

# Grade 8 / Evidence and Elaboration

## SAMPLE A \* SCORE 4

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

The penny seems to be insignificant, and the U.S is debating on eliminating it from the U.S. currency because of this, but there are ways to put the penny to good use. The penny has been in our history since the 1900's and has and still does do good. The problem is there are many experts with statistical points who disagree with keeping the penny. The question is, can a good cause overrule statistics? I believe it can, though the rest of the world's opinion may differ.

Experts who say we should eliminate the penny say that military bases have stopped using pennies because they are too heavy and unuseful. That's fine if they don't use the penny, good for them, but we do. Some places like stores will not want to give up the penny. Some people might say "Instead of using pennies, the shops and restaurants round to the nearest five cents" (source #2), but there's a good reason shops don't already do that. No matter what store you walk into, you will always see prices ending with .99. Why is this? Because it's a classic and clever marketing technique where it makes it look like you are buying something a dollar cheaper than you really

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### RATIONALE AND EVIDENCE

This response scores a 4 for Evidence and Elaboration. The response not only provides several clearly cited pieces of evidence to support the claim, but it also elaborates on the evidence in a way that strengthens the student's claim, demonstrates original thinking, and uses various methods of effective elaboration. Most importantly, the student includes reasoned, in-depth analysis. For example, the student chooses the following quotation: "if the retail clerk and customer spend just 2.5 seconds per transaction counting pennies, those seconds add up' (Source #2)," then writes, "Yes, it does take more time counting pennies, but a horrible amount of time? No. Maybe it does add up, but you can spend or waste time doing a lot of things: going to the bathroom, dealing with a broken machine, any difficulties, an important call, and other simple things like that will add up too, and way faster than counting pennies." In addition, the student integrates evidence and writes elaboration that all work together to create a thoughtful and coherent argument. Finally, the student uses clearly appropriate vocabulary and varied sentence structure to create an effective style

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are. One sees \$3.99 and instead of \$4.00, it looks to be more like \$3.00.

A second claim experts make is that “if the retail clerk and customer spend just 2.5 seconds per transaction counting pennies, those seconds add up” (Source #2). Yes, it does take more time counting pennies, but a horrible amount of time? No. Maybe it does add up, but you can spend or waste time doing a lot of things: going to the bathroom, dealing with a broken machine, any difficulties, an important call, and other simple things like that will add up too, and way faster than counting pennies. This is not a good enough reason to eliminate the penny.

Not only are many of the reasons for getting rid of the penny in some ways lame and unconvincing, there are also great reasons why we should keep the penny. In one school, they collected pennies for charity. “Students from every grade brought in bags and jars of pennies, and with everyone’s assistance, they raised over 3,000 dollars in one week!” (Source #3). Just one school, during just one week raised a ton of money with all those “unuseful” pennies. Imagine many schools, in many weeks, months, and years. With all those extra pennies you could probably raise enough money to cure a disease. Not so useless now are they?

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that supports the claim. The student writes, “Imagine many schools, in many weeks, months, and years. With all those extra pennies you could probably raise enough money to cure a disease. Not so useless now are they?” This varied sentence structure helps the student to create a style that emphasizes the support for their claim and enhances the content of the piece.



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In conclusion, many people agree we should eliminate the penny from the U.S. currency, but there are some valuable reasons why it should stay. Many reasons on why it should be removed can be looked at with a different angle. But there is no other way to look at the good that pennies can do if we keep them. There is no reason why we shouldn't keep the penny to cure diseases, to give homes to the poor. There are many reasons to keep the penny, but not to eliminate it.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

# Grade 8 / Evidence and Elaboration

## SAMPLE B \* SCORE 3

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

The U.S. should continue to process pennies. Source #2, “Is the Penny Worth It?” says, “Many argue that price-rounding cannot be done fairly, and that finding a way to make pennies cheaper is a better approach. Steel, which was used in World War II, would be a cheaper alternative.” (Mancuso, 5). Currently, pennies cost more than they are worth due to the metal content. This is stating that if the manufacturers were to use a different type of metal, steel perhaps, the cost would be lower. This is important because if pennies were to be made of steel, the cost to produce them would be less expensive. We should change the way we make pennies so that we can keep them in use.

People may disagree and say they want pennies to stop being processed. Source #1, “Penny Wise, or 2.4 Cents Foolish?” says, “The United States government—that is, taxpayers—lost \$60.2 million on the production and distribution of pennies in 2011 fiscal year, the mint’s budget shows, and the losses have been mounting: \$27.4 million in 2010, and \$19.8 million in 2009.” (Sommer, 12). The current price to process pennies is expensive and a waste of the governments money. This is

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### RATIONALE AND EVIDENCE

This response scores a 3 for its adequate use of evidence and elaboration. The student includes multiple pieces of evidence and explains each one, but could have included more comprehensive and varied elaboration. For example, in the third paragraph, the student summarizes the evidence by copying the phrase “help a good cause” from the quotation. However, in the first two paragraphs, the student does go beyond simply summarizing the evidence and demonstrates original thinking in sentences such as, “This is stating that if the manufacturers were to use a different type of metal, steel perhaps, the cost would be lower” and “The current price to process pennies is expensive and a waste of the governments money.” Citations are a particular strength of this response, since the student clearly cites each source with title, source number, and author’s last name. Finally, the student’s use of vocabulary and style is appropriate but is prevented from being effective because it includes repeated phrases like “This is important.”



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important because if the U.S. continues to process pennies the way we do it now, their money will go to waste.

Although the cost to process the coin is expensive, the coin itself still has value. Source #3, “Give a Penny—Save the Day!” says, “When people put all their pennies together for a good cause, they can add up quickly, and they can truly help a good cause.” (Waterhouse, 5). This is showing that the little amount pennies are worth can help a good cause. Helping raise money for charity is a very good reason to keep processing the penny, especially if we can make pennies cost less to produce.

Pennies should still be processed because they still have value and can help those in need. We just need to use steel to make pennies less expensive.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

# Grade 8 / Evidence and Elaboration

## SAMPLE C \* SCORE 3

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

Why should we keep the penny when it costs more than it is worth? The obvious solution would be to simply remove the penny. “The United States government...lost 60.2 million on the production and distribution of pennies...in the 2011 fiscal year... and the losses have been mounting” (Sommer). It is clearly foolish to continue making pennies when we are losing millions each year, millions that could be used to better people’s lives. Instead we waste it on minting out coins that are only worth one cent.

The main reason why we should remove the penny is that it wastes both time and money. “His study shows that the time wasted on counting pennies could add up to \$700 million per year...” (Mancuso). The time spent counting pennies should be used much more productively and imagine if those businesses could donate \$700 million to charity.

Even the Department of Defense doesn’t use pennies anymore. “For over 30 years, pennies haven’t been used on foreign military bases. Pennies are ‘too heavy and are not cost effective to ship’ “ (Mancuso). It is a complete waste to

CONTINUED ON PAGE 9

### RATIONALE AND EVIDENCE

This response scored a 3. Although it includes comprehensive evidence from the sources, it attributes two of those pieces of evidence to the incorrect source. This is one element that distinguishes this response from one that would score a 4. The student attributes all but one of the pieces of evidence to the second source when two of those examples, “A number of countries, including Australia, new Zealand, brazil, Finland, the Netherlands, Norway, Sweden, Switzerland, and Britain, have already dropped their lowest-denominated coins, without dire consequences” and “Even more proof is that Canada has stopped minting out pennies, and with all of our cultural, economic, and political similarities it would seem that it may be best for us to stop penny-producing too” should be attributed to the first source instead. Additionally, the response provides an analysis that is reasoned but not in depth, which makes the overall use of elaborative techniques adequate rather than effective. The student’s use of vocabulary and style is clearly appropriate and effective. Overall, the preponderance of evidence shows that this score is a 3: the response provides adequate elaboration of the evidence for the claim that includes reasoned analysis.





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continue using pennies, and even the military agrees. If such a major part of our government refuses to use pennies, the rest of us should take the hint.

Some people think that removing the penny is not a good idea in fears of inflation and economic problems. This is not the case. “A number of countries, including Australia, new Zealand, brazil, Finland, the Netherlands, Norway, Sweden, Switzerland, and Britain, have already dropped their lowest-denominated coins, without dire consequences” (Mancuso). If all of these countries can drop their lowest value coin without their economy collapsing, it seems reasonable to assume that we would be fine too. Even more proof is that Canada has stopped minting out pennies, and with all of our cultural, economic, and political similarities it would seem that it may be best for us to stop penny-producing too.(Mancuso). If Canada has found enough valid reasons to stop minting the penny, then we should follow their example.

Ceasing production of the penny would save millions of dollars and time, and could make people’s lives better. Fears of economic collapse are unfounded. The clear course of action is to remove the penny.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

# Grade 8 / Evidence and Elaboration

## SAMPLE D \* SCORE 3

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

Pennies should not be declined from the United States' currency because they have been used by American citizens for over two-hundred years and pennies can mean so much more than just one cent. In the article "Give a Penny – Save the Day" it states, "Students from every grade brought in bags and jars of pennies, and, with everyone's assistance, they raised over \$3,000 in one week!" (Waterhouse, paragraph 1). This example shows how pennies can mean much more than what they're worth, and they can help people from all around the world even though they are small, since small amounts add up. Another example from the article "The Ever-Changing Penny" declares, "The History of a penny reveals more than just a coin – it exposes a piece of American culture." (Story, paragraph 3). This shows how the penny has been a part of American history for so long that it would be silly to stop minting them now. This is important because the penny has much value as a way to raise money for charity and as a part of being American. Pennies should be kept in our wallets.

Some may argue that the penny should be abolished from American money because it takes up too much space for

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### RATIONALE AND EVIDENCE

This response earns a score of 3. The student provides many pieces of relevant evidence from the sources, all of which are cited. Overall, the use of evidence is adequate but not effective, while the analysis is reasoned but is too general and is not in depth. An example of this is: "This example shows how pennies can mean much more than what they're worth, and they can help people from all around the world even though they are small, since small amounts add up." The student's use of elaboration is uneven. For example, in the second paragraph, the student provides a quotation that states how many millions of dollars have been lost to the United States government through production of the penny, but, in the elaboration, the student states that the loss was in "billions." The response uses generally appropriate vocabulary, while in the first paragraph, the student lapses into a conversational style, writing, "it would be silly to stop minting them now."



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too little money, and they costs way too much to make. On paragraph twelve in the article “Penny Wise, or 2.4 Cents Foolish?” it states, “The United States Government – that is, taxpayers – lost \$60.2 million on the production and distribution of pennies in the 2011 fiscal year, the mint’s budget shows, and the losses have been mounting: \$27.4 million in 2010, and \$19.8 million in 2009.” (Sommer, paragraph 12). This shows how pennies cost more than they’re worth and that can add up to **billions** in loss to taxpayers. However, the government is finding out ways to make the cost of making pennies cheaper and easier to use. For example, pennies made since 1982 “have been copper-plated zinc” (Sommer, paragraph 15), which is a much cheaper option. Pennies are a part of the United States history and they are precious to some who adore U.S.A., it would be a shame if they were no longer a use to us.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

# Grade 8 / Evidence and Elaboration

## SAMPLE E \* SCORE 2

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

#### Should We Keep the Penny?

Should we keep the penny? My thought on this yes, we should keep the penny. There are many things that would be effected if we got rid of it. For exsample if we got rid of the penny then the amount of money for things would be rounded up or down. “. . . a lunch bill comes out to \$9.06, it would be rounded down to \$9.05. If it was \$9.09, it would be rounded up to \$9.10,” This was stated in the second source. But this would be more like a tax because most stores would round up more often then not so this would cost people \$600 million each year. The penny is a big part of our history too. “The first pennies, minted until 1857, were very large . . .” The penny has changed over the years with us. It is also in many popular idioms. “a penny for your thoughts” . . . ‘not one red cent.’ Also somethings for exsample penny candy.

But the counter argument would also have points. The penny does cost more to make than it’s worth, but that can be fixed by changing how it’s made. Also most of the time people refuse to have it in change and don’t normally use them.

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### RATIONALE AND EVIDENCE

This response earned a score of 2 because the response includes uneven support for the claim. The student includes evidence from the sources, but the student’s use of elaboration and citations is inconsistent, and the student sometimes uses simplistic language. The response includes some evidence from the sources, but the evidence is often weakly integrated. For example, the student writes, “The penny is a big part of our history too. ‘The first pennies, minted until 1857, were very large . . .’ The penny has changed over the years with us. It is also in many popular idioms. “a penny for your thoughts” . . . “not one red cent”’. Also somethings for exsample penny candy.” While the evidence does support the student’s claim that “The penny is a big part of our history too,” the weak integration makes the support less effective. The response exhibits weak source citations, as well. The first piece of evidence, “For exsample if we got rid of the penny . . .” is attributed to the second source, but this is the only instance of explicit citation in the response. All other quotations and paraphrased evidence do not reference source material, which is a weak use of

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But I still think we should keep the penny. I feel this way because they add up. A penny drive “. . . raised over \$3000 in one week!” **They** raised this much money because people will **willingly** give up pennies because you can’t buy much with **them**. So donating them adds up to alot of money. But if you had a quater drive not many people will donate because you can do **stuff** with quaters.

In conclusion I feel we should keep the penny. Its a big part of our history and is used in common phrases. It maybe more **expensive** to make than it’s worth but that can be fixed by being made out of different **things**. Saving up pennies can really add up. We truely need the penny.

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citations. The student elaborates on some evidence: “The first pennies, minted until 1857, were very large . . .’ The penny has changed over the years with us.” But, other times, the response simply lists evidence without providing various methods of effective elaboration. Therefore, the student demonstrates a partial and uneven use of source material. The student’s own words are too limited to create an appropriate style, and the vocabulary the student uses is uneven (many words are appropriate—counter argument, willingly, expensive—but others are ineffective for the audience and purpose—pronouns that don’t agree with antecedents, stuff, things).

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).



# Grade 8 / Evidence and Elaboration

## SAMPLE F \* SCORE 2

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

Do we really need pennies? If we get rid of them, it certainly wouldn't anger Jim Flaherty who says "Pennies take up too much space on our dressers at home". It turns out, pennies cost more to make than they are worth. But, some people say a penny saved is a penny earned. There are two different sides to this story . . . what do you think?

Pennys can be very helpful to people, in many diferent ways including helping businesses by slowly gaining more and more money over time. But, if we get rid of the penny and round up or down accordingly, businesses would get even more money overtime. By keeping pennies, people who can afford to throw them into fountains could put them in charity boxes that will eventually add up to help people in need.

If America banned the penny it wouldn't be the end of the world. It would hurt many organizations, and many different things. But, it would also help them, by rounding, everything would be more simple. Businesses and organizations would get more money and overall help the community.

### RATIONALE AND EVIDENCE

The response earned a 2 because it provides uneven, cursory elaboration of the evidence. Although the response includes several instances of paraphrased evidence, it does not fully integrate the evidence into a cohesive argument, or cite the source material sufficiently. Rather than integrating the elaboration of the evidence within the body paragraphs, most of the elaboration in this response occurs in the concluding paragraph, as when the student writes, "by rounding, everything would be more simple. Businesses and organizations would get more money and overall help the community." The student attempts to cite the one quotation used by naming the writer ("If we get rid of them, it certainly wouldn't anger Jim Flaherty who says 'Pennies take up too much space on our dressers at home.'"), but the citation is weak because it does not include the title or source number. All other evidence in this response does not reference the source material at all. For example, the student writes, "pennies cost more to make than they are worth," which is a quotation from Source 1, without placing it in quotation marks or citing the source. This response uses appropriate vocabulary and creates a generally appropriate style with exceptions such as, "If America banned the penny it wouldn't be the end of the world," which uses an idiom rather than academic language.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

# Grade 8 / Evidence and Elaboration

## SAMPLE G \* SCORE 2

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

We should keep pennies because pennies can be useful at times. For example, (Ted Waterhouse, Source #3) “Pennies might be bulky, but they add up; moreover, because they are worth so little, people don’t mind donating them to charity.” That example shows that pennies aren’t worth a lot but they can go to charity and that’s important because people like that need the help even pennies. Another example I found was, (Ted Waterhouse, Source #3) “Pennies can be worthless but, once you add them up a lot of them you can get a lot like what WMS did they raised \$3000 in just one week.” That shows that pennies are only worthless when you don’t have enough of them.

But also pennies are useless for example, (Maria Story, source #4) “In 2011, it cost the U.S. Mint more than 2.4 cents to produce one penny.” That example shows that pennies cost more than what they are actually worth. But pennies are also good for extra cents just in case something is a dollar and one cent and that when a penny is useful or when you can give it to charity. And if we do stop producing pennies we can give all those pennies to Africa.

CONTINUED ON PAGE 20

### RATIONALE AND EVIDENCE

This response earns a score of 2. It provides uneven elaboration of the evidence provided. The response does not have a clear claim, which has contributed to the uneven development of ideas. This response includes plenty of evidence from multiple source texts and provides adequate citations. However, the evidence cited is weakly integrated and imprecise. For example, the student writes, “But pennies can be bad because in source #1 it says that it takes too much space and its worth nothing. But in source #3 it states that pennies aren’t the only coin that cost more than its worth.” Elaboration consists primarily of source summary. For example, the student writes, “(Maria Story, source #4) ‘In 2011, it cost the U.S. Mint more than 2.4 cents to produce one penny.’ That example shows that pennies cost more than what they are actually worth.” The student’s use of vocabulary is generally appropriate, but certain phrases, such as “pennies can be bad,” lead to an inconsistent use of appropriate style.



CONTINUED FROM PAGE 19

It is important to have pennies because there is a lot of pennies in America if we put them in a large group you can come out with a really big profit. But pennies can be bad because in source #1 it says that it takes too much space and its worth nothing. But in source #3 it states that pennies aren't the only coin that cost more then its wroth, it says that nickel cost 11.18 cents to produce and distribute...And this is why pennies are useful

Pennies are worthless because they take up too much space and they are only worth 1 cent. Pennies are useless for example in source #2 it says that," on foreign military bases, instead of using pennies, the shops can round of to the nearest for example if a lunch bill comes out to \$9.06 it would be rounded down to \$9.05. If it was \$9.09 it would be \$9.10. Pennies can also be seen on the streets or the ground anywhere because no one care about them they always throw them away or something. Another example to show that no one cares about pennies are in source #4 it says that a penny has been in America for over two hundred years and the value of a price has changed over time because everything about two hundred years ago must have worth a lot then but today everything is expensive. And also most things have tax.

CONTINUED ON PAGE 21



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Pennies are bad but pennies can be good at times like when u bunch them up into a big pile then it comes into a lot of money. Or you can give it to the homeless. But otherwise pennies are useless we have quarters for laundry and candy and other things so why do we need pennies. However pennies can be useful because in source #3 it says WMS gathered a bunch of pennies and by the end of the week they raised \$3000. That means that if pennies come in a lot and u save them they can worth something.

Overall pennies are useless because they are only 1 cent and it was probably useful back in the day but today everything expensive so 1 cent can't do a lot of things. For example nothing in this world would be \$1000.01 maybe \$1000.24. Another example is in source #in 2011 the U.S. Mint lost \$6.2 million on the production and distribution. That shows that from making pennies and people losing them we lost millions of dollars. The U.S. needs to stop giving out pennies because they are a waste of time for the people making them peoples throw them away and never spend them most the time. This is important because the U.S. keep losing money and I don't want the U.S. to be bankrupt.

## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

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# Grade 8 / Evidence and Elaboration

## SAMPLE H \* SCORE 1

### Argumentative Performance Task

#### Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3



### STUDENT RESPONSE

After reading all of this, I believe that we should keep the penny in the United States of Americas currency. I think this because why take it away after all the time weve had it in our country. Why should we take them away. our lives arnt being severly affected by the creation of the penny. so what if it takes us 20 seconds to find a penny in our purse or satchel. Americans have gotten so lazy in the past coupule of years and thats why this is even a topic. Americans are to lazy to go into their purse and look for a penny.

Pennys and quarters arnt much but they are worth something, and if you have one hundred pennies then thats enough to buy a mcdonalds dollar menu meal for a homeless person. Americas gotten to a point where people actually spend time writing about this. In my 14 years on this earth, this is the first time I've ever heard anyone even think about eliminating the penny. No one thinks the penny is worth our time and effort to even start any controversy on, rather than eliminating the penny." I think it would be a better argument if alot of people were in agreement with this and thought it was too strenuous to find a penny in there purse, but no.

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### RATIONALE AND EVIDENCE

This response earns a 1 for Evidence/Elaboration because, although the student includes plenty of elaboration, none of it is based on evidence from the source material. Instead, the student uses personal anecdotes and emotional appeal to support the claim. For example, instead of providing quotations or paraphrased evidence from the sources, the student writes, "Americans have gotten so lazy in the past coupule of years and thats why this is even a topic" and "and if you have one hundred pennies then thats enough to buy a mcdonalds dollar menu meal for a homeless person." Although the student demonstrates the ability to use appropriate vocabulary, the style the student creates is conversational and ultimately inappropriate for the purpose and audience. For example, the student includes the phrase, "In my 14 years on this earth."



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Whenever Im at the store with my mom or Dad they always manage to find a extra penny, or they take one from the take-one-leave-one jar.

I think that there are things more important to worry about in our world than pennies and how we should eliminate them. If we did happen to eliminate all the pennies in the world it would be impossible to destroy all of them. Why would we go through the struggle of finding and destooying all the pennies in the world, for one reason, saving time?



## 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).