

Georgia Milestones

Assessment System



Grade 7

**English Language Arts
Item and Scoring Sampler:**

**Reading and Evidence-Based Writing
Item Set**

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READING AND EVIDENCE-BASED WRITING ITEM OVERVIEW

The Georgia Milestones Grade 7 English Language Arts (ELA) End of Grade (EOG) assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA. These assessments consist of a variety of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

The Reading and Evidence-Based Writing (REBW) portion of the assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an argumentative essay or an informative/explanatory essay based on the passage set. Technology-enhanced items and extended constructed-response items do NOT appear as part of the REBW portion of the assessment.

Both the REBW two-point constructed-response item and the REBW seven-point extended writing-prompt item are passage-based item types, which are paired so as to draw upon the same text or texts. Considered “on-demand writing in response to text,” students write their responses in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process takes into account that the student responses are viewed as first drafts and are not expected to be final, polished papers.

The main focus of an REBW two-point constructed-response item is reading comprehension. Responses are scored on the basis of the quality of the student’s answer to a question and the strength of support drawn from the text(s). Students are not penalized for grammatical errors. The scoring process rewards students for what they do well according to the item-specific scoring rubric.

REBW extended writing prompts assess two modes of student writing. Informational prompts ask students to respond to a question in a well-developed informative/explanatory essay that examines a topic in depth and presents relevant information based on text as a stimulus. Argumentative prompts ask students to respond to a question in a well-developed argumentative essay that presents an opinion and supports claims with clear reasons and relevant evidence based on text as a stimulus. The scoring process rewards students for what they do well according to the mode-specific two-trait scoring rubric. The two assessed traits are ideas (scored on a 1- to 4-point scale) and conventions (scored on a 1- to 3-point scale), each with a separate rubric. Within the ideas trait, students are not penalized for errors unless they permeate the response and severely interfere with understanding. Within the conventions trait, the severity and frequency of grammatical errors contribute to the student’s score.

This *Grade 7 ELA Reading and Evidence-Based Writing Item and Scoring Sampler* contains a sample REBW set along with an overview of the item specifications found within the set. Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards.

PURPOSE OF THE SAMPLER

The purpose of this sampler is to provide a released REBW item set that appeared as operational items in the Georgia Milestones ELA assessment. The extended constructed-response and extended writing-response items each include at least three sample student responses for each score point as well as an annotation explaining why each response received that particular score.

Additional samples of REBW item sets, including those that are in response to different types of passages, are available in the Assessment Guide and Study Guide.

The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

REBW ITEM TYPES

A **selected-response** item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an argumentative essay or an informative/explanatory essay. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support claims or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

In Section 1 of the Georgia Milestones ELA EOG assessment, the first four REBW items help focus the student on the main idea(s) and key details in the passages prior to writing the essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the essay. The extended writing-response item contributes to a student's score in the Writing and Language domain.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items. The content standard for each sample item is provided in this sampler in the item information tables.

The Georgia Milestones assessments have been administered in both paper-and-pencil and online formats.

As a result, this sampler includes samples of students’ responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Example Constructed-Response or Extended Writing-Response Item Information Table

Standard:	Item Depth of Knowledge:
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All sample items contained in this sampler are the property of the Georgia Department of Education.

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an argumentative essay.

Before you begin writing your argumentative essay, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an argumentative essay about dance competitions.

These are the titles of the passages you will read:

1. Competition Builds Better Dancers
2. Dance Competitions: The Dark Side of Dance

Competition Builds Better Dancers

These days, it is difficult to turn on the television and not find some kind of competition show. Chefs, artists, singers, dancers, and others regularly compete for prizes and fame. Some have criticized the role of competition in the arts, especially dance. However, competition has an important role to play in helping dancers achieve their long-term goals.

Dance competitions have grown in popularity. There are hundreds of dance competition promoters in the United States alone. Dancers compete solo or in groups, as well as in age divisions. Dancers usually represent their studio, performing routines in such styles as contemporary, ballet, hip-hop, and tap. Judges are often professional dancers themselves. They score each competitor based on ability, difficulty, costume, and routine.

Dancers give several reasons for competing. One of the most common is the valuable feedback they get from the judges. Judges write or record notes as they watch and score the routines. Studios may use these notes to help their dancers after the competition.

Dancers can compare their skills with the other competitors. This helps them to know if they are performing at the same level as other dancers in their style or age group. They can also learn new skills from watching other dancers perform.

Preparing for competition has its benefits. Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance. They must learn how to deal with stress, and they gain experience in performing in front of others. Competitions also give dancers a taste of what it is like to be a professional. After all, professional dancers compete for work every time they go to an audition.

Of course, dance competitions can have their drawbacks too. Dancers must be ready and willing to compete in order to benefit from competition. However, for any dancer who wants to set high goals, competition is a necessity.

Dance Competitions: The Dark Side of Dance

Dance is an art form that many students enjoy. Dance can be a way to lower stress, gain flexibility, and have fun if done the right way.

Dance competitions often ruin dance for some students. Dancers sometimes say that pressure, increased stress, and lowered self-esteem make competing difficult. Although dance competitions are popular across the country, not all dance studios participate in them. For these studios, there are more drawbacks to competing than benefits.

Competition judges, for example, come from many dance backgrounds. This means that there are many ways to judge dancers. A dancer could perform the same dance in the same way at two different competitions and receive very different scores.

Some competitions give awards to all participants. This can lead to a false sense of achievement. Many dance teachers feel that true self-esteem comes through hard work and practice and not through winning awards.

Some studios and teachers emphasize competition so strongly that their students feel they can never do well enough. Other competitors and teachers may exhibit poor sportsmanship at events. Dancers sometimes walk away from a competition with lowered self-esteem and high levels of stress.

Dancers can still have the benefits of dance without having to compete. Performing on stage with a dance group can teach cooperation and timing. They can take classes to learn new dance moves and meet other dancers. They can even teach others how to dance.

Many professional dancers never entered a competition before they began their careers. Hard work, determination, and love of the art are far more important to a dancer's future than competing with other dancers.

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “Competition Builds Better Dancers” BEST shows that dance competitions help dancers prepare for a career in dance?
- A. Judges write or record notes as they watch and score the routines.
 - B. Preparing for competition has its benefits.
 - C. After all, professional dancers compete for work every time they go to an audition.
 - D. Of course, dance competitions can have their drawbacks too.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “Dance Competitions: The Dark Side of Dance” BEST expresses how the results of dance competitions may be deceiving?
- A. Dance competitions often ruin dance for some students.
 - B. For these studios, there are more drawbacks to competing than benefits.
 - C. This can lead to a false sense of achievement.
 - D. Other competitors and teachers may exhibit poor sportsmanship at events.

ITEM 3: SELECTED-RESPONSE

3. Which of these BEST expresses the central idea of each individual passage?
- A. Dance competitions are an important part of developing dance skills.
Dance competitions can harm a dancer’s development.
 - B. Dance competitions are a fun way to show off a dancer’s skills.
Dance competitions allow students to compare themselves to other dancers.
 - C. Dance competitions can cause dance students to lose confidence in their abilities.
Dance competition judges often score dance performances in different ways.
 - D. Dance competitions force dancers to become more focused on their routines.
Dance competitions encourage dance teachers to push their students to enter.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	C
2	ELAGSE7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	C
3	ELAGSE7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE7RI6



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE7RI6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” • Includes relevant examples/details from both passages for support <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (e.g., The author of passage 1 seems more open-minded, acknowledging different points of view, and he/she discusses long-term career benefits of dance competitions. The author of passage 2 seems more closed-minded, discussing only the drawbacks of competitions without acknowledging other points of view. Also, this author focuses on specific competition-related issues rather than long-term career effects of dance competitions.) and provides relevant examples/details from BOTH passages for support (e.g., The first passage states, “Dance competitions can have their drawbacks too,” which shows the author is open minded. The first passage also says, “Dancers learn the value of hard work, time management, and teamwork,” which shows a long-term benefit. The second passage states, “Dance competitions often ruin dance for some students,” showing that the author sees only his/her own viewpoint. He/she also says, “A dancer could perform the same dance in the same way at two different competitions and receive very different scores,” which shows a focus on specific, competition-related issues).</i></p>
1	<p><i>The response gives limited evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” • Includes vague/limited examples/details from the passage(s) for support <p>OR</p> <ul style="list-style-type: none"> • Provides a credible explanation based on the passages of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance,” without including any relevant examples/details from either passage for support <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passages that imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance,” without explicitly explaining how the authors’ points of view differ

<p>0</p>	<p><i>The response gives no evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> • Provides no explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” • Includes no relevant examples/details from the passages that imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance”
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STUDENT RESPONSES

ELAGSE7RI6

Response Score: 2 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The authors point of view in “Competition Builds Better Dancers” is that it is critical for dancers to compete and the passage elaborates on all the benefits of dance competitions. It explains how dancers benefit from the feedback they receive from the judges and it also talks about how now competitions give dancers a taste of what its like to be a professional dancer. The author of “Dance Competitions: The Dark Side of Dance” is the complete opposite point of view. This author feels like dance competitions have too many drawbacks and prevent the enjoyment of dance. The author talks about how competition ruins dance for some people and that dancers still benefit from dance when they don’t compete. So the first author thinks competitions are good and the second thinks they are bad.

- The response provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“it is critical for dancers to compete and the passage elaborates on all the benefits of dance competitions;” “the complete opposite point of view. This author feels like dance competitions have too many drawbacks and prevent the enjoyment of dance”).
- The response includes relevant examples from “Competition Builds Better Dancers” (“dancers benefit from the feedback they receive from the judges;” “competitions give dancers a taste of what its like to be a professional dancer”) and “Dance Competitions: The Dark Side of Dance” (“dancers still benefit from dance when they don’t compete”).

ELAGSE7RI6

Response Score: 2 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The author’s point of view in “Competition Builds Better Dancers” differs from that of the other author because this author believes that competitions allow you to get better at dancing while the other author sees them as extra work that makes students lose interest. In the text it says, “One of the most common is the valuable feedback they get from judges” This shows the positives of competition. However, “pressure, increased stress, and lowered self-esteem” are mentioned as negatives by the other author.

- The response provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“this author believes that competitions allow you to get better at dancing while the other author sees them as extra work that makes students lose interest”).
- The response includes relevant examples from “Competition Builds Better Dancers” (“One of the most common is the valuable feedback they get from judges’”) and “Dance Competitions: The Dark Side of Dance” (“‘pressure, increased stress, and lowered self-esteem’”).

ELAGSE7RI6

Response Score: 2 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the first article the author expresses that competition is better for the dancers if they want to learn more about dance because you can learn so much from the notes the judges take and watching what other dancers are doing. The second author doesn’t see a benefit in competition. She worries that competitions aren’t judged fairly because judges may not judge the dance the same way and that you can learn by learning new dances and meeting other dancers in class.

- The response provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“In the first article the author expresses that competition is better for the dancers if they want to learn more,” “The second author doesn’t see a benefit in competition”).
- The response includes relevant examples from “Competition Builds Better Dancers” (“you can learn so much from the notes the judges take and watching what other dancers are doing”) and “Dance Competitions: The Dark Side of Dance” (“judges may not judge the dance the same way and that you can learn by learning new dances and meeting other dancers in class”).

ELAGSE7RI6

Response Score: 1 point



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The stories differ from each other because “Competition Builds Better Dancers” talks about how dancers have to work very hard for a competition, but can learn a lot from them, like what the judges say. “Dance Competitions: The Dark Side of Dance” talks about how, “pressure, increased stress, and lowered self-esteem” from competition “ruin dance”. You can still enjoy dance class if you don’t compete.

- The response provides a weak explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“‘Competition Builds Better Dancers’ talks about how dancers have to work very hard for a competition, but can learn a lot from them,” “You can still enjoy dance class if you don’t compete”).
- The response includes vague details from “Competition Builds Better Dancers” (“like what the judges say”) and adequate details from “Dance Competitions: The Dark Side of Dance” (“‘pressure, increased stress, and lowered self-esteem’ from competition ‘ruin dance’”).

ELAGSE7RI6

Response Score: 1 point



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

These two authors believe very different points of view. The first believes that dancers needs the feedback and life lessons that competition provides in order to be a better dancer and a better person. The other author believes that the nature of competition ruins the enjoyment of dance and that fewer people like to dance because they have been in a dance competition.

- The response provides a credible explanation based on the passages of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“dancers needs the feedback and life lessons that competition provides,” “the nature of competition ruins the enjoyment of dance”).
- Relevant details and examples are not present from either passage.

ELAGSE7RI6

Response Score: 1 point



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Competition Builds Better Dancers talks about how preparing for competition has benefits. Dancers learn about hard work, time management, and team work by preparing for a dance competition. Dancers can also learn from watching their competitors. Dance Competitions: The Dark Side of Dance thinks differently. This author talks about how dancers leave competitions “with lowered self-esteem and higher levels of stress” and that many professional dancers have never even entered a competition.

- The response does not explicitly explain how the authors’ points of view differ.
- Relevant examples and details from the passages imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (“preparing for competition has benefits. Dancers learn about hard work, time management, and team work by preparing for a dance competition. Dancers can also learn from watching their competitors,” “dancers leave competitions ‘with lowered self-esteem and higher levels of stress’ and that many professional dancers have never even entered a competition”).

ELAGSE7RI6

Response Score: 0 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The author’s point of view in Dance Competitions: The Dark Side of Dance is that competitions are bad because people get hurt. The author’s point of view in Competition Builds Better Dancers is that dance competition makes you better.

- The response provides no valid explanation of how the authors’ points of view differ. The differences in points of view presented can be inferred from the titles without attempting to read the passages themselves.
- The point that “people get hurt” is not a relevant example/detail.

ELAGSE7RI6

Response Score: 0 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The authors’ points of view are different because “Competition Builds Better Dancers” is in third person limited because it’s only focusing on one dancer. On the other hand, “Dance Competitions: The Dark Side of Dance” is referring back to a whole group of dancers. In other words, its about more than one person.

- The response provides no valid explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance.” There is no attempt to analyze how the positions are distinguished from one another.
- No relevant examples from either passage are included.

ELAGSE7RI6

Response Score: 0 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are both talking about dance competitions. The authors like dancing.

- The response provides no explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance.”
- No relevant examples from either passage are included.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**.

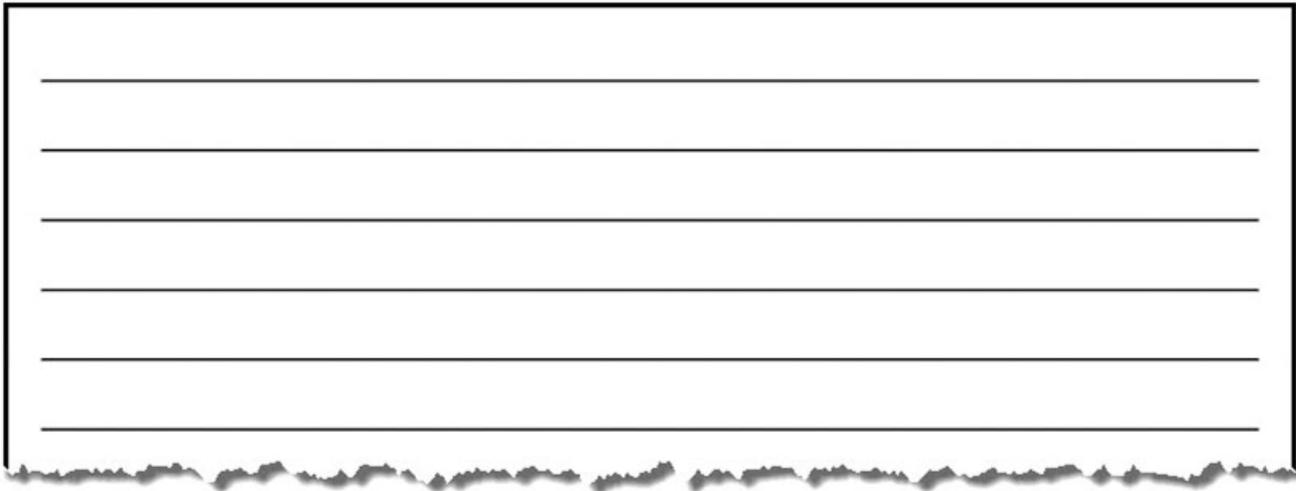
Writer’s Checklist

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your argumentative essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.

5. Writing Task (Write your essay here.)



Scoring Guide

Item 5 Information

<p>Standards: ELAGSE7W1. Write arguments to support claims with clear reasons and relevant evidence. ELAGSE7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE7L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) in his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	<p>4</p>	<p><i>The student’s response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s) • Uses an organizational strategy to clearly present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	<p>3</p>	<p><i>The student’s response is a complete argument that develops and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> • Clearly introduces claim(s) • Uses an organizational strategy to present reasons and evidence • Uses facts, details, definitions, examples, and/or other information to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words, phrases, or clauses that connect and show relationships among claims(s), reasons, and evidence • Uses a formal style fairly consistently that is appropriate for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	<p>2</p>	<p><i>The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s) • Attempts to use an organizational structure which may be formulaic • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Uses few words, phrases, or clauses to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre (continued)

Writing Trait	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim/claims, or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claims(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student’s response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> Effectively varies sentence patterns for meaning, reader/listener interest, and style Shows command of language and conventions when writing Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student’s response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> Varies some sentence patterns for meaning, reader/listener interest, and style Shows some knowledge of language and conventions when writing Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student’s response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of language and conventions when writing Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. Write your answer on the lines on your answer document.

Have you ever surfed the channels on your television at home, trying to find something entertaining to watch? Or do you have certain television shows that air on certain nights? Recently, competition shows have grown in popularity, but specifically, dance shows. For example, Bring It is a very popular show right now. Despite their popularity among viewers, the value of dance competitions have been in debate. Many people believe that these competitions ruin dance for some students, and bring pressure, increased stress, and lowered self-esteem, but the benefits outweigh the drawback of these events in the majority of situations.

One major gain of this event is improving skills. Seeing as other dancers are there, competitors are able to compare their skills to others, and can see the difference in level and capability.

They can see other groups in their age group perform their routines and learn from their mistakes.

Competitors can also learn new skills from the other studios. The gaining of skills is definitely a plus to competitors.

Another benefit of competitions is feedback. Most people compete for this feedback. During routines, judges take notes on things the group could improve and things the group has perfected. After the competition, the dance studio can take the feedback from their routine and others and improve on weak areas.

A benefit that is usually not recognized is friendship and alliance. At competitions you can meet other students your age. With these friendships studios gain alliances, which could lead to help in the future. At most competitions other teachers and teams can be hostile towards each other, which can be tense and lead to disqualification.

The preparation of the competition brings benefits too. As stated in Competition Builds Better Dancers, "Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance." These competitions can build against stage fright, and help dancers gain confidence in their performance. It also helps students experience professional dancing, and is a site of anxiety and stress release.

There are many reasons to conclude as to why dance competitions benefit students. A statement in an article with opposing beliefs, Dance Competitions: The Dark Side of Dance, states that "Hard work, determination, and love of the art are far more important to a dancer's future than competing with other dancers." This statement is partially true; those are all aspects that should affect a dancer's future, but there are many more benefits that come from these competitions that will also improve their future. Overall, the continuation of production and enrollment of

students into dance competitions will by far benefit the students, way more than any drawbacks.

DOC: 4

- The response effectively introduces the student’s claim and potential counterclaims in the first paragraph (“Despite their popularity among viewers, the value of dance competitions have been in debate,” “but the benefits outway the drawback of these events in the majority of situations”).
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The student introduces the topic and presents potential counterclaims to be argued against in the body. Each body paragraph is devoted to a benefit of competition. The conclusion also refutes the counterclaims.
- Claims are supported with clear reasons and specific evidence from the text (improving skills: “compare their skills to others, and can see the difference in level and capability;” “learn new skills from the other studios”; feedback: “judges take notes on things the group could improve and things the group has perfected;” “improve on weak areas”; preparation: “dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance”).
- Opposing claims are acknowledged and refuted in both the first and last paragraph.
- The response uses words and phrases to effectively establish the relationships between ideas (“One major gain;” “Competers can also;” “Another benefit;” “The preparation of the competition brings benefits too”).
- The response is written in a formal style.
- The conclusion effectively shows how some of the main ideas support and demonstrate the claim and refutes the counterclaim (“Those are all aspects that should affect a dancers future, but there are many more benefits that come from these competitions that will also improve their future”).

LUC: 3

- The response effectively varies sentence patterns and lengths for meaning, reader interest, and style. Simple, complex, and compound sentences are used to improve readability.
- There are a few minor spelling errors, but they do not interfere with meaning (“benefit;” “proffessional”).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

While many people feel that dance competitions are not good for a dancer’s career, I feel that dance competitions are necessary for a successful dancing career. There are some negatives to competition but there are more positives. In this essay you will read about these positives

Everybody looks at the negatives of competition but never the positives. One of the many positives of dance competitions is that dancers learn skills that they can use all their lives. Some of these skills are hard-work, time management, and team-work. Another positive is it helps dancers get used to performing in front of crowds. Finally, dance competitions give dancers a chance to experience what a professional dancer does daily.

When you think about it there are more pros than cons to dance competitions. Even though the negatives can have an impact on a dancer’s career so can the positives. When dancers lose it can lower their self-esteem but it can also push them to focus more. Dance competitions also can help a dancer with stage fright. Dance competitions are where careers start.

Dance competitions are essential to have a successful dance career. They give dancers a professional experience. Competitions also give dancers a chance to get feedback from judges so they can hear what they did wrong and fix it. Finally, dance competitions help young dancers on their way to a professional career.

In conclusion, dance competitions are what help young dancers have a successful career. They also give dancers experience and life skills. Even though there are negatives to competitions there are always positives. I believe that dance competitions are essential to a dancer’s life.

DOC: 4

- The response effectively introduces the student's claim ("I feel that dance competitions are necessary for a successful dancing career").
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The claim is stated in the introduction. The first body paragraph supports the claim. The second body paragraph introduces and refutes a counterclaim before the rest of the response continues to support the claim. The response stays focused on the task throughout.
- Claims are supported with clear reasons and relevant evidence from the text ("dancers learn skills that they can use all their lives. Some of these skills are hard work, time management, and team work," "get used to performing in front of crowds," "experience what a professional dancer does," "help a dancer with stage fright," "get feedback from judges").
- The response acknowledges and counters opposing claims as appropriate ("it can lower their self-esteem but it can also push them to focus more").
- The response uses words and phrases to connect and show the relationship between claims ("Another positive," "Finally," "Even though," "In conclusion").
- A formal style is established and effectively maintained.
- The conclusion effectively shows how the main ideas support and demonstrate the claim.

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. Complex and compound sentence structures are mostly used, and the structure is well chosen to convey meaning.
- The response has very few errors, which do not interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. Write your answer on the lines on your answer document.

Being all for dance competitions is the way to go. When you are able to have dance competitions you learn, valuable feedback, learn to deal with stress better, and if wanting to set high term goals it's necessary. Dance competition helps build dancers stronger.

First, when it comes to dance competitions "one of the most common [reasons] is the valuable feedback." (Competition Builds Better Dancers). When judges give you valuable feedback it helps dancers get better at what they might be doing wrong or with something they could be better at. If they use the notes at the studio then that same dancer could work on maybe

that move that took off points. Then, when she goes back for the next competition she could do that move and not have points taken off because, of the feedback.

Then you have stress. Even though dance competitions are very fun stress still can affect the dancer. When dance competitions arrive "They must learn how to deal with stress," on their own that way they are able to handle it better each time. (Competition Builds Better Dancers.). Even though putting kids through stress sounds like a bad thing to do it's actually a benefit.

For the most part if you want a dancer "Who wants to set high goals, competition is a necessity." (Competition Builds Better Dancers). Allowing them to set short-term goals such as winning the competition it will help them learn and to set high-term goals such as winning competitions as a career.

Many say giving them "false achievement." isn't helping them succeed anything. (Dance Competitions: The Dark Side of Dance.). Yes,

you may believe that's true but, not giving them a chance to be good enough to get achievement is worse. What will they be able to say when asked "What have you achieved?" (anyone) if they haven't achieved anything.

Allowing dancers to have competitions is a very good thing. After all giving the dancers a chance to achieve something and work with real life situations such as stress allows a lot more benefits than you think.

DOC: 4

- The introduction effectively introduces the student’s claim (“Being all for dance competitions is the way to go”) and introduces the main facets of the argument that will be explored in body paragraphs (“feedback,” “deal with stress better,” “set high term goals”).
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The introduction establishes the student’s claim and the framework of the argument presented in the body. The first three body paragraphs are devoted to the reasons why the student believes dance competitions are beneficial before a paragraph that introduces and refutes a counterclaim is presented.
- The response supports the claim with clear reasons and evidence from the passages (“When judges give you valuable feedback it helps dancers get better at what they might be doing wrong,” “they must learn how to deal with stress; on their own that way they are able to handle it better each time,” “short-term goals such as winning the competition will help them learn and to set high-term goals”).
- Opposing claims are acknowledged and countered as appropriate (“giving them ‘false achievement.’ isn’t helping . . . but, not giving them a chance to be good enough to get achievement is worse”).
- The response uses words and phrases to show direct relationships among claims, reasons, and evidence (“First,” “Then,” “Even though,” “For the most part”).
- The response establishes and maintains a formal style.
- The response provides a strong conclusion that logically follows the argument presented (“Allowing dancers to have competitions is a very good thing”).

LUC: 2

- The response shows some variation in sentence patterns, although there is a heavy reliance upon simple and compound sentences. Some sentences, especially complex sentences, show minor errors in construction, such as missing or misplaced commas around transitional or introductory phrases and clauses. Some complex sentences show more serious errors in construction, including extra and/or missing words and run-on sentences (“because, of the feedback,” “Allowing them too set short-term goals such as winning the competition it will help them learn and to set high-term goals such as winning competitions as a career”).
- The response has minor errors that do not significantly affect meaning. These errors include errors in spelling (“necesary,” “career,” “alot”), word usage (“if wanting” [if you want], “too” [to]), shifts in person (“When judges give you valuable feedback helps dancers”); shifts in number (“If they use the notes at the studio then that same dancer”), misplaced commas (“learn, valuable,” “because, of the feedback”), and inappropriate punctuation in quotations (“‘learn how to deal with stress; on their own,’ “ ‘false achievement.’ isn’t helping them”).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

Dance is a sport that people compete in all over the U.S. It is a form of art that lots of people enjoy to do. It can help relieve stress or it can help gain flexibility. Dancers compete in many different ways; they perform dance routines such as contemporary, ballet, tap, or hiphop. It is something many people enjoy to watch, or do.

Dancers have several reasons for why they enjoy to compete in dance competitions. One reason is that they get valuable and useful feedback from judges. Many dance companies may use that feedback to help their dancers improve and be ready for the next competition. Preparing for the competition also has its benefits. It helps the dancer learn hard work, determination, how to manage time, and teamwork. Competing in competition affects a dancer very positively.

Dance competitions can affect a dancer negatively. It may be all the pressure or stress put on them, or it could be the lowering of the self-esteem that makes competing hard for them. Another reason could be the judges at the competition. A judge could have come from a different dance background than what the competitor is dancing. Although it may be negative sometimes, dancing on stage with a dance group could be positive.

I believe dance competitions definitely affect a dancer positively because for any dancer who sets high goals, dance competitions are a priority.

DOC: 3

- The response introduces and consistently maintains a clear claim (“dance competitions definitely affect a dancer positively”), though it doesn’t fully emerge until the body.
- The response uses a consistent organizational strategy to present reasons and evidence. The student introduces the topic in the introduction and begins developing the claim in the first body paragraph. The second body paragraph introduces and refutes counterclaims, while the conclusion restates the claim.
- The response uses facts and details from the first passage to develop the claim (“they get valuable and useful feedback from judges,” “It helps the dancer learn hard work, determination, how to manage time, and teamwork”).
- The response attempts to acknowledge and/or counter opposing claims as appropriate (“Dance competitions can affect a dancer negatively,” “pressure or stress,” “lowering of the self-esteem”).
- The response uses a formal style that is appropriate for the task.
- The response provides a concluding statement that restates the claim (“I believe dance competitions definitely affect a dancer positively because for any dancer who sets high goals, dance competitions are a priority”).

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. The response uses both simple and complex sentence structures to improve readability. A variety of complex sentence structures are attempted and executed successfully.
- The response has no errors that interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. Write your answer on the lines on your answer document.

Competition can be an important part in a dancer's career and life, and the dance community should see that the benefits of dance competitions outweigh the drawbacks. While there are some minor drawbacks to dance competitions, there are many good things that come out of competitions.

In dance competitions you can gain skills from other dancers that you couldn't gain anywhere else. By watching others dance you can learn moves that you haven't picked up yet. You can gain skills for a dancing career such as performing in front of judges, or you can gain

a wards so people know you're a legitamate dancer.

During competitions you gain valuable feedback that could come in handy in the future of your dance career. If you wanted to get hired and you didn't have "valuable feedback" (C.B.B.D.) they might not know if you were a good dancer or not, but if you had good feedback they'd probably hire you.

In competitions you can "lower stress, gain flexibility and have fun." (Dark side) Dance competitions can be loads of fun. You can make friends, learn, and show what you know on the dance floor. While dance competitions can "ruin dance" (Dark Side) for some it can also bring joy, experience, and a good time. In conclusion, dance competitions are an important part of a dancers career.

DOC: 3

- The response clearly introduces the claim in the introduction (“the dance community should see that the benefits of dance competitions outweigh the drawbacks”).
- The response uses an organizational strategy to present reasons and evidence. The claim is stated in the introductory paragraph. The body paragraphs present clearly related ideas and evidence in support of the claim. The last paragraph briefly touches on the counterclaim before shifting back to supporting the claim.
- The response uses facts and examples from the passages to develop the claim (“By watching others dance you can learn,” “During competitions you gain valuable feedback,” “In competitions you can ‘lower stress, gain flexibility and have fun’”), though some of the student’s explanation of the evidence is somewhat repetitive in nature.
- The response briefly acknowledges and dismisses opposing claims (“While dance competitions can ‘ruin dace’ Dark Side for some it can also bring joy”).
- The response uses phrases to show the relationship between ideas and the claim (“Competition can be,” “In dance competitions,” “During competitions”), though there is not a lot of variation.
- The response maintains a formal style.
- The response provides a concluding statement that is supportive of the claim (“In conclusion, dance competitions are an important part of a dancers career”).

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. It uses mostly complex sentence structures that enhance style and readability.
- The response contains no errors that interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Write your answer on the lines on your answer document.**

Competition for Dancers! I think that's a good thing to have. What's the point of dancing and you're not showing off your natural dancing skills? I think it's all a waste of time. Competing in competition is the best way to complete your lifestyle of dancing.

Dancing against others gives you more bravery in your system. When you are out in a competition, you have an audience looking at you. Dancing also gives you more self-esteem. More courage in yourself. According to "Competition Builds Better Dancers" in paragraph "5" it says "Dancers learn the

value of hard work, time management, and teamwork, especially if they are competing in a group dance". The students build a lot of different things in their life while dancing.

On the other hand, there is always two parts of an argument but they are both opinions. According to "The Dark Side" in paragraph 5 it states "The dancers sometimes walk away with lowered self esteem and high levels of stress." The only time a dancer would feel like that if they lose the competition. You will never win every competition unless you are the best, and nobody is better than anybody. Lose some and you win some.

If there is no competition, then what's the point of dancing? All dancers are going to go through pain and stress. While those dancers are performing, they are all smiling. Young dancers such as ages 5-10 go through the same stress like the others, but they are all in it together. Competing in life?

That's a every day process. so why can't it be the same way in dancing. I watched "Dancing Dolls" and one younger girl was crying because she lost and the team cheered her up and gave her a hug to make her happy.

To sum it up. Dancing on those stages changes alot about others in different ways. But at the end of the day, Every dancer walks out with a smile on their face know matter what the stress is.

Dancing in competitions is a very big way to solve life and to go thru it.

DOC: 3

- The claim is clearly introduced (“Competition for Dancers! I think that’s a good thing to have,” “Competing in competition is the best way to complete your lifestyle of dancing”).
- An organizational strategy is used to present reasons and evidence. The introduction establishes the claim and the first body paragraph supports the claim. The second body paragraph addresses and refutes a counterclaim, while the third attempts to expand on the topic with outside information. The conclusion reinforces the claim.
- The response uses facts, details, and examples to develop the claim (“ ‘Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance,’ ” the anecdote about “Dancing Dolls”).
- The response attempts to acknowledge and counter opposing claims (“ ‘walk away with lowered self esteem and high levels of stress,’ ” “You will never win every competition”).
- The response includes words and phrases to connect ideas and show relationships (“On the other hand,” “To sum it up”).
- A formal style is used fairly consistently, though some of the personal elements used weaken the style in places.
- The concluding statement follows the argument presented (“Dancing in competitions is a very big way to solve life and to go thru it”).

LUC: 2

- Some sentence patterns are varied for meaning, interest, and style, but the attempts at variation sometimes create fragments (“More courage in yourself,” “Loose some and you win some”).
- The response has minor errors in spelling, usage, and conventions that have no effect on meaning (“Competiting,” “thru,” “Dancers,” “there is always two parts of a arguement,” “All dancers is”).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

I think that dance competitions help dancers get better at danceing and teaches them important life lessons that will help them in life. Some people think that dance competitions can lower a dancer’s confidence if they lose. I do not think that this is true because competition teaches the dancers, never give up, and even if you lose, dont get discouraged or down.

“dancers learn the value of hard work, time management, and teamwork” as stated in paragraph 5 lines 1 and 2. “competitions also give dancers a taste of what it is like to be a professional. After all, professional dancers compete for work every time they go to an audition”. These two examples show how dance competitions can teach important life lessons and prepare dancers for a big carreer.

I think that dance competitions help dancers get better and prepares them for life and a proffessional carreer by teaching them important life lessons.

DOC: 2

- A claim is introduced in the first sentence (“I think that dance competitions help dancers get better at dancing”).
- The response attempts to use an organizational structure. The first paragraph introduces the claim and attempts to refute a counterclaim. The body presents evidence from the passages to support the claim.
- The response uses examples from the passages to support the claim (“learn the value of hard work, time management, and teamwork,” “competitions also give dancers a taste of what it is like to be a professional”). The student does very little to explain the relevance of this information (“These two examples show how dance competitions can teach important life lessons”).
- There is a brief acknowledgement and refutation of a counterclaim in the introduction (“Some people think that dance competitions can lower a dancer’s confidence if they lose”).
- A formal style is attempted.
- The concluding sentence restates the claim.

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. Compound and complex sentences structures are attempted, and most are constructed successfully.
- The response has few errors, which do not interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. Write your answer on the lines on your answer document.

Competition for dancers could be both positive & negative. Competition could be positive by letting the dancers show off their skills and talents. The dancers could be recognize and receive compliments which boosts confidence and their self-esteem.

Competition for dancers allows them to learn from their mistakes and maybe next time they will do a lot better than what they've done before.

Competition prepares dancers to be judged by their peers, teachers, and most importantly their judges. Judging is good because people think they are better than others but their performance decides.

Competition also has a negative side. One of those negative is that they could become nervous, most of the time when people are nervous they end up embarrassing there self.

When dancers embarrass there self they usally lower the confidence and self-eestem. They lose those things because they were not ready to be judged.

DOC: 2

- The response attempts to introduce a claim but does so in an unclear manner (“Competition for dancers could be both positive & negative”). The student doesn’t pick a position to argue for or against.
- There is an attempt to use organizational structure. The author introduces the topic in the first paragraph and develops the claim that competition is a positive experience for dancers over the course of the next two paragraphs. However, the author switches focus in the fourth and fifth paragraphs and argues why competition is a negative experience for dancers.
- The response attempts to support the claims with some evidence based on the passages (“allows the to learn from their mistakes,” “judged by their peers, teachers, and most importantly they’re judges,” “lower the confidence and self-eestem”). While the information is relevant, the attempt at support seems oversimplified.
- There is an attempt at a formal style.
- A few attempts to use words and phrases to connect ideas are present; however, they are not used consistently (“Competition also has a negative side”).
- No attempt at a conclusion is made.

LUC: 2

- The response shows some variation in sentence patterns. Some sentences, especially complex sentences, show minor errors in construction, including a run-on sentence with a comma splice (“One of those negative is that they could become nervous, most of the time when people are nervous they end up embarrassing there self”).
- The response has several minor errors that do not significantly affect meaning. These include errors in spelling (“confedance,” “self-eestem,” “embarrasing,” “usally”) and usage (“there” [their], “recognize” [recognized], “the” [them], “they’re” [their], “negative” [negatives], “there self” [themselves], “the” [their]).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

What if you had to choose to be pros or cons on Dance Compition what would it be? In this argumentative essay i’ll be Shareing with you some bad and good things.

If you were at a dance compition you would want to compare your dance Skills to others. If you ask a dancer why he or she choose competing he or she would give you many reason. One is the feed back the judges would tell them. They also can learn new skills by watching the other dancers preform.

Now if it was your first time going you would be very stressful and you would have low self-esteem. Dance Competitions often ruin dance for Some Students. Although, judges come from many diffrent dance backgrounds So there is many ways you can be judged.

So now that you know a little bit about dance competitions are you pros or cons. In my opinion, i’m cons.

DOC: 2

- The response attempts to introduce a claim but is unable to make a clear choice as to whether the student is for or against dance competitions (“What if you had to choose to be pros or cons on Dance Compition”) until the ending (“In my opinion, i’m cons”).
- The response attempts to use an organizational structure to present reasons and evidence by introducing the topic and presenting a paragraph on the pros of competition and a paragraph on the cons of competition. The student then makes a concluding statement and attempts to establish his or her claim.
- There is an attempt to support the claims with evidence from the passages, but it only provides partial support (“learn new skills by watching other dancers preform,” “very stressful and you would have low self-esteem”). The relevance is not always explained (“One is the feed back the judges would tell them”).
- The response acknowledges opposing claims. An attempt is made to develop both sides of the argument.
- A few linking words are used to show relationships between ideas (“Now,” “So”).
- Repeated questions to the reader do not help to maintain a formal style (“What if you had to choose to be pros or cons,” “now that you know a little bit about dance competitions are you pros or cons”).
- A weak concluding section attempts to establish the author’s claim (“In my opinion, i’m cons”).

LUC: 2

- The response varies some sentence patterns for meaning, reader interest, and style. However, sentence structure is repetitious (“If you were at a dance compition,” “If you ask a dancer,” “Now if it was your first time”).
- The response has minor errors that do not have a significant effect on meaning. Errors include missing internal punctuation, incorrect spelling (“compition,” “feed back”), incorrect capitalization (“Dance Compition” is not a proper noun, “i’ll”), and incorrect usage (“why he or she choose competing,” “many reason,” “you would be very stressful,” “there is many ways”).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

Dance can affect a person positively and negatively. For example, in the passage it states that dance can be a way to lower stress and gain flexibility. Not only that, if you win a dance competition, you might get famous! Some people say that the pressure from dance competitions increases stress. They say that losing lowers self-esteem, but others think these people are wrong. I don’t know what I think. I just think that dancing is fun!

DOC: 1

- The response does not introduce a claim. The response begins with a vague statement that does not establish a position to argue for or against (“Dance can affect a person positively and negatively”).
- The response is too brief to demonstrate any organizational structure. There is merely a collection of ideas related to the positives and negatives of dance with little overall structure evident.
- The response includes a vague list of ideas that provide little development as to the benefits of dance (“lower stress and gain flexibility,” “win a dance competition,” “get famous”) and the drawbacks of dance competitions (“increases stress,” “lowers self-esteem”).
- The student uses minimal phrases to connect ideas (“For example,” “Not only that”).
- There is a minimal, unclear conclusion (“I don’t know what I think. I just think that dancing is fun!”).

LUC: 2

- Sentences are complete with some variety. There are simple, complex, and compound sentences present.
- There are minor errors in spelling (“positively,” “famous”) and usage (“it states,” “a dance competition”) that have no significant effect on meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

Competitions affect dancers of how they have low self-esteem, pressure, and increased stress. But competition is to have fun, and acheive your goal by, true self-esteem, less stress, good flexibility, good sportsmanship, and no pressure. Some times people don’t win What they want they win some & lose some, but they try and when they try they achieve, because no one’s perfect.

DOC: 1

- The response does not introduce a claim. The response begins by listing some negatives of competitions and then lists some positives with no clear stance taken.
- The response is too brief to demonstrate an organizational structure. The response lists positives and negatives of competitions with little overall structure.
- The response provides a list of vague details for each side of the argument, but no claim or counterclaim is supported (“they have low self-esteem, pressure, and increased stress,” “have fun, and acheive your goal by, true self-esteem, less stress, good flexibility”).
- The student uses minimal words or phrases to connect ideas (“But competition”).
- The response provides a minimal, unclear concluding statement (“Some times people don’t win What they want they win some & lose some, but they try and when they try they achieve, because no one’s perfect”).

LUC: 1

- The response has fragments, run-ons, and other sentence structure errors. One sentence is a run-on sentence, and the other two contain structural errors.
- The response has frequent errors in usage and conventions, including superfluous commas (“competition is to have fun, and acheive your goal by”), misspellings (“acheive”), and word choice errors (“dancers of how they”). The density of errors in such a brief response shows little knowledge of usage and conventions.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

I belive that the competition should be scored equally. Because their giving the dancers awards they did not work for and When they dont get one the realize that thier not as good. My other reasons are they score them diffrently. One might do the same thing and earn 20 Points then get 10. Also it causes to much stress For a kid to handle and they have to know timing. My point is that its just to hard for kids and they need more help than adults to be good.

DOC: 1

- The response introduces a vague claim (“I believe that the competition should be scored equally”), though this is only somewhat related to the claims asked for in the prompt.
- The response provides minimal organizational structure. The response lists some vague support for the claim but with little structure to these ideas.
- The response offers minimal support for the claim. Some ideas present are text related (“it causes too much stress”), but most supporting ideas are vague or unclear (“giving the dancers awards they did not work for and When they don't get one they realize that their not as good,” “One might do the same thing and earn 20 Points then get 10”).
- There is no attempt to acknowledge or counter an opposing claim.
- The response uses few words or phrases to connect ideas (“My other reasons,” “Also”). These attempts at transitions are minimal and simplistic.
- The response uses a very informal style that is not appropriate for the task, purpose, or audience.
- The response provides a minimal concluding statement that reinforces the student’s claim (“My point is that it's just too hard for kids and they need more help than adults to be good”).

LUC: 1

- The response includes run-on sentences and sentence structure errors (“Because their giving the dancers awards they did not work for and When they don't get one they realize that their not as good”).
- The response has frequent errors in usage and conventions, including misspellings (“believe,” “their,” “differently,” “causes”) and word choice errors (“Because their giving,” “realize that their not as good,” “causes too much stress,” “that it's just too hard”). The density of errors in such a brief response shows little knowledge of usage and conventions.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer’s life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

is competition important in a dancers life? and how can it accept a dancer? yes a dance competition is very important in a dancers life. Some dancers have very low-self-esteem but sometimes it builds up stress people have negative or positive things to say. it can be negative just so they can get you to work harder solo or in a group.

DOC: 1

- The response introduces a vague claim (“is competition important in a dancers life? yes a dance competition is very important in a dancers life”). Whether dance competitions are positive or negative is never made clear.
- The response is too brief to demonstrate organizational structure. There is a brief introduction, but the remaining ideas seem to be only loosely related, with no clear organization.
- The response includes minimal support for the claim. The response includes some vague details, and often their importance is not clear (“Some dancers have very low-self-esteem,” “builds up stress,” “just so they can get you to work harder solo or in a group”).
- The response makes no attempt to acknowledge the opposing claim.
- The response uses few words or phrases to connect ideas (“but sometimes”).
- The response ends abruptly with no concluding section or statement.

LUC: 1

- The response includes run-on sentences and sentence structure errors (“have very low-self-esteem but sometimes it builds up stress people have negative or positive”).
- The response has frequent errors in usage and conventions, including capitalization and word choice errors (“is competition,” “and how can it accept a dancer,” “a dancers life,” “low-self-esteem”). The frequent use of “it” and “they” without a clear antecedent sometimes impedes understanding.

END OF SAMPLER
QUESTIONS

