Understanding Constructed Response Items
Gr 3-8

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Constructed Response

• Short Answer
  – Claim 1: Reading (2 in the CAT)
  – Claim 4: Research (*may be* 1 in the Performance Task)

• Brief Write
  – Claim 2: Writing (1 in the CAT)

• Full Write
  – Claim 2: Writing (1 in the Performance Task)
**Constructed Response [CR]**

- **ALL** CR items are human/hand scored.

- **All** CR items have trait-specific rubrics; the PT rubric is purpose-specific.

- **All** short answer/brief write rubrics have 0-1-2 points....**but**...those items are “weighted” (so don’t tell kids they are “only” worth 2 points!).

- The PT rubric has 4 points for organization, 4 points for elaboration, and 2 points for conventions = 10 point total.
Claim 1: Reading - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

<table>
<thead>
<tr>
<th>Literary Texts</th>
<th>Informational Texts</th>
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<tbody>
<tr>
<td>1— Key Details [MC, HOT TEXT]</td>
<td>8— Key Details [MC, HOT TEXT]</td>
</tr>
<tr>
<td>2— Central Ideas* [MC, HOT TEXT, SHORT ANSWER]</td>
<td>9— Central Ideas* [MC, HOT TEXT, SHORT ANSWER]</td>
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<td>4— Reasoning and Evidence* [MC, HOT TEXT, SA]</td>
<td>11— Reasoning and Evidence* [MC, HOT TEXT, SA]</td>
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<tr>
<td>5— Analysis Within and Across Texts [MC, HOT TEXT]</td>
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<td>7— Language Use [MC, HOT TEXT]</td>
<td>14— Language Use [MC, HOT TEXT]</td>
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Item Stems

• Item Stems come from the Item Specifications for each Claim
• There are *many* more than included here
• What good are they?
  – Teach language
  – Teach definitions and implied rigor of verbs
  – Model good reader strategies
  – Model good answers (and non-examples)
Grades 3-8

Annotated training materials for scoring the upcoming Interim assessment
Liam leaped to his feet and tore off his mask. The batter had hit Carter's pitch, but it wasn't a clean blast to the outfield. No, that ball was shooting straight up like a rocket ship—and Liam needed to be directly under it when it came back to Earth! His brown eyes locked onto their target. He lifted his glove. It was a make-or-break moment. Make the catch, and the game was theirs. Miss it, and he'd break the hearts of his teammates, not to mention the thousands of fans who'd traveled to see their local team in action.

Liam's and Carter's families were among those fans. Liam knew exactly where they were sitting. Before the game, they had unfurled a huge banner that read "Mid-Atlantic All the Way!"

The banner had been his mother's idea. "We'll paint the words in neon colors on a long bolt of fabric," she declared, fanning her hands out to diagram a headline in the air. "The Mid-Atlantic fans will love it!"

"Unless it's in front of them and blocking their view of the field," Carter's mother pointed out.

Her sister waved her objection away. "Then we'll take it up to the hill and invite everyone to gather under it! Imagine all of us cheering together, one big booming voice, as our home-state heroes play their way to the title!"

Liam, Carter, and everyone else in their families had pitched in to make the banner. Liam's older sister, Melanie, had even offered to hold one end, although she made it clear she had an ulterior motive.
"Your games are shown live on one of the big sports networks, right?" she'd said the week before the tournament. "They always pan around the crowd, looking for stuff like this banner. When that camera lands on me, it could be my big break."

While Liam dreamed of one day playing professional baseball, Melanie longed to make it in show business. She took every dance, voice, and acting class their small town had to offer, and performed in local theater productions. She'd once thought that New York City was where she should be, but a two-week family vacation to California the summer before had changed that. Now living near Los Angeles was all she could talk about.

For Liam's part, he couldn't imagine leaving Pennsylvania for California. He'd had a great time on their vacation. The people they'd met had been friendly and helpful, the weather had been great, and the food even better. But compared with Pennsylvania, everything about California was just so... different.

That afternoon, when he saw the banner on the hillside and heard the cheers from the crowd gathered by it, his heart swelled with pride and determination. Those feelings stayed with him throughout the game. They thrummed in his chest when he hit the RBI triple that gave the Mid-Atlantic players their fifth run of the game. They powered him through the long fifth inning, when Great Lakes threatened to overtake Mid-Atlantic by racking up four straight runs. And those feelings surged in his veins when Coach Harrison pulled the starting pitcher, Daniel Cho, and put Carter on the mound for the final inning instead.

His pride peaked when Carter stopped Great Lakes' rally cold. Now his determination to win took over as he tracked the ball in the air above him. It reached the top of its climb and started its descent. Liam shuffled sideways. He widened the fingers of his glove a hair more. A moment later—Thud! The ball landed in the pocket and stuck there.

"Yer out!" the umpire yelled.

The fans erupted, roaring, clapping, and stamping their feet. Liam leaped into the air, only to be brought back to earth when his teammates swarmed him, their screams of victory ringing throughout the ballpark. Final score: Mid-Atlantic 5, Great Lakes 4.
What’s the Target?

What inference can be made about the kind of relationship Liam has with his sister Melanie? Support your answers with details from the passage.

Score /Rationale

2 response:
• Gives sufficient evidence of the ability to make a clear inference/conclusion
• Includes specific examples/details that make clear reference to the text
• Adequately explains inference/conclusion with clearly relevant information based on the text

1 response:
• Gives limited evidence of the ability to make an inference/conclusion
• Includes vague/limited examples/details that make reference to the text
• Explains inference/conclusion with vague/limited information based on the text

0 response:
• Gives no evidence of the ability to make an inference/conclusion OR
• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR
• Gives an inference/conclusion but includes no explanation or relevant information from the text
What’s the Score?

They get along really well because his older sister Melaine even offered to hold the other end for him, although she made it clear she had an ulterior motive. And she really cares about her brother.

**Score point: 1** Gives limited evidence of the ability to make an inference: "They get along really well...she really cares about her brother." Includes limited details from the text: "his older sister Melaine even offered to hold the other end for him, although she made it clear she had an ulterior motive."
What’s the Score?

I think that Melanie and Liam have a good relationship with each other because Melanie said, "Imagine all of us cheering, as our home-state heros play their way to the title!" Which means that she's excited to see her brother at the baseball game and hopes that he will win.

Score point: 2  Gives sufficient evidence of the ability to make a clear inference/conclusion, " I think Melanie and Liam have a good relationship with each other." Includes specific examples/details that make clear reference to the text; Melanie said, "Imagine all of us cheering, as our home-state heros play their way to the title!" Adequately explains inference with clearly relevant information based on the text, "Which means that she's excited to see her brother at the baseball game and hopes that he will win."
What’s the Score?

I think Melanie and Liam have a good relationship because Melanie really wants to help with the banner and the banner is for Liam's game. That's the inference that I made about Melanie and Liam's relationship with each other in this passage.

Score point: 1  Gives limited evidence of the ability to make an inference/conclusion, "In my opinion I say that Liam and his sister (Melanie) has a pretty good relationship." Includes vague/limited examples/details that make reference to the text, "Melanie and their mother went to the baseball game." Explains inference with vague/limited information based on the text, "and cheered for him." This is a reference to the inference what kind of relationship Liam has with his sister.
What’s the Score?

Melanie is a very kind and supportive to her brother Liam. I think that there are very close friends. Why? because his sister cheered and cheered for him, and also help make a long strip of neon supportive words.

**Score point: 2** Gives sufficient evidence of the ability to make a clear inference/conclusion: "Melanie is very kind and supportive to her brother." Includes specific examples/details that make clear reference to the text, "I think that there are very close friends." Adequately supports the inference with clearly relevant details from the text: "his sister cheered and cheered for him, and also help make a long strip of neon supportive words."
What’s the Score?

The fans erupted, roaring, capping and staming their feet.

Score point: 0 points Gives no evidence of the ability to make an inference/conclusion, "The fans erupted, roaring, capping and stamong their feet."
The Ruins

The Keet Seel ruins have remained mostly unchanged since they were built out of sandstone, mud and wood by Pueblo peoples beginning as early as A.D. 950. The ruins consist of about a dozen households that were home to large extended families. Each family maintained open courtyards, living rooms and storage rooms for grain and other items. The people who built the structures left sometime shortly before 1300, but the homes they left behind are still there.

"If you've heard the expression that something is 'worth your while,' I can definitely say that visiting Keet Seel is way beyond worth your while," Ethan says. "It's not only an accomplishment for your troop and for you, it's a memory you'll have forever."

What is the author's central idea in this section? Use evidence from the text to support your answer.
# Item Rubric

<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td><strong>A response:</strong></td>
</tr>
<tr>
<td>• Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea</td>
</tr>
<tr>
<td>• Includes specific examples/details that make clear reference to the text</td>
</tr>
<tr>
<td>• Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text</td>
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<td><strong>A response:</strong></td>
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<td>• Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea</td>
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<tr>
<td>• Includes vague/limited examples/details that make reference to the text</td>
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</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text</td>
</tr>
</tbody>
</table>
What’s the Score?

The central idea in this section is the ruins and things about them, like the ruins have remained mostly unchanged since they were built. It also says that the ruins contain about a dozen households and that they were a home to large extended families. Another thing it states is that the people left around 1300. So, since it talks a lot about the ruins, it makes sense that the central idea is the ruins.

This 2-point response gives sufficient evidence of the ability to determine the central idea. *(the ruins have remained mostly unchanged since they were built, and it makes sense that the central idea is the ruins).* This response includes specific examples that make clear reference to the text *(the ruins contain about a dozen households)*, *(they were a home to large extended families)*, and *(people left around 1300)*.
The authors central idea in the text is the artifacts and ruins of Keet Seel are very interesting and exciting. Also, most of the ruins have remained mostly unchanged since they were built. The ruins were built out of sandstone, mud, and wood, they were all built by Pueblo and beginning as early as A.D. 950. The ruins consist of a dozen household items that belonged to large extended families. The central idea about this section is very important as u can see.

This 2-point response gives sufficient evidence of the ability to determine the central idea. (The authors central idea in the text is the artifacts and ruins of Keet Seel are very interesting and exciting). This response includes specific examples from the text (the ruins have remained mostly unchanged...), (ruins were built out of sandstone...), (They were built by Pueblo and began as early as A.D. 950) and (The ruins consist of......).
What’s the Score?

The central idea of the author's selection is that visiting Keet Seel is a memory you'll have forever because of the homes that are still there after families left them in 1300 A.D. Also how the ruins consist of dozen of household that were useful to large extended families.

This 1-point response gives the central idea (Visiting Keet Seel is a memory you'll have forever). This response includes limited details from the text (the homes that are still there after families left them in 1300 A.D.) and (how the ruins consist of dozen of household that were useful to large extended families).
What’s the Score?

I think the authors central idea is, while going to Keet Seel may be challenging and hard... but it is worth it and you will enjoy it a lot. "It's not only an accomplishment for your troop and for you, it's a memory you'll have forever." Says Ethan Fullerton, a 15-yearold Life Scout.

This 1-point response gives sufficient evidence of the ability to determine the central idea (the authors central idea is, while going to Keet Seel may be challenging and hard...but it is worth it and you will enjoy it a lot). This response gives limited examples that make reference to the text (It's not only an accomplishment for your troop and for you, it's a memory you'll have forever).
Keet seel is a rich guy and had a lot of homes that got ruin.

This 0-point response gives no evidence of the ability to determine the central idea. There are no examples from the text.

The central idea is to describe Keet Seel so that the reader can know that it is worth your while.

This 0-point response gives evidence of the ability to determine the central idea (The central idea is to describe Keet Seel so that the reader can know that it is worth your while). This response includes no examples that make reference to the text.
“Making Dreams Come True” & “Cross Country Cars”*

*Two informational passages for grade 5 that each describes a different mission:

• The first car to travel cross-country in a short period of time
• The first two women to ski across Antarctica

What main idea can be found in both [title text #1] and [title text#2]? Use key details from both passages to support and explain your answer.
<table>
<thead>
<tr>
<th>Sc</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| 2  | A response:  
- Gives sufficient evidence of the ability to summarize the central idea of what message both texts share: Both pairs showed willingness to endure hardships, work hard. Both refused to give up, were committed/dedicated, etc.  
- Includes specific examples/details that make clear reference to the text. Examples may include (but are not limited to)  
  - **Cross-country car**: no windshield; sleep in car; few paved roads (150 mi); car breakdowns (wheels, etc.); stuck in mud; lots of detours (to get gas, etc.); 63 days on the road  
  - **Making Dreams**: extreme cold (trained in freezer) and wind; limited time (made it in 93); pulling 250 lb sleds on skis; no medical (or other) care around  
- Adequately explains the central ideas with clearly relevant information based on text. |
| 1  | A response:  
- Gives limited evidence of the ability to summarize the central idea  
- Includes vague/limited examples/details that make reference to the text. Responses may include those listed in the 2-point response.  
- Explains the central idea with vague/limited information based on the text. |
Both texts show that accomplishing great things takes great effort. Jackson and Crocker dealt with many hardships on their 63 day car journey across the USA, including the car breaking down and having to sleep in the car. They also had to drive really slowly (30 mph) and most of the times they were on unpaved roads. Ann Bancroft and Liv Arnesen endured even greater hardships, facing extremely cold weather, winds of 100 mph, and nearly ran out of food. Pulling 250 pound sleds, they skied across Antarctica in 93 days. Both couples achieved greatness, being the first to complete their missions, but they didn’t achieve these goals without a lot of hard work.
Claim 1 vs Claim 4

**Claim 1** asks students to “support your answer using key details from the text.” Or “Use key evidence from the text to support and explain your answer.”

**Claim 4** asks students to “Choose [two/three] pieces of information that the student should add to [his/her] report. Or Provide two pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number.

**So what?** What can teachers infer about a solid recommendation for students when asked to “support” or “justify” or “use key evidence to ….”???
Claim 4 - Research

Claim 4: Students can engage in research/inquiry to investigate topics, & to analyze, integrate, & present information.

1. Plan/Research [NA]

2. Gr 3-5 Interpret and Integrate Information
   - GR 6-HS Analyze/Integrate Information [MC, HOT TEXT]

3. Analyze Information/Sources [MC, HOT TEXT SHORT ANSWER]*

4. Use Evidence [MATCHING TABLE, SHORT ANSWER]*
Claim 2: Writing - **Students can produce effective and well-grounded writing for a range of purposes and audiences.**

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<tr>
<th>1a</th>
<th>Write Brief Texts (narrative) [BRIEF WRITE]</th>
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<tbody>
<tr>
<td>1b</td>
<td>Revise Brief Texts (narrative) [MC, HOT TEXT]</td>
</tr>
<tr>
<td>2</td>
<td>Compose Full Texts (narrative) [PERFORMANCE TASK]</td>
</tr>
<tr>
<td>3a</td>
<td>Write Brief Texts (informational/explanatory) [BRIEF WRITE]</td>
</tr>
<tr>
<td>3b</td>
<td>Revise Brief Texts (informational/explanatory) [MC, HOT TEXT]</td>
</tr>
<tr>
<td>4</td>
<td>Compose Full Texts (informational/explanatory) [PERFORMANCE TASK]</td>
</tr>
<tr>
<td>5</td>
<td>Use Text Features&lt;sup&gt;NA&lt;/sup&gt;</td>
</tr>
<tr>
<td>6a</td>
<td>Write Brief Texts (opinion/argument) [BRIEF WRITE]</td>
</tr>
<tr>
<td>6b</td>
<td>Revise Brief Texts (opinion/argument) [MC, HOT TEXT]</td>
</tr>
<tr>
<td>7</td>
<td>Compose Full Texts (opinion/argument) [PERFORMANCE TASK]</td>
</tr>
<tr>
<td>8</td>
<td>Language and Vocabulary Use [MC, HOT TEXT]</td>
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<tr>
<td>9</td>
<td>Edit [MC, HOT TEXT]</td>
</tr>
<tr>
<td>10</td>
<td>Technology&lt;sup&gt;NA&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
Brief Writes - CAT items

Three discourse categories:
- Narrative
- Opinion/Argument
- Informational/Expository

Two writing traits:
- Organization (intros, conclusions)
- Elaboration of ideas
Smarter Brief Write Items

• Each student gets 1 BW item
• The item can be in any of 3 purposes:
  – Narrative
  – Opinion (gr 3-5) or Argument (gr 6+)
  – Informational (gr 3-5) or Explanatory (gr 6+)
The item will assess one of two writing traits

• Organization:
  – Introduction (informative/explanatory or opinion/argument) or “beginning” (narrative)
  – Conclusion (informative/explanatory or opinion/argument) or “ending”/closure (narrative)

• Elaboration of some specified section of the stimulus:
  – Further develop a scene/event with dialogue, description, etc. for narrative
  – Develop a specific section using student notes
Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

- **WRITE BRIEF NARRATIVE TEXTS:** Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).
Sample Narrative (Gr 7) Stems

(Organization)
A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, a literary magazine, etc.] about __________. Read the draft of the ______ and complete the task that follows. [Insert text]
Write the beginning of a narrative that sets up the action to come [and/or establishes the point of view, and/or introduces the characters/narrator/setting; shows what is going on at the start of the narrative, etc.]
Write an ending for the story that resolves the conflict in the story. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem” —is needed.]
Write an ending to the narrative that follows logically from the events or experiences in the narrative. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]
(Elaboration)

A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, a literary magazine, etc.] about __________. Read the draft of the ______ and complete the task that follows. [Insert text]

- The student wants to make the story more exciting [or interesting, etc.]. Elaborate on the underlined part of the narrative to show [what happens during an underlined event/between two characters in an underlined section of the story, etc.] Use dialogue [and/or] description in your writing. **Note:** Stem must always indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc., or by asking students to complete a paragraph/section that has been started for them.
- Continue the [story or narrative] and include meaningful dialogue [and/or description] to tell what happens to _____ [or when____, or at the part when ____], etc. [or Add dialogue that might occur in paragraph ___ when [character X] tells [character Y] __________.] [Characters, events, etc., should be underlined; see *Note.]
- Continue the narrative by further developing ____’s character to show what happens [e.g., create or resolve a conflict] in the underlined section. **Note:** When the item is asking writers to “continue the story” by developing and concluding the action—including the “climax” or “solving the problem”—the item is properly coded “elaboration.” If the task asks the student to simply conclude the story, the item would not qualify as elaboration, but rather as organization.]
“Brief Writes” measure Claim 2

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

- WRITE BRIEF INFORMATIONAL/EXPLANATORY TEXTS: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (central idea/thesis) /tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
Sample Explanatory (Gr 7) Stems

(Organization)

A student is writing a [research paper, essay, report on a science (or other) project, news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about __________. Read the draft of the ______ and complete the task that follows. [Insert text.]

• The introduction* of the student’s paper does not have a clear focus. Write an introduction* that provides a clear [controlling idea, or thesis] for the [research paper, report, etc.] [and sets up or explains the context for what is to follow].

• Write a conclusion* for this [essay, etc.] that [follows logically from and supports the information in (or is appropriate for the audience and purpose of] the [stimulus].
A student is writing a [research paper, essay, report on a science (or other) project, news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about __________. Read the draft of the ______ and complete the task that follows. [Insert text.] Note: Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source.

- The student wants to add more supporting information for the [report, etc.]. Using appropriate information from the student’s notes, write one or two paragraphs* that provide [the audience] with additional information about [the underlined idea/(sub)topic, etc.] OR provides evidence [or details, examples, etc.] to explain the underlined idea/(sub)topic, etc.

- Using appropriate information from the student’s notes, write one or two paragraphs* that provide(s) or [elaborate(s) on] ______. [e.g., could ask to provide the “effect” if previous paragraph(s) elaborated the “cause;” could ask to provide the “contrast” if previous paragraph(s) provided the similarities; could ask to provide the “pros” if previous paragraph provided “cons”; or could just ask to provide more specific evidence]

- Using the student’s notes, write one or two paragraphs* [continuing the student's idea about a specific point, developing the student’s underlined idea, etc.].
“Brief Writes” measure Claim 2

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

- WRITE BRIEF OPINION/ARGUMENT TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express opinion/arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.
A student is writing a letter to the school board about rules against students using cell phones during school hours. The student wants to revise the draft to improve the elaboration. Read the draft from the beginning of the letter and complete the task that follows.

We do not need any new guidelines to toughen cell phone rules at the schools in our district. On the contrary, we should be able to use electronic devices more than we do now. Currently we are only able to have our cell phones out and in use before and after school, and during one break in the afternoon. Our generation has grown up in the electronic age, and we use technology to communicate more than any other generation before us. Digital devices are useful not only for communication but also as tools of learning. A world of information is literally at our fingertips, and we should be able to use these tools for everyday tasks at school. Studies have shown that students become more interested in learning if they are able to use their electronics. Teachers are finding ways to let students use their phones in classroom activities.

Some people would say that unlimited cell phone use would be a bad idea.
Using the student's notes, complete the second paragraph by stating and arguing the opposing point of view.
Rubrics are Purpose- AND Trait-specific

2 point response:
• develops adequate supporting arguments and/or relevant evidence based on student notes
• does more than list supporting arguments
• develops adequate counterargument(s)
• adequately elaborates arguments using precise words/language

1 point response:
• provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related
• lists supporting arguments with limited elaboration/evidence
• partially develops counterargument(s)
• partially elaborates arguments using general words/language

0 point response:
• provides minimal or no supporting arguments and/or evidence from the student notes
• provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text
• does not develop counterargument(s)
• provides no appropriate elaboration and/or may use poor word choice for audience and purpose
What’s the score?

We need more cell phone rules because the cell phones could be used to cheat, visit bad websites, spread rumors, and some are too expensive.

0 point response

The response argues the opposing point of view as instructed, but the supporting arguments are too minimal and there is no appropriate elaboration.
students using cell phones in school can increase the amount of students cheating on tests. If all these kids were using their cell phones, it could overload the networks and make them useless in an emergency. Cell phone cameras could be used to take pictures of students that they don't want to be taken, causing a new form of bullying in schools. Some kids don't have the money to buy modern day phones. This could cause jealousy and the possibility of kids getting their phone stolen.

1 Point Anchor

The response provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related. The response lists supporting arguments with limited elaboration/evidence. The response has a list of evidence, with elaboration on some evidence from the notes, such as, "Cell phone cameras could be used to take pictures of students that they don't want to be taken, causing a new form of bullying in schools."

The response partially elaborates arguments using general words/language: This could cause jealousy and the possibility of kids getting their phone stolen."
What’s the score?

We do not need to use out phones/electrical devices in school for learning tools. Calculators, text books, and other such materials were made for that specific purpose. And, not all students are able to have a phone or electrical device. It could be money issues or maybe even religious beliefs. Some students are also not trust worthy enough to use their phones. They could disturb other students by texting them in class or taking pictures of other students in locker rooms. Since phones of this generation can take photographs, some students may take pictures of tests, to show to their friends so that they know what the questions are on the test and what questions to study, or students may look up answers to test questions on thier phones. If there is possibly a fire or a real code red emergency, students may be texting/calling one another or family members. And if this occurs, police officers, firefighters, and other such protecters of the area, may not be able to contact one another, resulting in, not just a problem of connection between forces, but a possibility of not being able to help, or stop the situation that is occurring.
The response develops adequate supporting arguments and/or relevant evidence based on the student notes.

The response does more than list supporting arguments. The response explains the significance of the notes: "And if this occurs, police officers, firefighters, and other such protecters of the area, may not be able to contact one another, resulting in, not just a problem of connection between forces, but a posibility of not being able to help, or stop the situation that is occuring."

The response develops adequate counterargument(s)

The response adequately elaborates arguments using precise words/language.