ul style="list-style-type: none"> ▪ “I hear you might be getting dogs in the classroom. Don’t. it would be mean to the dogs.” <p>Organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Rambling/repetitious <p>Inconsistently uses words, phrases, and/or clauses to clarify the relationships among claims and reasons</p> <ul style="list-style-type: none"> ▪ “The most important reason;” “Also;” “Another reason”—minimal use of basic transitions. <p>No closure – just stops</p> <ul style="list-style-type: none"> ▪ “Imagine having to work and then go to a kennel.”

Trait	Score Point	Annotations/Comments
Language/Conventions**	1+	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “it would be mean....;” “There are many reasons....;” “...alone with like nothing....;” “this I think is quite rude;”—variety of errors but they do not interfere with understanding. <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “I hear that you may be getting dogs in the classroom. Don’t.” ▪ “They would suffer because on the weekends they would just be left alone with like nothing to eat. Also they stay home all break with nothing so they almost starve to death. Another reason is that all the dogs at the end of the school year end up having to go to the dog kennel” is more persuasive than argumentative. <p>Fails to provide basic bibliographic information for sources</p> <ul style="list-style-type: none"> ▪ No reference to the article, “Leave Animals Out of the Classroom,” although the ideas clearly come from it.**

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 6-10

Dear

Let me start off by saying that dont let dogs in your classroom. Just to make sure your on track I'll give you a little example. Dogs would, and could go poo-poo in your classroom. I think having dogs in the class room is just a waist of time.

NASTY DOG

The First reason why you should not let a dog in the classroom is, the students cant think with a dog in the classroom. Also say if the dog go's pee-pee right on your leg.

NAUGHTY DOG

The second reason you might not want to let a dog in your class room is the thing might bark to much. Would you want a dog sitting there barking in your ear. Also the dog might attack or bite a student.

RUN AWAY

The third finally reason to not ever to let a dog in your class room is the dog might leave the premises, also the dog might run straight up to a stranger.

This is all of my opinion to the fact to not ever, ever to have a dog in your class room.

Sincerely,

INVALID:

No text connection.

Student Work 6-11**DOGS!**

The dogs and pets should be allowed in classrooms because they are sweet, cute, and others stuff too but the most important thing is that they help control the children's stress, make children's behavior and other things that help children's.

All too often children and adults alike desire to have pets, but without understanding the commitment level needed and the large responsibility affiliated with pet ownership.

Raising pets in the classroom helps students to understand the needs of the animals and how much commitment is truly needed to keep animals comfortable and healthy.

Another justification for keeping and maintaining animals in the classroom is building empathy within students. Empathy gives students the ability to feel what others feel, whether in an animal or fellow student.

This sometimes missing aspect in children may help the issues around bullying. Bullying can spill over into the animals world where people physically harm animals for varying reasons. Final justification is for the inclusion of animals in the classroom is the limited exposure that students have to live animals. Bringing animals into the classroom can help expose students to the natural world around them and encourage an active and kind participation.

That's all the reasons the pets and dogs should be allowed in the classroom.

Made by:

INVALID:

The student's response is copied, except for the first and last paragraphs, which are insufficient to score student's writing.