


Georgia
Milestones
Assessment System

A graphic featuring a black graduation cap and a rolled-up diploma tied with a red ribbon, positioned over a light gray map of Georgia. A white path winds through the map, starting from the bottom left and ending at the top right, symbolizing a journey or path to education.

American Literature and Composition

**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 American Literature and Composition End of Course (EOC) 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 English Language Arts (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 *American Literature and Composition 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 American Literature and Composition EOC 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 EOC 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 the future of driverless vehicles.

These are the titles of the passages you will read:

1. Get Ready for Roadway Robots
2. Putting the Brakes on Driverless Cars

Get Ready for Roadway Robots

- 1 Roadways in cities all over the world are crowded. With urban expansion, the number of drivers in any one location is sometimes staggering. Aside from the obvious annoyances of traffic jams, longer commutes, and wasted gasoline, there is one larger issue that becomes paramount on crowded highways: traffic accidents. Research shows that the number one cause of all traffic collisions is driver error. Therefore, it makes sense that the use of driverless cars will be a welcome change.
- 2 Autonomous cars work by using elaborate technology systems that allow the car to drive on its own. While drivers may have the option to take over the controls during extreme scenarios, the car itself will make command decisions the majority of the time. As the technology continues to advance, this will include more accurate self-parking abilities and a lesser amount of input from the human occupant. Driverless cars are programmed to avoid collisions and other mishaps for which the human driver has been consistently to blame. Most accidents occur when the driver is not concentrating on the task of driving. By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents. While more testing must be done in order to estimate the number of traffic-related deaths that could be avoided, it is promising that technology will remove operator error from the equation.
- 3 European experts predict that within the next one to two decades, driverless cars will become the standard. They cite overcrowding, environmental issues, and public safety as the three most compelling reasons. Newer technology means cleaner emissions and a more smoothly running highway system. Some experts even go so far as to suggest that the driver-operated vehicles of today are an outdated and harmful concept. Several well-known manufacturers are producing and testing autonomous cars in preparation for mass-market use, which they anticipate will begin within the next few years.
- 4 The time for drastic change has come for the automobile industry. As the population increases, something must be done in order to ensure safety on the road. By using technology to its fullest potential, lives can be saved and people can commute with confidence. Drivers will no longer have to worry about whether the drivers around them are using their cell phones as they drive. It will not matter, because the driverless car will usually be in control.

Putting the Brakes on Driverless Cars

- 1 It seems that people have a genuine dependence on technology in everyday life. Regularly, a new gadget makes an appearance, and everyone proclaims it to be just what society needs in order to function better than it did just the day before. While some advancements have made improvements on old ideas, some are questionable when put into practice. The latest example of one such invention is the driverless car.
- 2 Designers claim that they will eliminate the need for human drivers and prevent traffic collisions. However, studies show that no such result will be realized by using autonomous vehicles. Although driverless cars can avoid obstacles more quickly than human drivers, they are not beyond the laws of nature. Tests show that a driverless car can stop itself sooner than a human driver could stop it, but it will not miss an obstacle altogether if the obstacle appears suddenly. This means that if something darts out within close range of the car, the car will hit it. So far, the technology has not advanced to the point of sensing when and how to avoid rapid events. A human driver can at least make the distinction between a pedestrian and a cardboard box, for instance. The driverless car cannot do this on its own. During a closed-course test of the newest driverless car, the vehicle struck a mock cyclist, further disproving claims of safety.
- 3 Even if these vehicles were capable of avoiding all accidents, there will be times when they must be controlled by actual drivers. This presents a series of safety concerns. First, drivers will likely be less aware of their surroundings than if they had been driving all along. Second, computers are notorious for functional errors. When the car malfunctions and the driver takes over, what will happen if the driver is not prepared to do so, particularly if driving on a busy highway? Another concern is that humans will be out of practice when it comes to driving, which means that skilled drivers will be rare.
- 4 While great advancements do help society, the driverless car is not one that needs to be pursued. To have these vehicles in the mainstream will simply add to the already overwhelming problem of traffic safety. Human mistakes are upsetting, but technological blunders are unacceptable when human lives are at stake.

ITEM 1: SELECTED-RESPONSE

1. The author of “Get Ready for Roadway Robots” implies that driverless cars will be most useful in highly populated areas. Which sentence from the passage BEST supports this inference?
 - A. “Aside from the obvious annoyances of traffic jams, longer commutes, and wasted gasoline, there is one larger issue that becomes paramount on crowded highways: traffic accidents.”
 - B. “By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents.”
 - C. “Newer technology means cleaner emissions and a more smoothly running highway system.”
 - D. “Several well-known manufacturers are producing and testing autonomous cars in preparation for mass-market use, which they anticipate will begin within the next few years.”

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “Putting the Brakes on Driverless Cars” BEST supports the inference that driverless cars could give rise to new safety issues that are potentially worse than current safety issues?
 - A. “It seems that people have a genuine dependence on technology in everyday life.”
 - B. “Designers claim that they will eliminate the need for human drivers and prevent traffic collisions.”
 - C. “First, drivers will likely be less aware of their surroundings than if they had been driving all along.”
 - D. “While great advancements do help society, the driverless car is not one that needs to be pursued.”

ITEM 3: SELECTED-RESPONSE

3. Which TWO main ideas can be found in BOTH “Get Ready for Roadway Robots” and “Putting the Brakes on Driverless Cars”?
 - A. Driverless cars do have some advantages over human drivers, and there are times when human drivers will still need to take the wheel.
 - B. Technology often leads the way to innovations that improve our lifestyles, and driverless cars are nearly ready for mass production.
 - C. Environmental issues are propelling the changes in the automobile industry, and many people are enthusiastic about the design of driverless cars.
 - D. Traffic congestion is a serious cause of many highway accidents, and driverless cars may encourage more people in urban areas to consider ride-sharing.

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE11-12RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	2	A
2	ELAGSE11-12RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	2	C
3	ELAGSE11-12RI2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	3	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE11-12RI6



4. Which author’s style and content MOST effectively support his or her purpose?

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

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE11-12RI6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</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 purpose in a text by analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> • Provides an adequate evaluation of which author’s style/content most effectively supports his/her purpose • Includes relevant examples/details from both passages for support <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based evaluation of which author’s style/content most effectively supports his/her purpose (e.g., The author of the first article, “Get Ready for Roadway Robots,” drives his point home very effectively with both style and content. Since his purpose is to convince us that driverless cars are innovations to be welcomed, he uses highly persuasive language and examples that clearly, and convincingly, back up his point. The author of the second article, on the other hand, writes more generically and has examples that are less convincing) and provides relevant examples/details from BOTH passages for support (e.g., In the first passage, the author describes dangers that currently exist on roads: “Research shows that the number one cause of all traffic collisions is driver error” and “some experts even go so far as to suggest that the driver-operated vehicles of today are an outdated and harmful concept.” The author of the second passage uses less convincing examples, such as, “This means that if something darts out within close range of the car, the car will hit it” and “drivers will likely be less aware of their surroundings than if they had been driving all along”).</i></p>
1	<p><i>The response gives limited evidence of the ability to determine an author’s purpose in a text by analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> • Provides a weak evaluation of which author’s style/content most effectively supports his/her purpose • Includes vague/limited examples/details from the passage(s) for support <p>OR</p> <ul style="list-style-type: none"> • Provides a credible evaluation based on the passage(s) of which author’s style/content most effectively supports his/her purpose, 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 passage(s) that imply an evaluation of which author’s style/content most effectively supports his/her purpose, without explicitly evaluating which author’s style/content is more effective
0	<p><i>The response gives no evidence of the ability to determine an author’s purpose in a text by analyzing how style and content contribute to the effectiveness of the rhetoric.</i></p> <ul style="list-style-type: none"> • Provides no evaluation of which author’s style/content most effectively supports his/her purpose • Includes no relevant examples/details from the passages that imply an evaluation of which author’s style/content most effectively supports his/her purpose

STUDENT RESPONSES

ELAGSE11-12RI6

Response Score: 2 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

The author of Putting the Brakes on Driverless Car was more persuasive because he saw the whole perspective on the things. He used facts to support his claim which helped you see his view on the situation. The author of this article used their voice to help write a well-developed writing piece. The author of Get Ready for Roadway Robots didn’t explain about how it could change my life in any way. For instance his article was about European experts, manufactures, and automobile industry. He talked about removing operator error from the equation. Yes, it did explain it how it’s safer and will change the roads, but how will the average person be changed by this with a driverless car roaming around the roads?

In passage two it explained a real situation on the road. The example between how a driverless cars wouldn’t know the difference between a cardboard box and a pedestrian. This effectively supported his claim. It let readers see insight on how dangerous these cars could be. It makes you ask the question how would these driverless cars know the difference. The article makes you see the problems the other article didn’t explain.

- The response provides an adequate evaluation of which author’s style/content most effectively supports his/her purpose by showing how the author of “Putting the Brakes on Driverless Cars” outlines the argument against driverless cars in a more persuasive manner (“he saw the whole perspective on the things. He used facts to support his claim,” “it explained a real situation on the road,” “It makes you ask the question how would these driverless cars know the difference”). The response also shows how the other author was less persuasive in connecting the argument for driverless cars to the audience (“The author of Get Ready for Roadway Robots didn’t explain about how it could change my life in any way”).
- The response includes relevant examples/details from both passages for support. For instance, the student cites an example effectively employed by the author of the second passage (“how a driverless cars wouldn’t know the difference between a cardboard box and a pedestrian,” “It let readers see insight on how dangerous these cars could be”). The response also includes a specific example that is less than persuasive from the first passage (“but how will the average person be changed by this with a driverless car roaming around the roads”) and an example of the first author’s lack of relation to consumers (“For instance his article was about European experts, manufactures, and automobile industry”).

ELAGSE11-12RI6

Response Score: 2 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

The author of Get Ready for Roadway Robots uses style and content most effectively to support their purpose. This author uses logic to support their side by making you think about the driverless cars one way and leads you to logically accept his point of view about them. For example, in the second paragraph the author says, Most accidents occur when the driver is not concentrating on the task of driving. By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents. They use logic to think that if A causes B, and we do away with A, then that solves B.

The second author does not cite many studies. However, the studies he uses only deal with driverless cars as they are in their current state. They are nowhere near completion. Sure they might not be able to tell a box from a pedestrian now, but that will change. So the content of the second passage is not as effective as that of the first.

- The response provides an adequate evaluation of which author’s style/content most effectively supports his/her purpose by showing how the author of “Get Ready for Roadway Robots” effectively uses logical style/content to support his/her argument for driverless cars (“This author uses logic to support their side by making you think about the driverless cars one way and leads you to logically accept his point of view about them;” “They use logic to think that if A causes B, and we do away with A, then that solves B”). The response also shows how the second passage cites weaker evidence to support the case against driverless cars (“the studies he uses only deal with driverless cars as they are in their current state. They are nowhere near completion”).
- The response includes relevant examples/details from both passages for support. From the first passage, the example cited effectively supports the student’s positive evaluation of the author’s argument (“Most accidents occur when the driver is not concentrating on the task of driving. By eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents”). Conversely, the example pulled from the second passage supports the student’s negative evaluation of that passage’s persuasiveness (“Sure they might not be able to tell a box from a pedestrian now, but that will change”).

ELAGSE11-12RI6

Response Score: 2 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

The author of “Putting the Brakes on Driverless Cars” uses the most effective style and content to support their claims against the use of driverless vehicles. He or she realizes some of the advantages of these robots, such as driverless cars can avoid obstacles more quickly than human drivers. But, they also recognize that computers are notorious for functional errors and other dangers. The author of “Get Ready for Roadway Robots” only cites reason we need driverless cars like to eliminate traffic jams, long commutes, and wasted gasoline without taking into consideration possible malfunctions.

- The response provides an adequate evaluation of which author’s style/content most effectively supports his/her purpose by showing that the author of “Putting the Brakes on Driverless Cars” focuses on what is truly important in the debate (“He or she realizes some of the advantages of these robots, such as driverless cars can avoid obstacles more quickly than human drivers. But, they also recognize that . . .”). The response also points out the lack of focus on safety in the first passage (“without taking into consideration possible malfunctions”).
- The response includes relevant examples/details from both passages for support (Passage 1: “computers are notorious for functional errors and other dangers”; Passage 2: “The author of ‘Get Ready for Roadway Robots’ only cites reason we need driverless cars like to eliminate traffic jams, long commutes, and wasted gasoline”).

ELAGSE11-12RI6

Response Score: 1 point



4. Which author’s style and content MOST effectively support his or her purpose?

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

I think the author of Putting the Brakes on Driverless cars is most effective because the author uses real life scenarios of what could happen if we began to use driverless vehicles. The author says that driverless vehicles can’t identify a lot of things and could run over a person. The other author focuses on what could happen in the future not whats going on now. This author talks about things in the next one or two decades, which doesn’t affect me now.

- The response provides a weak evaluation of which author’s style/content most effectively supports his/her purpose, focusing on the real-life applicability of the authors’ arguments (“the author of Putting the Brakes on Driverless cars is most effective because the author uses real life scenarios of what could happen,”“The other author focuses on what could happen in the future not whats going on now”).
- Examples provided are vague/limited rather than relevant (“driverless vehicles can’t identify a lot of things and could run over a person,”“This author talks about things in the next one or two decades, which doesn’t affect me now”).

ELAGSE11-12RI6

Response Score: 1 point



4. Which author’s style and content MOST effectively support his or her purpose?

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

Passage two clearly states more evidence and better evidence as to why the world isn’t ready for driverless cars. This passage is more concerned with safety and makes valid points by looking at strengths and weaknesses of driverless cars. It says driverless cars can stop themselves faster than a human could, but can’t make split decisions.

- The response provides a weak evaluation of which author’s style/content most effectively supports his/her purpose, focusing entirely on the strength of the argument laid out in the second passage (“Passage two clearly states more evidence and better evidence;” “This passage is more concerned with safety and makes valid points by looking at strengths and weaknesses of driverless cars”).
- The supporting example comes from the second passage and is limited (“driverless cars can stop themselves faster than a human could, but can’t make split decisions”). There is no support drawn from the first passage.

ELAGSE11-12RI6

Response Score: 1 point



4. Which author’s style and content MOST effectively support his or her purpose?

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

I feel like Putting the Brakes on Driverless Cars supports their point better, because they look at both sides of the issue. The author acknowledges many good things about driverless cars, but lists the cons that outweigh the pros. Get Ready for Roadway Robots doesn’t give both sides of the argument. It uses way too much emotion to support driverless cars.

- The response provides a credible evaluation based on the passages of which author’s style/content most effectively supports his/her purpose (“Putting the Brakes on Driverless Cars supports their point better, because they look at both sides of the issue. The author acknowledges many good things about driverless cars, but lists the cons that outweigh the pros. Get Ready for Roadway Robots doesn’t give both sides of the argument. It uses way too much emotion”).
- The response does not include any relevant details from either passage for support.

ELAGSE11-12RI6

Response Score: 1 point



4. Which author’s style and content MOST effectively support his or her purpose?

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

The author of the second passage is smarter and says that a driverless car can stop sooner than a car with a driver, but he also say the technology has not advance to the point of sensing when and how to avoid rapid events like an accident. The other article just says that driverless cars will be a welcome change in technology.

- The response includes relevant examples/details from the passages that imply an evaluation of which author’s content/style most effectively supports his/her purpose (Passage 2: “a driverless car can stop sooner than a car with a driver, but he also say the technology has not advance to the point of sensing when and how to avoid rapid events like an accident”; Passage 1: “driverless cars will be a welcome change in technology”).
- The response does not explicitly evaluate which author’s style is more effective, beyond saying that the second author is smarter.

ELAGSE11-12RI6

Response Score: 0 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

Technology is not always reliable. We cannot put thousands of computers on the road and not expect anything bad to happen. How do we know that they can make the right decisions? There are too many risks involved. The machines aren’t conscious, people are.

- Though somewhat on the topic of cars/technology, the response does not provide an evaluation of which author’s style/content most effectively supports his/her purpose.
- The response includes no relevant examples from either passage.

ELAGSE11-12RI6

Response Score: 0 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

Get Ready for Roadway Robots is providing the facts about driverless cars. Everyone is scared of accidents.

- The response is unclear and does not evaluate which author’s style/content most effectively supports his/her purpose.
- The response includes no relevant examples from either passage.

ELAGSE11-12RI6

Response Score: 0 points



4. Which author’s style and content MOST effectively support his or her purpose?

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

Get Ready for Roadway Robots its purpose is the roadways in the cities. Putting Brakes on Driverless Cars purpose is creating new gadgets for cars.

- The response is unclear and does not address the question.
- The response includes no relevant examples from either passage.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

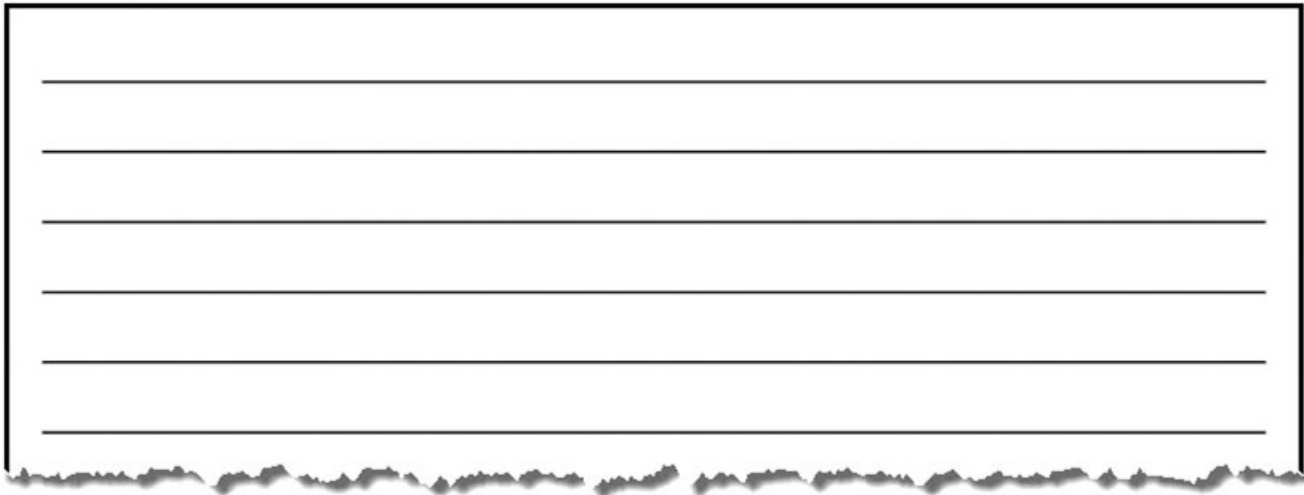
Writer’s Checklist

Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence, including facts and details, from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- 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: ELAGSE11-12W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ELAGSE11-12L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE11-12L2. 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) into 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 develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience • Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence • Uses specific, well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns • Uses words, phrases, and/or clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) • Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from and supports the argument presented
	<p>3</p>	<p><i>The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) • Uses an organizational strategy to present claim(s), reasons, and evidence • Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses an appropriate tone and style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre (continued)

Writing Trait	Points	Criteria
	2	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) • Attempts to use an organizational structure which may be formulaic • Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns • Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak • Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns • Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) • Uses a style and tone that are inappropriate and/or ineffective • 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
<p>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></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and/or conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning*
	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

*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

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

Cities and interstates are constantly clogged with traffic, and there seems to be an endless onslaught of dangers facing every driver on any roadway. Many arguments have been made in favor of replacing the human driver with an autopilot. However, it is much more likely that the addition of this new technology will only make driving even more disastrous.

"Putting the brakes on Driverless Vehicles" expresses the dangers of riding in an autonomous vehicle. "A driverless car can stop itself sooner than a human driver could stop it, but it will not miss an obstacle altogether if the obstacle appears suddenly," which means that any rapid change in the vehicle's environment could cause a wreck. Because roadways are never certain, this flaw puts passengers at an even greater risk. Rural areas already

have large problems with wild animals running across highways at night, and cities struggle to protect pedestrians even when alert, human drivers are behind the wheel. Without being able to perform an immediate halt, the chance of death for either party increases to almost the same odds as drunk driving. This is especially concerning, because in one test, an autonomous car "struck a mock cyclist."

In an effort to calm these safety concerns, manufacturers have included the ability to "take over the controls during extreme scenarios," according to "Get Ready for Roadway Robots." However, there are safety concerns here, too. If a driver is not actually driving the vehicle, then they are "less aware of their surroundings," according to "Putting the brakes on Driverless Vehicles," resulting in the same response the vehicle itself would give to a sudden change in the roadway. In extreme cases, the transition between drivers could possibly lead to an even more deadly crash than if the autopilot had remained in control. In these cases, it is likely that the driver was distracted with a cellphone, the radio, or any number of other means that lead to wrecks caused by human error. With these safety-default features in place, the autonomous car becomes an amplifier for the very mistakes that already take thousands of lives each year. If these safety disasters are overlooked, then it becomes

easy to see the merit of the "Roadway Robots." Environmental issues are reduced due to "cleaner emissions," which are a valuable asset to our Carbon dioxide - choked atmosphere. A "smoothly running highway system," means less stand-still traffic for commuters and more time to get productive work done. If the autonomous car was not a rolling wreck magnet, this technology could even be considered "just what society needs." Unfortunately for driverless vehicle manufacturers, the flaws in these systems cannot be overlooked. Without a balance of safety and benefits, technological advancements mean nothing. In the case of the "Roadway Robots," the stakes are just too high to achieve that balance.

DOC: 4

- The response effectively introduces a claim (“Many arguments have been made in favor of replacing the human driver with an autopilot. However, it is much more likely that the addition of this new technology will only make driving even more disasterous”) and engages the audience with an appealing introduction.
- Opposing claims are acknowledged and countered (ability to take over controls, cleaner emissions, smoothly running highway system).
- Ideas and concepts are effectively organized. The response expertly and cleverly weaves the two claims together to establish and maintain the claim against the counterclaim.
- The response thoroughly develops the claim and counterclaim with specific and relevant facts, concrete details, and examples and points out strengths and limitations of both while anticipating the audience’s knowledge and concerns (stating and elaborating on the dangers of driverless vehicles, countering manufacturer safety efforts, acknowledging and weighing the benefits of driverless cars to society).
- Words, phrases, and clauses are skillfully used to connect the major sections of the text (“In an effort to calm these saftey concerns,”“If these saftey disasters are overlooked”) and clarify relationships (“Because roadways,”“already have,”“Without being able to,”“In these cases,”“With these saftey-default features in place”). The response smoothly transitions between related ideas to create a cohesive argument.
- A formal style and objective tone are established and maintained.
- The response provides a strong conclusion that logically follows from and supports the argument presented (“Unfortunatley for driverless vehicle manufacturers, the flaws in these systems cannot be overlooked. Without a balance of saftey and benefits, technological advancements mean nothing. In the case of the ‘Roadway Robots,’ the stakes are just too high to acheive that balance”).

LUC: 3

- The response uses clear and complete sentence structure, with appropriate range and variety. The sentence pattern varies to enhance meaning, reader interest, and style.
- An attempt is made to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response consistently cites quotations and information from both passages.
- There are no errors in usage or conventions that interfere with meaning (infrequent, minor spelling errors).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

We have all the news about driverless cars and the push to make them more widespread. They are made out to be the the newest idea in technology, reducing crashes and helping the environment by lessening their impact on the Earth, but are they really all that safe? It may be too early to tell, but as of now, driverless cars should not be widely used on our roadways because of the unreliable nature of computers and the fact that tests on the car have not been promising.

Overall, driverless cars and the computers they run off of should not be relied on when it comes to operating a car. It was said that, “computers are notorious for functional errors. When a car malfunctions and the driver takes over, what will happen if the driver is not prepared to do so?” (Putting the Brakes on Driverless Cars). The unreliable nature of these computers paired with the lack of awareness some drivers have is a disaster waiting to happen. Because they driver is not needed to operate the car, most drivers might become distracted by cellphones and other items, and when it comes time for them to take over, they would not be in a position to properly avoid an accident.

Another reason driverless cars should not be widely used on roadways is the fact that tests show the car is not suitable for public use. A study showed that the car, “will not miss and obstacle altogether if the obstacle appears suddenly” (Putting the Brakes on Driverless Cars). We see now that driverless cars may reduce predictable crashes, but the ones that only a human can react to will still be a problem with driverless cars. Some cars even, “struck a mock cyclist” (paragraph 2) giving even more evidence that driverless cars cannot predict every scenario in the world around them.

Many supporters of the driverless car say, “by eliminating the need for the driver to focus, driverless cars will be able to prevent a majority of accidents.” (Roadway Robots). These cars will be able to detect some accidents, but how can it predict the innumerable scenarios that could possibly occur. Some also say, “Newer technology means cleaner emissions and more smoothly running highway system.” (Roadway Robots). It is true that new cars will mean greener emissions but is that really worth the possible increase in accidents that could occur due to a computer failure or a driver’s lack of focus?

Introducing driverless cars as an attempt to fix the distracted driving epidemic in our society would only make it worse. Now drivers would feel comfortable taking their complete attention away from the road when there are still many dangers ahead of them. Instead of creating cars that do not need a driver, we should enact incentives to help current drivers pay attention to the road. Just because the car is doing all the work does not mean the driver can ignore the world around them.

DOC: 4

- The response effectively introduces a claim (“as of now, driverless cars should not be widely used on our roadways because of the unreliable nature of computers and the fact that tests on the car have not been promising”) and engages the audience with a rhetorical question.
- Opposing claims are acknowledged and countered (accident prevention, cleaner emissions).
- Ideas and concepts are effectively organized. The response has an appropriate introduction; three body paragraphs addressing the unreliable nature of computers and distracted drivers, the concerning test results, and the opposing claims; and a logical conclusion.
- The response thoroughly develops the claim and counterclaim with specific and relevant facts, concrete details, and examples and points out strengths and limitations of both while anticipating the audience’s knowledge and concerns. The response uses a variety of quotations and elaboration to develop the topic in each paragraph, (“‘computers are notorious for functional errors;’” “A study showed that the car, ‘will not miss and obstacle altogether if the obstacle appears suddenly’”).
- Words, phrases, and clauses are skillfully used to connect the major sections of the text and clarify relationships (“Overall,” “Another reason,” connecting the idea of distracted drivers between paragraphs). Evidence is used to build and strengthen the argument throughout the response.
- A formal style and objective tone are established and maintained.
- The response provides an effective conclusion that logically follows from and supports the argument presented (“Introducing driverless cars as an attempt to fix the distracted driving epidemic in our society would only make it worse”) and is followed by reiterating some supporting ideas.

LUC: 3

- The response uses clear and complete sentence structure, with appropriate range and variety. The sentence pattern varies to enhance meaning and present a progression of ideas.
- An attempt is made to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response consistently cites quotations and information from both passages.
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

Everyone has, at some point in their life, dreamed of one day owning their own hover board, time machine, and flying car. They seem pretty cool, right? Well, modern technology is bringing us closer and closer to your childhood fantasies. Experts claim to be developing the next giant leap in technology: the driverless car. That's right no more having to drive on your own and missing out on the ride. Now you can kick back and relax while your car takes you wherever you want to go.

However, will these cars really be all we hope and expect them to be? While these cars sound like

the next big thing, consider their dangerous reality before you jump for your ~~to~~ checkbook.

The driverless car is said to work off of an elaborate technology system to allow the car to drive and park on its own as well as avoid collisions. This is a great concept because, as stated in Passage One: "Research shows that the number one cause of all traffic collisions is driver error." Still, take a moment to consider, how many times has your laptop crashed, or your phone start to glitch, or your internet stop working? All of these errors are technological failures, and can happen anytime, anywhere without any warning. At least driver error is easier to prevent through the practice of safe and responsible driving.

Another danger of the driverless car is its incapability to differentiate obstacles. For example, a human can differentiate a box from a person, while the car cannot. The so-called "safety advancements" don't seem to be so advanced.

According to Passage Two, the driverless car struck a mock cyclist during a closed course test, and other tests show that while the driverless car can stop sooner than a human driver, it will not miss an obstacle that appears suddenly.

On top of all this, even with the wonderful possibilities of the driverless cars, the need for human drivers is not eliminated. People are too dependent on technology as it is, but if the need were to arise for the human driver to take over, not only would they be less aware of their surroundings, but they will also be out of practice, which creates even more danger.

So ask yourself, is the driverless car really the best thing for the future? While these cars offer many great features and advancements, are they really safe? Sure, having a car that can drive itself, park itself, and supposedly avoid collisions is a great idea,

but it is an unreal one. Even with all^{of} the possibilities, the cars are not beyond the laws of nature. Technology fails all the time and, like Passage Two says, "Human mistakes are upsetting, but technological blunders are unacceptable when human lives are at stake."

DOC: 4

- The response effectively introduces a claim ("While these cars sound like the next big thing, consider their dangerous reality before you jump for your checkbook") and draws the attention of the audience with an engaging introduction ("Everyone has, at some point in their life, dreamed of one day owning their own hover board, time machine, and flying car").
- Opposing claims are acknowledged and countered ("no more having to drive on your own . . .," "is said to . . . avoid collisions").
- Ideas and concepts are effectively organized. The response has an introduction, three body paragraphs addressing different aspects of the argument (technological failures, incapacity to differentiate obstacles, the remaining need for human drivers), and an effective conclusion.
- The response thoroughly develops the claim and counterclaim with specific and relevant facts, concrete details, and examples and points out strengths and limitations of both while anticipating the audience's knowledge and concerns. The response uses a variety of quotations, paraphrases, and elaboration to develop the topic in each paragraph ("according to Passage Two, the driverless car struck a mock cyclist during a closed course test").
- Words, phrases, and clauses are skillfully used to connect the major sections of the text and clarify relationships ("However," "Another danger," "On top of all this"). The argument follows a logical progression that is aided by smooth transitions between concepts.
- A formal style and objective tone are established and maintained.
- The response provides an effective conclusion that logically follows from and supports the argument presented. It summarizes the most salient claims and looks toward the future ("Sure, having a car that can drive itself, park itself, and supposedly avoid collisions is a great idea, but it is an unreal one. Even with all of the possibilities, the cars are not beyond the laws of nature").

LUC: 3

- The response uses clear and complete sentence structure, with appropriate range and variety. A mix of complex sentence structures are used to enhance meaning and improve readability.
- An attempt is made to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response consistently cites evidence from both passages.
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

While both articles display the advantages and disadvantages on driverless cars, the best choice would be to pursue the future usage of driverless cars. It is not only realistic but is also great for several reasons including, the ensurance of elder mobility, the decrease in automobile accidents and the logic of futhering human technology.

There are many who would state that elder drivers may be less likely to get into car accidents. Due to the amount of years of trained driving under their belts. However, these claims could easily be argued over due to the mental stability and health condition of elder people. Driverless cars could solve that claim by providing a safe form of mobility to elder folks without the risk of stress on an older mind and body.

When driverless cars become a sure thing, there is sure to be a decrease in automobile accidents. With further safety implications installed in driverless cars the safeness on the road should show an increase. "Research shows that the number one cause of all traffic collisions is driver error" (Get Ready for Roadwady Robots). In the most logical sense, the option of driverless cars should prove to be a heavily welcomed one.

If there is one thing that is for certain is that human beings are innovative beings. Ones that push the envelope of discovery and seek out the futhering of human intelligence and technology. While it is true that "Even if these vehicles were capable of avoiding all accidents, there will be times when they must be controlled by actual drivers" (Putting the Brakes on Driverless Cars), the perfection of technology due to trial-and-error should put these worries to sleep. In the long run driverless cars are bound to become a thing, leaving human operated vehicles a thing of the not-to-long-ago past.

In short, the construction of driverless cars shows that humans look for innovative ways to solve problems, being that car accidents are a hinderance to society and needs to be solved. While it's true that technology can't be one hundred percent right away, time and trial will prove to be the best things to look foward to for the advancement of driverless cars. If anything is for certain, is that old customs and traditions are never to be remained forever (human operated cars included).

DOC: 3

- The response clearly introduces the claim (“the best choice would be to pursue the future usage of driverless cars”).
- An attempt is made to acknowledge and counter an opposing claim (“While it is true that ‘Even if these vehicles were capable of avoiding all accidents, there will be times when they must be controlled by actual drivers’”).
- An organizational strategy is used to present the claim, reasons, and evidence. The response has an introduction that presents the supporting ideas, three body paragraphs expanding on these ideas in order, and a conclusion that summarizes these ideas.
- The response adequately develops the claim and counterclaim with relevant information from the sources (“Research shows that the number one cause of all traffic collisions is driver error”).
- Some words and phrases are used to connect ideas and show relationships among the claim, reasons, and evidence. Few transitions are used between paragraphs, but internal transitions (“However,” “these worries”) and clauses are used to establish and build relationships between these ideas.
- The response uses an appropriate tone and style consistently for task, purpose, and audience. A formal style is maintained throughout.
- The response provides a conclusion that follows from the argument presented. It summarizes the claim and counterclaim and looks toward the future.

LUC: 3

- The response uses clear and complete sentence structure, with appropriate range and variety. A variety of simple, compound, and complex sentences are used to convey meaning and enhance readability.
- An attempt is made to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response cites evidence from both passages.
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

More than 70 percent of people believe driverless cars will take the place of the automobiles we have today. Driverless cars work by using elaborate technology systems that allow the car to drive on its own. Driverless cars are programmed to avoid collisions and other mishaps for which the human driver has been consistently to blame. Drivers have the option to let the technology take its course or drive themselves.

Secondly, driverless cars work by using technology. the car controls what to do not the driver.

Technology is great, but computers can make error, just as humans. Technology isn't going to be the one to blame when you hit something. According to "Get Ready for Roadway Robots", the car makes command decisions majority of the time." That means, if the car feels to hit something it will, and you're not in charge of the car.

Thirdly, driverless cars are suppose to avoid collisions/traffic accidents. According to "Putting the Brakes on Driverless Cars", "tests show that a driverless car are not beyond the laws of nature." Which means 7 out 10 times the car can't prevent a accident. Driverless cars can't prevent an accident if a obstacle just appear because it's technology and it can't act as fast as a human's mind can. If a human driver was driving they could easily prevent it because they are aware of whats going on.

Finally, drivers can have the option to drive or let the car drive itself. According to “Putting the Brakes on Driverless Cars”, drivers will be likely be less aware of their surroundings than of they had been driving all along. Which is something to think about, if you let the car drive itself and then a obstacle appears and the car can’t stop, you put yourself to drive and your unaware. That is a very big safety concern. You would’nt want to put yourself in a situation like that.

In conclusion, driverless cars isn’t a great idea. Mostly, because it can’t avoid rapid events, computers can make errors, and aren’t beyond the laws of nature. Those are all safety concerns for the human and the car itself.

DOC: 3

- The response clearly introduces the claim (“driverless cars isn’t a great idea”).
- An attempt is made to acknowledge and counter an opposing claim, though this is done with information that is not found in the passages (“More than 70 percent of people believe driverless cars will take the place of the automobiles we have today. Driverless cars work by using elaborate technology systems that allow the car to drive on its own”).
- An organizational strategy is used to present the claim, reasons, and evidence. The response presents the counterclaim first, then three body paragraphs refuting the counterclaim and supporting the claim with evidence, and then a logical conclusion.
- The response adequately develops the claim and counterclaim with relevant information from the sources (“According to ‘Get Ready for Roadway Robots’, the car makes command decisions majority of the time”).
- Some words and phrases are used to connect ideas and show relationships among the claim, reasons, and evidence. Repetitive transitions are used between paragraphs (“Secondly;”“Thirdly;”“Finally;”“In conclusion”). The ideas flow logically and are cohesive.
- An appropriate tone and style are used fairly consistently for task, purpose, and audience.
- The response provides a concluding section that follows from the argument presented. The claim is presented in the concluding statement, with a list that summarizes support for the claim.

LUC: 3

- The response uses clear and complete sentence structure, with appropriate range and variety. Simple and complex sentence structures are used.
- An attempt is made to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations. The response cites evidence from both passages.
- Minor errors in usage, spelling, and conventions do not interfere with meaning.

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

In our world today we are relying too much upon technology, yes there are many upsides to technology that everybody can see but what about all the harm it can do as well? As for example the driverless car it can bring us good but what about the damage it can bring upon people.

Driverless cars can be very dangerous in many eye-opening ways. They are still computers which opens them up to many technological errors. What if they start to fail while you're in the middle of a busy road or trying to slow down in a school area? The possibilities of error

are very much real and extremely terrifying.
"Human mistakes are upsetting, but technological blunders are unacceptable when human lives are at stake." (Passage 2, Paragraph 4)

This advanced automobile will have a few perks to it as well for example, having a faster reaction time than the average driver. It will be able to remove error from humans, but what happens when it has an error in itself? It can be a safe vehicle maybe one day but not in our near future. Driverless cars must go through years and decades of testing to convince anyone to step foot in one of these. One MAJOR thing they must do is guarantee a 100% error free vehicle. "As technology continues to advance, this will include more accurate self-parking abilities and a lesser amount of input from the human occupant."

In conclusion everyone who is interested in this futuristic automobile should really invest into all the good and bad that comes from it.

Actually research into it think for yourself not from advertisements that will come from it decades from now. People should not just buy into something because it is popular at the time, because they would have been blinded to all the downsides of the vehicle, not knowing all the harm their vehicle may cause. IF they can do all these things as I've told, people WILL open their eyes to see things from a better, more clear view.

DOC: 3

- The response clearly introduces the claim (“the driverless car it can bring us good but what about the damage it can bring upon people”).
- An attempt is made to acknowledge and counter an opposing claim (“This advanced automobile will have a few perks to it as well”).
- The response has an introductory section, two body paragraphs supporting the claim and introducing and refuting the counterclaim, and a conclusion.
- The response adequately develops the claim and counterclaim with relevant information from both sources (“ ‘Human mistakes are upsetting, but technological blunders are unacceptable when human lives are at stake.’ (Passage 2, Paragraph 4)”).
- Some words and phrases are used to connect ideas and show relationships among the claim, reasons, and evidence (“This advanced automobile,” “In conclusion”). Ideas flow logically and relationships are apparent.
- An appropriate tone and style are used fairly consistently for task, purpose, and audience.
- The response provides a conclusion that follows from the argument presented (“In conclusion everyone who is interested in this futuristic automobile should really invest into all the good and bad that comes from it;” “People should not just buy into something because it is popular at the time, because they would have been blinded to all the downsides of the vehicle, not knowing all the harm their vehicle may cause”).

LUC: 2

- The response uses mainly complete sentences, with some variety, but it also includes some run-on sentences (“In our world today we are relying too much upon technology, yes there are many upsides to technology that everybody can see but what about all the harm it can do as well?”).
- Paraphrases and direct quotations are inconsistently attributed to their sources. The response cites the second source but does not cite the evidence used from the first source.
- There are minor errors in usage or conventions with no effect on meaning (“relying,” “convince”).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

Using driverless cars will have a great impact on car accidents. It will make it somewhat safer on the highways, but there are some downsides to the driverless car.

Nothing is a hundred percent safe. There will always be something that can cause harm to someone. With the driverless car, yes it will make the highways safer but what about when something runs out in front of the car and it can't react automatically, it will hit it. If a person were driving it they could prevent hitting this thing.

“So far, the technology has not advanced to the point of sensing when and how to avoid rapid events.”(Passage 2) This can cause a major downfall of the car. It is not safe at all. No one would want a car that can't stop automatically and cause harm to them. They say that it will be safer but this is definitely not safe at all. If something happens so fast the the car cannot react then that person is in immediate danger.

Yes, the car may be able to make things easier for us. “As technology continue to advance, this will include more accurate self-parking abilities.”(Passage 1) But this doesn't mean that it will always be exactly accurate as with people, there parking isn't accurate either. Just let people be the driver. Adding a driverless car will just make thing more complicated. People are used to driving and there will always be accidents, it's just a part of driving.

Using driverless cars are a dangerous hazzard, they need to just use regular cars and let people drive them, themselves. Its just safer that way.

DOC: 2

- The response attempts to introduce a claim (“there are some downsides to the driverless car”).
- Reference is made to opposing claims (“Yes, the car may be able to make things easier for us”).
- The response attempts to use an organizational structure to present the claim, reasons, and evidence. There is an introductory section and a concluding section, with counterclaims presented and refuted in the body paragraphs.
- The claim and counterclaim are developed, sometimes unevenly, with reasons and evidence from both sources (“So far, the technology has not advanced to the point of sensing when and how to avoid rapid events.” (Passage 2)).
- Some words and phrases are used to connect the claim, counterclaim, reasons, and evidence, but cohesion is inconsistent or weak (“Yes, the car may be able to”). Evidence is presented and elaborated in a logical manner, with some awkward transitions between ideas.
- The response attempts to establish an appropriate tone and formal style but does not consistently maintain them. The tone is mostly objective, with informal language used occasionally (“they need to just”).
- The response provides a weak concluding statement that states the claim and follows the argument presented (“Its just safer that way”).

LUC: 2

- The response uses mostly complete sentences, with some variety. It also contains some sentence formation problems, mainly comma splices (“People are used to driving and there will always be accidents, it’s just a part of driving”).
- Paraphrases and direct quotations are attributed to their sources. The response cites evidence from both sources.
- There are minor errors in usage or conventions with no significant effect on meaning (punctuation issues: “yes it will make the highways safer but what about when something runs out infront of the car and it can’t react automatically, it will hit it;” “Its just safer”; minor spelling errors: “sencing,” “definitely,” “mojor”).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

After reading both passages, each of them have very good descriptive details. Get Ready for Roadway Robots shows the sort of good things about the driverless cars. It tells about all the good advancements, & the new technology that average humans don't really have. It gives details about how drivers may have the option to take over the controls, but also how the cars are designed to avoid collisions.

My personal opinion is, i'd rather us average humans just drive the cars. Because

in the passage Putting brake on driverless cars, it states that the car is designed to avoid collisions, but the car may not be able to avoid rapid collisions, as if a cyclist runs out in front of you, the driverless car would hit the cyclist.

The driverless car may have some advantages that humans may not have, but in a rapid collision the driver could take over the wheel and save his/her life. I would rather humans just drive the cars period. If I had a car that could drive on it's own, I wouldn't be paying attention to the road at all probably. That's why the designers shouldn't be so sure about drivers taking over the wheel in an accident.

The designers need to just leave the driving to us, because using this new technology may cause more serious and fatal even on the highways, interstates, and roadways.

DOC: 2

- The response attempts to introduce a claim (“i’d rather us average humans just drive the cars”).
- Reference is made to opposing claims (“the cars are designed to avoid collisions,” “The driverless car may have some advantages that humans may not have”).
- The response attempts to use an organizational structure to present the claim, reasons, and evidence, but the structure is sometimes ineffective. The introduction summarizes the first passage, then body paragraphs present and support the claim and counter the opposing claim, and a concluding sentence follows.
- The claim and counterclaim are developed unevenly with little information from the sources (“Because in the passage Putting brake on driverless cars, it states that the car is designed to avoid collisions, but the car may not be able to avoid rapid collisions”). The response supports the claim with two pieces of evidence from the first passage.
- The response attempts to link the claim, counterclaim, reasons, and evidence, but the cohesion is inconsistent and weak. Some sentences logically follow and elaborate on the evidence provided (“That’s why the designers shouldn’t be so sure about drivers taking over the wheel in an accident”), but some transitions are less effective (“My personal opinion is”).
- The response attempts to establish an appropriate tone and formal style but does not consistently maintain them.
- The response provides a brief concluding sentence that follows the argument presented.

LUC: 2

- The response uses complete sentences, with some variety. Most sentences are simple in structure, with one run-on (“Putting brake on driverless cars, it states that the car is designed to avoid collisions, but the car may not be able to avoid rapid collisions, as if a cyclist runs out in front of you, the driverless car would hit the cyclist”).
- Paraphrases and direct quotations are attributed to their sources via in-text or parenthetical citations.
- There are minor errors in usage or conventions with no significant effect on meaning (“i’d,” “it’s” instead of “its,” “may cause more serious and fatal even on the highways”).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

In today's time everyone is searching for a way to make life easier. Sometimes their idea works and sometimes it doesn't. But no matter what does it still finds a way to create a new problem. The one problem that always comes about is humans ability to do things for themselves. An example of an invention that does this to people is the driverless car.

Like any newly made invention, the creators and supports of the driverless cars would say the it is perfect and that it has no flaws, but that is a lie. One flaw that they have, which has been shown in testing, is that they can not stop themselves when a object has suddenly appeared. So if you are in the driver's seat of a driverless car and child run in the street. There is still a chance that the child could be hit and you and the creators of the vehical will be to blame.

Even if the car do what they are programmed to do what is stoping the driver and or passengers form getting into other type of problems. Since these cars can driver on their own what if the malfunction and crush.

DOC: 2

- The response attempts to introduce a claim (“it still finds a way to create a new problem,” “An example of an invention that does this to people is the driverless car,” “the creators and supports of the driverless cars would say the it is perfect and that it has no flaws, but that is a lie”).
- An attempt is made to reference an opposing claim (“the creators and supports of the driverless cars would say the it is perfect”).
- The response ineffectively uses an organizational structure to present the claim, reasons, and evidence. The introduction attempts to establish the topic and draw in the reader and is followed by a weak body paragraph and a weak attempt at a concluding section.
- The claim is developed, sometimes unevenly, with little relevant information (“One flaw that they have, which has been shown in testing, is that they can not stop themselves when a object has suddenly appeared”). The information is general, and few specific examples from the sources are included.
- An attempt is made to use some words and phrases to connect the ideas, but the cohesion between reasoning and ideas is inconsistent or weak. Basic linking words and phrases are used to elaborate on evidence (“An example of,” “So if”).
- The response attempts to establish an appropriate tone and formal style, but these are inconsistent.
- The response provides a weak concluding statement that reads like a continuation of the body paragraph and ends abruptly (“Even if the car do what they are programmed to do what is stoping the driver and or passengers form getting into other type of problems. Since these cars can driver on their own what if the malfunction and crush”).

LUC: 2

- The response uses mostly complete sentences, with one fragment (“So if you are in the driver’s seat of a driverless car and child run in the street”).
- No attempt is made to attribute paraphrases and direct quotations to their sources. No direct quotations are used, and paraphrases from the second source are not attributed.
- There are minor errors in usage or conventions with no significant effect on meaning (“humans” instead of “human’s,” “child run” instead of “a child runs,” “ablility,” “vehical,” “stoping”).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

I think driverless cars are a wonderful
 idea. with driverless cars there would less
 accidents and less traffic on the streets.
 When humans are driving they make mistakes
 or even look away and dont pay attention
 which causes wrecks and could lead to serious
 injuries. Humans tend to check there cellphones
 while driving which can cause a huge wreck
 and take lives away from others. Driverless
 cars would make the roads safer and be
 a positive thing to this world.

DOC: 1

- The response attempts to introduce a claim (“I think driverless cars are a wonderful idea”).
- There is no attempt to reference or acknowledge an opposing claim.
- The response is too brief to demonstrate an organizational structure to present the claim, reasons, and evidence. The introduction attempts to establish the topic and draw in the reader and is followed by a weak body paragraph and a weak attempt at a concluding section.
- Minimal information is provided to develop the claim (“less accidents and less traffic,” “dont pay attention”).
- No attempt is made to use words or phrases to connect the claim, reasons, and evidence. Only one reason and one piece of evidence are presented, and they follow logically. No transitions are used.
- The response provides a minimal concluding statement (“Driverless cars would make the roads safer and be a positive thing to this world”).

LUC: 1

- The response uses weak sentence structure, with an overuse of conjunctions and relative clauses in the brief response (“When humans are driving they make mistakes or even look away and dont pay attention which causes wrecks and could lead to serious injuries”).
- No attempt is made to attribute paraphrases and direct quotations to their sources. No direct quotations are used, and information from the first source is not attributed.
- There are frequent errors in usage and conventions. The brief response has errors in capitalization, errors in spelling, missing punctuation, and missing words (“wonderfull,” “there would less accidents,” “dont,” “there”).

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

Starting with “Get Ready for Roadway Robots”. The passage has some great reasons to use driverless car, it gives us examples of real life things like “Most accidents occur when the driver is not concentrating on the task of driving, driverless cars will be able to prevent a majority of accidents.” and “by using technology to its fullest potential, lives can be saved and people can commute with confidence”.

And the other passage also has some great reasons for driverless cars like, “prevent injuries and deaths caused by traffic collision”. and “Human mistakes are upsetting, but technological blunders are unacceptable”.

Even though technology has come a long way. I still think that we should not have driverless cars, because I think everyone should learn how to drive a car.

DOC: 1

- The response attempts to introduce a claim (“I still think that we should not have driverless cars”).
- The opposing claim is referenced, without realizing that this is a counterclaim to the claim the response gives.
- The response is too brief to demonstrate an organizational structure. The response consists of a very simple summary of both passages and a summarizing statement at the end.
- Some information is provided from both passages, but this information is not used to develop the claim. Direct quotations from each source are listed.
- Little attempt is made to use words or phrases to connect the claims, reasons, and evidence. The linking words used are minimal and basic (“Starting with,” “And the other”).
- The response provides a minimal summarizing statement (“Even though technology has come a long way. I still think that we should not have driverless cars, because I think everyone should learn how to drive a car”).

LUC: 1

- The response has fragments, run-ons, and other sentence structure errors (“Starting with ‘Get Ready for Roadway Robots’”).
- An attempt is made to attribute paraphrases and direct quotations to their sources.
- There are frequent errors in usage and conventions. Much of the response is quoted material from the passages that is not contextualized or incorporated correctly.

ELAGSE11-12W1, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Currently, a public debate is growing about the future of driverless vehicles. While these vehicles are still too expensive for mass production, the technology is fully in place and advancing. Some experts predict that driverless vehicles will become commonplace in the not-too-distant future. Those onboard with the technology welcome the development and predict safer roadways as a result; others, however, fear that driverless vehicles will make roadways even more unsafe.

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting one side of the debate or the other.

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

Make a couple of driveless cars. See if people like them. If they do I will start selling them for a low price for it could be more safe on the road. I will convince everyone to get one to be safe and text when driving. People dont have to drive if their tired so they could just text or talk when in the car.

DOC: 1

- The response attempts to introduce a claim, but the claim must be inferred (“for it could be more safe on the road”).
- No attempt is made to reference or counter the opposing claim.
- The response is too brief to demonstrate an organizational structure.
- Minimal information is provided from the sources.
- The response makes minimal attempt to use words or phrases to connect claims and reasons and evidence.
- The response does not provide a summarizing statement.

LUC: 1

- The response mostly uses simple sentences, with weak structure throughout (“Make a couple of driveless cars. See if people like them”).
- No attempt is made to attribute paraphrases and direct quotations to their sources.
- The very brief response has frequent errors in usage and conventions (“their” instead of “they’re”).

