Georgia Milestones

Assessment System

**American Literature
and Composition
Item and Scoring Sampler
2018**

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INTRODUCTION

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 item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the types of items that will appear on the operational Georgia Milestones American Literature and Composition assessment. 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.

ELA 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. On the American Literature and Composition EOC assessment, an **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to write a narrative in response to a prompt based on a literary or informational passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an argumentative essay or develop 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.

Extended writing tasks and extended constructed-response items are considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

Section 1 of the Georgia Milestones American Literature and Composition EOC assessment consists of the Reading and Evidence-Based Writing (REBW) portion of the assessment. A sample REBW set is included within this item sampler, along with an overview of the item specifications found within the REBW set.

ITEM ALIGNMENT

Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

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 table. 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.

ITEM AND SCORING SAMPLER 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 Georgia Milestones assessment may be administered in paper-and-pencil format or online. 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 Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

**AMERICAN LITERATURE
AND COMPOSITION**

Sample Constructed-Response Items

Read the poem and answer items 1 and 2.

The Chaperon

by Henry Cuyler Bunner

I take my chaperon to the play—
    She thinks she's taking me.
And the gilded youth who owns the box,[1]
    A proud young man is he;
5   But how would his young heart be hurt
    If he could only know
    That not for his sweet sake I go
    Nor yet to see the trifling show;
But to see my chaperon flirt.

10   Her eyes beneath her snowy hair
    They sparkle young as mine;
There's scarce a wrinkle in her hand
    So delicate and fine.
And when my chaperon is seen,
15   They come from everywhere—
    The dear old boys with silvery hair,
    With old-time grace and old-time air,
To greet their old-time queen.

They bow as my young Midas[2] here
20   Will never learn to bow
(The dancing-masters do not teach
    That gracious reverence now);
With voices quavering just a bit,
    They play their old parts through,
25   They talk of folk who used to woo,
    Of hearts that broke in 'fifty-two—
Now none the worse for it.

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[1] **box**—a special, separate seating area in a theater.

[2] **Midas**—a king in Greek mythology who was given the power to turn everything he touched into gold.

And as those aged crickets chirp
    I watch my chaperon's face,
30   And see the dear old features take
    A new and tender grace;
And in her happy eyes I see
    Her youth awakening bright,
    With all its hope, desire, delight—
35   Ah, me! I wish that I were quite
As young—as young as she!

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE11-12RL6

1. What does the allusion to Midas in the third stanza reveal about the speaker?

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

Scoring Guide

Item 1 Information

Standard: ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	• Gives sufficient evidence of the ability to understand how the allusion reveals the speaker's point of view in the poem • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information Exemplar Response: *Presents the conclusion that the speaker's point of view of the young man she is with is that he has little to offer other than his wealth. The reference to Midas shows that the young man has wealth, but she also notes that he "will never learn to bow" in the same respectful manner as the older gentlemen she is watching.*
1	• Gives limited evidence of the ability to understand how the allusion reveals the speaker's point of view in the poem • Includes limited examples/details that make clear reference to the text
0	• Gives no evidence of the ability to understand how the allusion reveals the speaker's point of view in the poem

STUDENT RESPONSES

ELAGSE11-12RL6

Response Score: 2 points

1. What does the allusion to Midas in the third stanza reveal about the speaker?

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

> From reading the third stanza of this poem one is able to take note of the reference, or allusion, to Midas. This is used to create the image the chaperon has of her ward: he is extremely well-off. We are able to determine that she is aware of his wealth, but generally, does not seem to think too highly of him. "They bow as my young Midas here Will never learn to bow (The dancing-masters do not teach That great reverence now)" It is as if she mocks the fact that he will be able to have the best of everything in life, yet you would never know it from his lack of manners ("…Will never learn to bow…"). She notes that the other, older men are respectful toward her ("They bow…"), but, in the end, this boy may have nothing more than his wealth to offer.

- Although the student misinterprets the first few lines of the poem by misidentifying the speaker as the chaperon, the student meets the intent and measure of the standard by identifying a point of view and explaining how the allusion applies to what is meant in the text. The response shows that the student is able to explain what the third stanza's usage of Midas reveals about the speaker's point of view ("used to create the image the chaperon has of her ward: he is extremely well-off," "does not seem to think too highly of him").
- The response includes specific evidence from the poem to support the speaker's revelation (" 'They bow as my young Midas here Will never learn to bow (The dancing-masters do not teach That great reverence now)' "). This selection from the poem is used to support the idea that the speaker thinks the boy has "the best of everything" but "you would never know it from his lack of manners." He does not bow, or show any reverence, like the older men do. The speaker comes to the conclusion that "this boy may have nothing more than his wealth to offer."

ELAGSE11-12RL6

Response Score: 1 point

1. What does the allusion to Midas in the third stanza reveal about the speaker?

   Use details from the poem to support your answer. **Write your answer on the lines on your answer document.**

   WHEN READING THIS POEM I WAS ABLE TO UNDERSTAND THAT THE ALLUSION TO MIDAS MEANT THAT THE KID IS RICH. THE SPEAKER IS SAYING THAT THIS ONE KID HAS SO MUCH MONEY WE CAN COMPARE HIM TO THE GUY WHO COULD TURN STUFF INTO GOLD. "...AS MY YOUNG MIDAS HERE WILL NEVER LEARN TO BOW..." THE LADY THAT IS WATCHING HIM SAYS THAT HE IS RICH, BUT DOESN'T BOW. SHE THINKS THAT HE DOESN'T HAVE TO BOW BECAUSE OF HOW RICH HE IS.

- The response shows that the student is able to provide an explanation of what the third stanza's usage of Midas means ("the allusion to Midas meant that the kid is rich"), but the conclusion the student makes about what this reveals about the speaker is limited ("She thinks that he doesn't have to bow because of how rich he is").
- The response includes limited examples that make clear reference to the text ("'As my young Midas here will never learn to bow'").

ELAGSE11-12RL6

Response Score: 0 points

1. What does the allusion to Midas in the third stanza reveal about the speaker?

    Use details from the poem to support your answer. **Write your answer on the lines on your answer document.**

    > After I read this poem, I realized that the allusion about Midas means that the speaker is being really nice to the little boy so that she can have some of his gold.

- The response provides an incorrect explanation of what the third stanza's usage of Midas reveals about the speaker ("the speaker is being really nice to the little boy so that she can have some of his gold").
- Though there is reference to "gold," the conclusion about what this reveals about the speaker is incorrect (that she desires the boy's gold).

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE11-12W3

2. The speaker of the poem is intent on watching the interactions of her chaperon during her trip to the play. Imagine the conversations and events that might occur while they attend the play. Write an original story about the speaker and her chaperon's conversation on their trip home from the play.

    Use details and information from the poem in your story. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

Standard: ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.* • Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters • Creates a smooth progression of events • Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters • Uses a variety of techniques consistently to sequence events that build on one another • Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	*The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.* • Establishes a situation, a point of view, and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey a picture of the events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has few minor errors in usage and/or conventions with no significant effect on meaning
2	*The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters • Inconsistently uses occasional signal words to indicate sequence • Inconsistently uses some words or phrases to convey a picture of the events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning

Score	Description
1	*The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.* • Response is a summary that includes narrative techniques in the summary • Provides a weak or minimal introduction • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description • Uses words that are inappropriate, overly simple, or unclear • Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events • Provides a minimal or no conclusion • May use few if any ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning
0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE11-12W3

Response Score: 4 points

2. The speaker of the poem is intent on watching the interactions of her chaperon during her trip to the play. Imagine the conversations and events that might occur while they attend the play. Write an original story about the speaker and her chaperon's conversation on their trip home from the play.

   Use details and information from poem in your story. **Write your answer on the lines on your answer document.**

"Well, that was quite enjoyable," stated my chaperon.
"Yes, I suppose it was," I said
My chaperon shakes her head and then proceeds to look out the window as we begin our ride home. I start to drift off. Seeing the same plays, over and over, is starting to get tedious. At this point I feel like they are all blending together into one massive, unimpressive stage act. The only thing that I bother to take note of is the people who attend these events.
"Did you find anything exceptional this evening?" asked my chaperon.
"Yes, I did." The moment when Mrs. Smoothe tried to shove her large rump into her seat. I believe that both Mr. Smoothe and Mr. Tracker

had to assist her. Her face kept turning a darker shade of red with each push."
She gave me a stern look That indicated she was not amused.

She would have had no problem fitting into any seat. She stood tall and slender. If she did have any issue, my chaperon would have handled it with delicate ease. She is quite beautiful and seamless, even for her rising age.

"How many times have we seen That play now?" asked my chaperon, changing The subject.

"Five" I replied.

"Well, an amazing play is never out of style," She said.

"Not unlike Mr. Amand..." I said half-laughing. Mr. Amand was The worst of Them all. He was always at The end of The line (so she would have to spend More time with him), and he always brought her orchids. He had greased hair, a terrible lisp, and ALWAYS wore The same tuxedo.

"Mr. Amand needs to find a woman his own age," she said curtly.

"You deserve someone better than him anyway. You deserve a polite, caring, handsome man that you can call your own," I said.

"I already have my hands fill with you. How would I ever find the time?" she asked as she smiled at me. I smiled back at her, put my head on her shoulder, and slept the rest of the way home.

- The response effectively establishes a situation, point of view, narrator, and characters. The student puts the reader in the car with the chaperon and the young lady after the play has ended. The point of view is seen mostly through the eyes of the young lady. The story consists of the chaperon, the young lady, and some people from the play.
- The response creates a smooth progression of events. The story starts in the car, takes the reader back into the events of the evening, and then ends back in the car.
- The response effectively uses multiple narrative techniques to develop experiences and characters. The student uses dialogue throughout the story, description so the reader is aware of what is happening, pacing (the reader is aware that time is passing by as they are on the car ride home), and reflection (about some of the events of the evening).
- The response uses techniques to sequence events. At the beginning, the reader is aware that the characters are in the car. Through dialogue and description, the reader is brought to the past. Mrs. Smoothe has trouble getting into her seat. From this, the reader can guess that the time would be the beginning of the evening. The reader is brought back into the car, which would mean that they are still traveling home. The student then turns the reader's focus back to the play and the men who are speaking to the chaperon. Through this, the reader can assume that time has passed and it is either intermission or the end of the play. The reader is then brought back into the car for the final time.
- The response uses precise words and phrases to convey a vivid picture of events ("Her face kept turning a darker shade of red").
- The response provides a conclusion that follows. The car ride ends with the sharing of kind words and the knowledge that the young lady sincerely cares for the chaperon ("put my head on her shoulder, and slept the rest of the way home"). The reader is aware that this is the end of the story.
- The response integrates ideas from the source material. The student mentions going to a play and the men who approach the chaperon.
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 3 points

2. The speaker of the poem is intent on watching the interactions of her chaperon during her trip to the play. Imagine the conversations and events that might occur while they attend the play. Write an original story about the speaker and her chaperon's conversation on their trip home from the play.

   Use details and information from the poem in your story. **Type your answer in the space provided.**

"That was such a long, boring night," I said to my chaperon.

"Did you not enjoy yourself?" she asked.

I shook my head that I had. I had not enjoyed my night at the play. My mother makes me go to these things so I will be "out of her hair". She has the chaperon take me so that I won't be alone. "Hurry up!" yelled my chaperon. "It is freezing cold out, it's late, and we have to get you home."

I ran to catch up with her and then climbed into the carriage.

Once we were inside, I said, "You seemed to enjoy yourself tonight though…"

"I don't know what you mean, she said, with an uncomfortable look.

"I mean you seemed to enjoy the company of people at the party."

There was one man in particular that had seemed to have an impact on her. When he had approached her and started speaking with her, she became a young woman again. Her eyes became happy, and her older features tender.

The man was a perfect gentleman. How amazing to have such manners; to be able to confidently approach a beautiful woman and know how to act.

"Well," she said with the slightest smile, "Nothing says you are the only one looking to be swept off of her feet". I smiled back.

- The response establishes a situation, point of view, and characters. The student provides a situation where the narrator (young lady) is questioning her chaperon about one of the men she was flirting with earlier in the night.
- The response organizes events in a logical order. The narrator gets into the carriage to go home, asks about the gentleman her chaperon was flirting with, and makes a pact to keep a secret.
- The response uses narrative techniques to develop the events and characters. The student uses dialogue to show character interactions. The narrator uses reflection, as she is the one relaying the events.
- The response provides an appropriate conclusion, with the young lady agreeing to keep the chaperon's secret.
- The response integrates some ideas/details from the source material. The reader knows who the characters are from the poem. The response brings up that the chaperon has men who like to approach her and woo her.
- The response has no errors in usage or conventions that have a significant effect on meaning.

ELAGSE11-12W3

Response Score: 2 points

2. The speaker of the poem is intent on watching the interactions of her chaperon during her trip to the play. Imagine the conversations and events that might occur while they attend the play. Write an original story about the speaker and her chaperon's conversation on their trip home from the play.

Use details and information from the poem in your story. **Write your answer on the lines on your answer document.**

We finally got into the car after a long night. My chaperone sat next to me in the back. I hate it when she treats me like a baby. "Why don't you go sit in the front? I want to be alone." I said. "The front is for the driver. Only the driver. You are stuck with me." she said. I rolled my eyes, folded my arms and moved to the opposite side of the seat. I stared out the window and prayed for a quick ride home. I looked over and saw that she was starting to fall asleep. She has been my chaperon for years now and I guess I never noticed that she was getting older. She does like to act like a kid though when those men are around. Her eyes light up and she flirts.
"May I help you?" she asked. She caught me staring at her.
"Oh, it's nothing," I said.

- The response introduces a vague situation of the young lady and the chaperon getting in the car to drive home.
- The response organizes events in a sequence but with some ambiguity. The reader is aware that they are in a car heading home but does not know where they have been.
- The response attempts to use narrative techniques, such as dialogue. There is some reflection from the narrator when she is discussing that the chaperon has aged.
- The response provides a weak conclusion (the young lady is caught staring as she reflects on the chaperon).
- The response attempts to integrate ideas from the source material. The student uses the fact that there are two characters, the young lady and the chaperon, along with some details from the poem (the fact that the chaperon is older and flirts with men).

ELAGSE11-12W3

Response Score: 1 point

2. The speaker of the poem is intent on watching the interactions of her chaperon during her trip to the play. Imagine the conversations and events that might occur while they attend the play. Write an original story about the speaker and her chaperon's conversation on their trip home from the play.

Use details and information from the poem in your story. **Type your answer in the space provided.**

> There is a young girl and a chaperon who go together to see a play. When they are there the young girl starts to watch the chaperon and how she acts around the men there.
>
> "I like to watch how all those old men bow to her" I said. It always amuzed me how the old men go up to her and she starts to act like a little girl. They all bow down to her as if she is the rich one. I am the one with the money, like midas.
>
> Time goes on and then the play is done. "It time you and I go home" says my chaperon. She and me get into the boat and leave. My houce is on island across the lake. On the way home she looks at the moon and I see that she is old. I wonder why men like her so much.

- The response begins as a summary of events from the poem and then switches to events that take place after the poem ends.
- The response is too brief to demonstrate a complete sequence of events. The student writes, "Time goes on," but this does not provide a clear sense of sequence.
- The response shows some attempt to use dialogue, but the dialogue is very brief and not integrated effectively in the narrative.
- The response uses simple and unclear wording. The reader is forced to reread several sentences to get the correct meaning. The response provides few words that convey a picture of events, shifts in time or setting, or experiences.
- The response provides a minimal conclusion. They are on the boat and the young girl is looking at the chaperon. The ending is abrupt and feels unfinished.
- The response uses a few ideas from the source material but has misinterpreted some of the ideas (the young girl as "Midas").
- The response has frequent major errors in usage and conventions that interfere with the meaning.

Read the passages and answer items 3 and 4.

Unpacking the Student Loan Dilemma

This fall, almost 20 million students will enter the halls of colleges and universities throughout the United States. The vast majority of them carry dreams that a college degree will one day help them secure enjoyable and fulfilling employment along with compensation that would exceed what they might earn without a degree. However, if and when those students finally receive that important piece of paper and are thrust into the job market, on average, they will find themselves carrying a school loan debt of $33,000. Those who have pursued graduate degrees will be burdened with far more. In fact, many of them will have to pay back six-figure amounts. Meanwhile, the job prospects that they expected to flood their inboxes are few and far between. The cost of postsecondary education has skyrocketed in recent years, while median salaries and available jobs have declined. For college graduates today, it is a new and challenging world.

According to a 2014 report, college students today are more indebted than at any time in American history. Even accounting for inflation, the average student debt is double what it was two decades ago. Over the past 30 years, college tuition has ballooned 538%, not counting additional fees, which are also increasing yearly. The average annual cost of tuition, room, and board is now about $15,000 for a public institution, $40,000 for a private nonprofit institution, and $24,000 for a private for-profit institution. Given these figures, it's no wonder that student debt has increased over 300% just in the past decade.

With discouraging numbers like these, it would seem that many students would give up on the idea of postsecondary education. Yet research shows that college enrollment has actually accelerated. Students fear that their job prospects will be much more limited without a degree, and they believe that graduate degrees may greatly increase their chances for high-paying jobs. With this in mind, they apply for financial aid, looking to grants and scholarships to ease the burden. Still, when they graduate, they are generally in a more difficult situation than their parents were. As they search for job prospects, many return home to live with their parents for a while. Many recent graduates are uncertain if they will ever find the jobs they seek. However, they continue to hope that they will be able to stabilize, pay off loans, and even save money over time. Although they recognize that the challenge is there, they are working to achieve their dreams. And perhaps, for many, those dreams will come true. One thing is very probable, though: it will take them longer than it used to.

Dealing with Student Debt

Philip Rogers* didn't know that his college debt was spiraling out of control until last autumn, when his federal deferment agreement expired and he began receiving bills. The previous spring, Rogers graduated from a private institution with a degree in sports management and $63,000 worth of debt. Unable to locate a position in his preferred field, Rogers was compelled to take a job as a restaurant food server. Meanwhile, his debt is increasing rapidly with its 6% interest rate. Between a car payment and studio apartment rent, Rogers can only afford to make minimum payments, barely making a dent in the loan total. "I see myself never being able to retire," Rogers says. "I'll just be working forever to pay off this loan. I'm uncertain that I'll ever be in a position to have a family or buy a house, either."

Rogers is not alone in his dilemma. Most graduates today are burdened with substantial student debt. Some deal with the predicament by putting off payments—applying for deferment by continuing their education or requesting forbearance, a reduction of minimum payments or interest rates that only lasts for a maximum of three years. In most cases, however, interest continues to accumulate, often adding thousands to the original debt.

"I've had to move back in with my parents," Chloe Peterson* says. "I thought I was doing well when I managed to graduate from a prestigious university with only a minimal loan. But then I attended graduate school for graphic design, and the debt really began to mount." Peterson flashes a series of invoices on her laptop. "I have to pay $552 each month, and if I'm ever late, the interest will increase to 18%. So I'm back in my old bedroom, still trying to find a job."

What is the solution to this problem? Experts suggest tactics such as attending community college, staying in state, or taking online courses. When school loans are inevitable, students should research the different loan types to find the best one for them. "Loans are so easy for students to get, so choose wisely," one financial planner says. "And my best advice is this—don't take on a loan that is larger than you will be able to pay." Obviously, student loans can be both a blessing and a curse, but for most students, following recommendations like these can be money in the bank.

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*Student names provided in this text are fictitious; their stories are meant only to illustrate common problems faced by recent graduates.

ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE11-12RI6

3. Which author's style and content MOST effectively support his or her purpose?

Use details from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**

Scoring Guide

Item 3 Information

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.	Item Depth of Knowledge: 3 Concluding and Explaining Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	• Gives sufficient evidence of the ability to determine and compare two authors' points of view or purposes in a text or texts and analyze how the use of style and content contributes to the authors' effectiveness in supporting the points of view or purposes • Includes specific examples/details that make clear reference to the texts • Adequately explains the authors' points of view or purposes and provides an explanation about the use of style or content with clearly relevant information based on the texts Exemplar Response: *Selects one author and presents how that author effectively uses style and content to support a purpose and presents briefly why the other text is not as effective in contrast. If supporting the first text, the response will focus on the word choice used to captivate the audience and/or how statistics reinforce the purpose. If supporting the second text, the response will focus on how the author uses real-life examples supported by facts to support the purpose.*
1	• Gives limited evidence of the ability to determine and compare two authors' points of view or purposes in a text or texts and analyze how the use of style and content contributes to the authors' effectiveness in supporting the points of view or purposes • Includes vague/limited examples/details that make reference to the texts • Explains the authors' points of view or purposes and provides an explanation about the use of style or content with clearly relevant information based on the texts
0	• Gives no evidence of the ability to determine and compare two authors' points of view or purposes in a text or texts and analyze how the use of style and content contributes to the authors' effectiveness in supporting the points of view or purposes

STUDENT RESPONSES

ELAGSE11-12RI6

Response Score: 2 points

3. Which author's style and content MOST effectively support his or her purpose?

   Use details from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**

> The author of "Dealing with Student Debt" better demonstrated the increasing amount of student loans in America. He seemed to use more relatable examples whereas the author of "Unpacking the student loan dilemma" gave more numbers and statistics. It's much easier to relate to a problem if you show a how it really effects people as opposed to just showing a number and moving on. For example in "Unpacking the student loan dilemma" it states "over the 30 years, college tuition has ballooned 538%." Although this does give us some facts about the issue it doesn't really make you think as much as when "Dealing with Student Debt" author states "I'll just be working forever to pay off this loan. I'm uncertain that I'll ever be in a position to have a family or buy a house, either."

- The response explains why the author of "Dealing with Student Debt" more effectively supports his or her purpose ("He seemed to use more relatable examples whereas the auther of 'Unpacking the student loan dilemma' gave more numbers and statistics. It's much easier to relate to a problem if you show a how it really effects people as opposed to just showing a number and moving on").
- The response uses details from both passages to support this choice ("for example in 'Unpacking the student loan dilemma' it states 'over the 30 years, college tuition has ballooned 538%.' Although this does give us some facts about the issue it doesn't really make you think as much as when 'Dealing with Student Debt' auther states 'I'll just be working forever to pay off this loan. I'm uncertain that I'll ever be in a position to have a family or buy a house, either' ").

ELAGSE11-12RI6

Response Score: 1 point

3. 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 passage 1 really made it loud and clear about how big of an issue this is. He gives statistical facts that support his claim and the numbers really open peoples eyes to the problem. The author of passage 2 only used examples of 2 people to show his claims. If I would have only read the second passage I would have no clue how bad of an issue this really was.

- The response provides limited evidence as to why the author of passage 1 is more effective. The student claims that passage 1 is more effective because the author "gives statistical facts that support his claim" and that "The author of passage 2 only used examples of 2 people to show his claims."
- The response does not provide any specific details or facts from the passages.

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ELAGSE11-12RI6

Response Score: 0 points

3. 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 "Dealing with Student Debt" most effectively supports their purpose by starting out with a real student's story who had a big school loan.

   - The response states that the author of "Dealing with Student Debt" is more effective because the text uses a narrative tone; however, there is no explanation given and no comparison made to the effectiveness of the author of the other passage.

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

The cost of a college education has increased substantially in the last several years.

Think about the information in BOTH passages. Write an **informational essay** in your own words explaining how incurring substantial college debt is affecting many recent graduates.

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

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.

- Use information from the two passages so that your essay includes important details.

- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.

- 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 ideas and to clarify the relationship among ideas and concepts.

- Use clear language and vocabulary.

- Establish and maintain a formal style.

- Provide a conclusion that supports the information presented.

- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

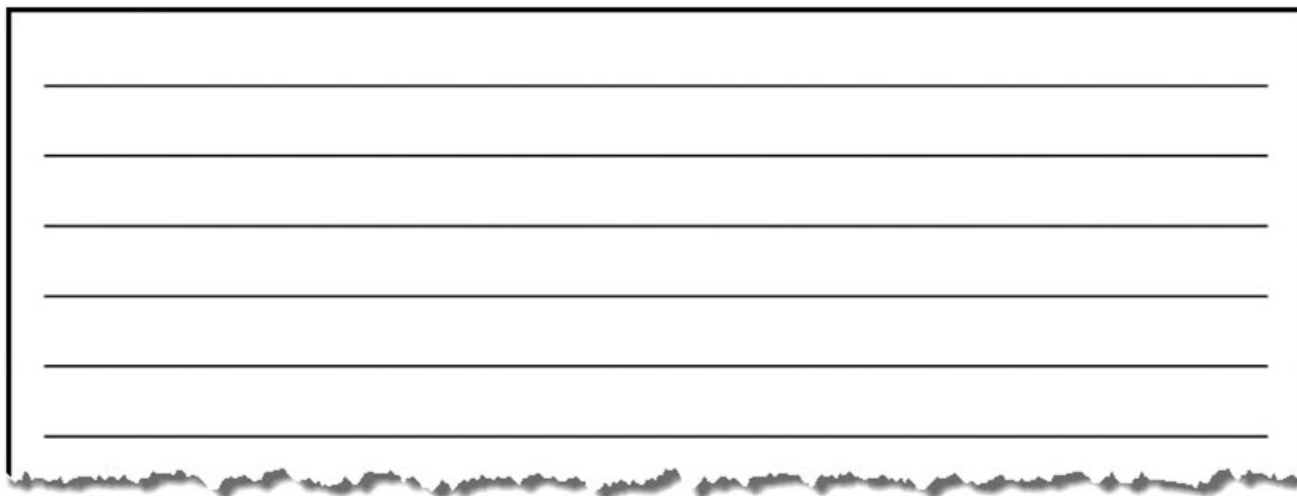**4. Writing Task (Write your essay here.)**

Be sure to:
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- 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 ideas and to clarify the relationship among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scoring Guide

Item 4 Information

Standards:	Item Depth of Knowledge: 4
ELAGSE11-12W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.	Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Groups related ideas together to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, and details • Effectively uses linking words and phrases to connect ideas within categories of information • Provides a strong concluding statement or section
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.* • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • 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 Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *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.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • 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

ELAGSE11-12W2, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

> **Idea Development, Organization, and Coherence: 4**
> **Language Usage and Conventions: 3**

4. The cost of a college education has increased substantially in the last several years.

Think about the information in BOTH passages. Write an **informational essay** in your own words explaining how incurring substantial college debt is affecting many recent graduates.

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

Annually, students are becoming more concerned with a higher education and expanding their experience in the world. Unfortunately, with this rise in determination in edcuation comes a rise in the price of college. Now, students are struggling with all aspects of the college experience, and are barely able to make ends meet. This is making it particularly difficult for many recent graduates, who have the ability to work but are not given the opportunity.

This dilemma takes root before a student even enters a college campus. Studies have shown that "the average annual cost of tuition, room, and board is now about $15,000 for a public institution, $40,000 for a private nonprofit institution, and $24,000 for a private for-profit institution" (passage 1). These numbers are exponentially escalating, and they do not even include the actual college tuition. Many students are then faced with the issue of going to the college of their dreams and going to a college that fits in their budget, which may affect their education in the long run.

When enrolled in a college, students begin to see the first trickles of debt accumulating under their nose. This is not an uncommon phenomenon, as "most graduates today are burdened with substantial student debt" (passage 2). It is a wonder that the number of students looking to advance their education has increased when "student debt has increased over 300% just in the past decade" (passage 1). At this point in education, a student may choose between attending graduate school for a large chunk of change or attempting to secure a job with an undergraduate degree. A multitude of students, however, make the decision to accumulate more debt by continuing on to graduate school.

After graduate school, the culminating moment of eight years, students are left with nothing other than a piece of paper and a lack of job acceptances. It is said that "those who have pursued graduate degrees...will have to pay back six-figure amounts" (passage 1), meaning that students are digging themselves into a hole of debt by choosing to

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advance their education to postsecondary schooling. As seen in passage 2, many of these students, who are passionate and hardworking young citizens, are stuck in situations where they must pay back their loans on a time constraint and are not having success with the job industry. For example, in Dealing with Student Debt, Philip Rogers and Chloe Peterson were both successful individuals in college, but are unable to find jobs. This catches up with them, and now they either are working jobs that do not require a college education, or are not able to afford regular expenses.

Although it can be said that college and the college experience are worth their price tags, they deliver significant blows to any college students wallet, at any stage of their education. The visible debt that is affecting many of the recent graduates actually begins with their induction into a college. It then grows steadily but surely during their time in undergraduate school, and experiences an enormous jump if a student pursues postsecondary education. Finally, when tossed out into the working world, students are unable to find a job, are flailing in debt, and have a bleak future. Many of these recent graduates, who are bold and could make a significant impact on society, are not given the opportunity to do so because they are severely swamped in debt.

DOC: 4

- The response effectively introduces the topic and main idea ("students are struggling with all aspects of the college experience, and are barely able to make ends meet. This is making it particularly difficult for many recent graduates, who have the ability to work but are not given the opportunity").
- There is an organizational strategy to present information effectively, maintain focus, and make important connections and distinctions. The response walks the reader through the issue of student debt as it relates to different phases of education ("before a student even enters a college campus," "When enrolled in a college," "After graduate school").
- The response thoroughly develops the topic with well-chosen and relevant facts, extended definitions, concrete details, quotations, and other information and examples that are appropriate for the audience ("Many students are then faced with the issue of going to the college of their dreams and going to a college that fits in their budget, which may affect their education in the long run," "A multitude of students, however, make the decision to accumulate more debt by continuing on to graduate school").
- The response uses appropriate and varied transitions to create cohesion, link major sections of the text, and clarify the relationships among ideas ("When enrolled in a college," "At this point in education," "After graduate school," "Although").
- Precise language and domain-specific vocabulary are effective and appropriate for the audience and complexity of the topic ("not an uncommon phenomenon," "passionate and hardworking young citizens").
- The response establishes and maintains a formal style and an objective tone.
- An effective conclusion summarizes the ideas presented.

LUC: 3

- Clear and complete sentence structure is used with appropriate range and variety. Simple and complex sentences are used to enhance reader interest and style.
- The response attributes paraphrases and direct quotations to their sources via both in-text and parenthetical citations.
- The few errors present do not interfere with meaning.

ELAGSE11-12W2, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

> **Idea Development, Organization, and Coherence: 3**
> **Language Usage and Conventions: 3**

4. The cost of a college education has increased substantially in the last several years.

    Think about the information in BOTH passages. Write an **informational essay** in your own words explaining how incurring substantial college debt is affecting many recent graduates.

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

Most high school students' dream is to go to college and be successful. Some have scholarships and waivers for college payments. Some students have to pay for school without any special benefits. Many of them apply for student loans. The amount of students with student loans has increased severely. A myriad of these students are faced with a high risk of a large amount of debt.

The author of "Unpacking the Student Loan Dilemma" tells what is happening with student loans from a statistical perspective. According to the passage ",Over the past 30 years, college tuition has ballooooned 538%, not counting additional fees, which are also increasing yearly." Students must also have books and the technology to complete the courses they are enrolled in. Therefore, if college expenditures are going to be high, they

should include all necessities of the students. Recent studies show that ", The average annual cost of tuition, room, and board is now about $15,000 for a public institution, $40,000 for a private nonprofit institution, and $24,000 for a private for-profit institution."

The author of "Dealing with Student Debt" explains the issue with student loans from a personal perspective. This passage suggests that many of these students feel they will never be able to pay off all of their loans. Philip Rogers is a private intitution graduate, who ended up with $63,000 worth of debt. Rogers feels as if he will never retire. He also says ", I'll just be working forever to pay off this loan. I'm uncertain that I'll ever be in a position to have a family or buy a house, either." College is a higher form of education that should lead students to a road of success.

These increased debt amounts could lead to a decrease in overall enrollment. This puts a heavy burden on a student's views on college. Success comes after the work. If someone is paying off loans, the work will just be done to be free of debt.

DOC: 3

- The student introduces the topic and main idea ("The amount of students with student loans has increased severely. A myriad of these students are faced with a high risk of a large amount of debt").
- There is an organizational strategy to group information and provide focus, with an introduction, two body paragraphs (one for each source), and a conclusion.
- The response uses information from both sources to develop the topic, but the development relies heavily on quotations from the passages.
- The response uses some transitions to clarify relationships and connect evidence. However, relationships aren't always clear ("Therefore").
- Some specific, appropriate language is used to explain the topic ("increased severely," "high risk of a large amount of debt," "personal perspective").
- A formal style and objective tone are maintained.

LUC: 3

- The response uses clear and complete sentence structure with appropriate range and variety. Simple and complex sentences are used to create style and improve reader interest.
- There is an attempt to attribute paraphrases and direct quotations to their sources via in-text citations.
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W2, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 2

4. The cost of a college education has increased substantially in the last several years.

Think about the information in BOTH passages. Write an **informational essay** in your own words explaining how incurring substantial college debt is affecting many recent graduates.

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

> College debt is affecting many recent graduates. Its affecting them financially. The student debt is double what it was two decades ago. " Over the past 30 years, college tuitionhas ballooned 538%, not counting additional fees, which are also increasing yearly. " The student debt has increased over 300% in the past decade also.
>
> Same thing with student loans. Some students take the student loans that look good instead of researching what would happen after the fact they end up taking the student loan. For example Chloe Peterson graduated from Prestigious University with only a minimal loan. But then attended graduate school for graphic design, and the debt really began ao go higher. " I have to pay $552 each month, and if I'm ever late, the interest will increase to 18%. " That's how college debt is affecting many recent graduates.

DOC: 2

- A topic is introduced, but the introduction is simplistic ("College debt is affecting many recent graduates").
- Ideas are organized ineffectively. The student uses a two-paragraph structure in which one paragraph introduces the topic and talks about student loans and the second paragraph talks about student debt as if it were something totally different from student loans and provides a weak conclusion.
- There is some development of the topic ("The student debt is double what it was two decades ago"), but the development is uneven, with only a few bits of relevant information.
- A weak, abrupt concluding statement is present.

LUC: 2

- Complete sentences are used most of the time with some variety, though formation errors do occur when the student attempts to vary sentence patterns for style ("Same thing with student loans").
- The response makes no attempt to attribute paraphrases and direct quotations to their sources.
- There are some errors in usage and/or conventions that do not have a significant effect on meaning ("Its" for "It's," "tuitionhas," "began ao go higher").

ELAGSE11-12W2, ELAGSE11-12L1, ELAGSE11-12L2

Response Scores:

> **Idea Development, Organization, and Coherence: 1**
> **Language Usage and Conventions: 1**

4. The cost of a college education has increased substantially in the last several years.

   Think about the information in BOTH passages. Write an **informational essay** in your own words explaining how incurring substantial college debt is affecting many recent graduates.

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

> As a highschool student your main goals are to get into college and get a degree. When you get to college there is no one there to tell what to do, your grown. So when that student loan come in the first thing you do is spend it. Your most likely to blow through it on your wants. Or you may even spend it all on your needs. But in the end you will same how have to pay all the money off. Not everyones rich, so you end up in debt.
>
> Most college students are in debt and don't finish until they are pretty much middle age

DOC: 1

- The response provides minimal information to develop the topic of spending while in college and college debt.
- There is no organizational structure, such as an introduction or conclusion. The response reads like a brief list of ideas.
- The response is too brief to provide development of the topic. Most of the development is not from the passages and is tangentially related to the task.
- The response struggles to link ideas and concepts. There is no attempt to use transitions to connect ideas ("Your most likely to blow through it on your wants. Or you may even spend it all on your needs").
- The language used is imprecise and vague ("there is no one there to tell what to do, your grown," "blow through it").

LUC: 1

- There are frequent errors in sentence formation, and there are many awkward sentences ("Or you may even spend it all on your needs").
- There is no attempt to attribute information to the sources, though most of the details do not seem to be from the passages.
- There are frequent errors in usage and conventions that interfere with meaning ("there is no one there to tell what to do," "So when that student loan come in," "Your most likely"). Even without these errors, the response is too brief to demonstrate full command of conventions.
- The response has fragments and other sentence structure errors ("Or you may even spend it all on your needs").

**AMERICAN LITERATURE
AND COMPOSITION**

Reading and Evidence-Based Writing Set

READING AND EVIDENCE-BASED WRITING OVERVIEW

The Reading and Evidence-Based Writing (REBW) portion of the Georgia Milestones American Literature and Composition End of Course (EOC) 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.

The first four 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.

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 English Language Arts 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 develop an informative/explanatory essay. The prompt requires the student to draw from the reading experiences when writing the response and to cite evidence from the passages to support claims or examine a topic. The extended writing task is considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award credit to students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

All sample items contained in this guide 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.

American Literature and Composition Item and Scoring Sampler 2018

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.

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

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.	Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	*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.* • 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 Exemplar Response: *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").*
1	*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.* • 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 **OR** • 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 **OR** • 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	*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.* • 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").

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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.

NO TEST MATERIAL
ON THIS PAGE

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.

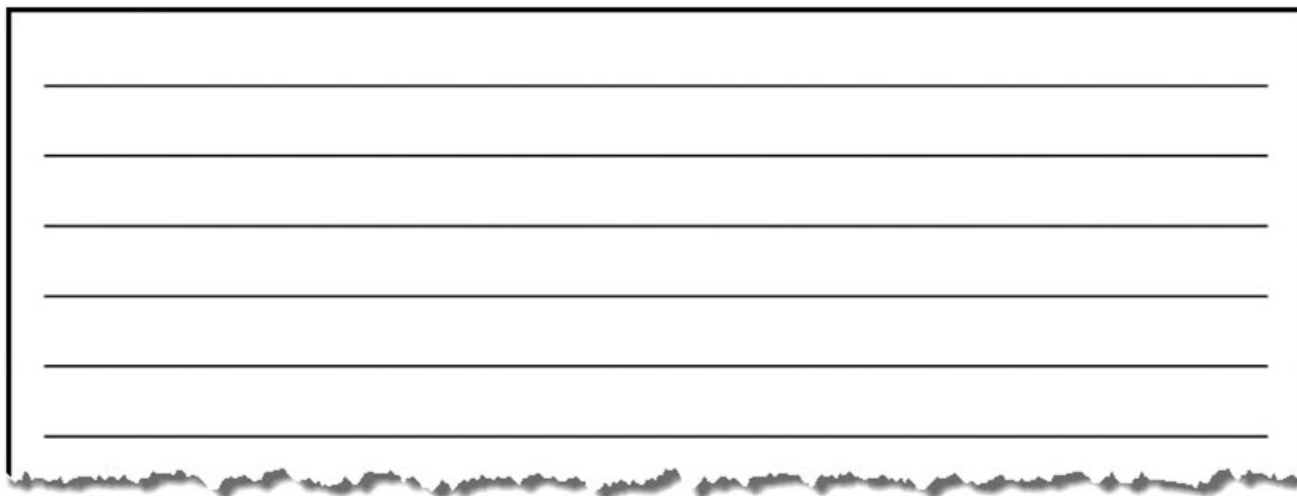**5.   Writing Task (Write your essay here.)**

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.

Scoring Guide

Item 5 Information

Standards:	Item Depth of Knowledge: 4
ELAGSE11-12W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.
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.	

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *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.*	4	*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.* • 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
	3	*The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.* • 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	*The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.* • 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, or audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	*The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.* • 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	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *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.*	3	*The student's response demonstrates full command of language usage and conventions.* • 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	*The student's response demonstrates partial command of language usage and conventions.* • 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 conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • 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	*The student will receive a condition code for various reasons:* • 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 auto pilot. However, it is much more likely that the addition of this new technology will only make driving even more disasterous.
>
>   "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 preform an imediate 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 saftey concerns, manufacturers have included the ability to "take over the controls during extreme scenarios," according to "Get Ready for Roadway Robots." However, there are saftey 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 saftey-default features in place, the autonomous car becomes an amplifier for the very mistakes that already take thousands of lives each year.

If these saftey 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 concidered "just what society needs." 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.

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).

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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 opperating 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 wll 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 if 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 accidents that could occur due to a computer failure or a drivers lack of focus?

Introducing driverless cars as an attempt to fix the distractred 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 encentives to help current drivers pay attention to the road. Just becasue 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 distractred 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 tobe? While these cars sound like

the next big thing, consider their dangerous reality before you jump for your too 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 differentife 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 automoblies 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 thereselves.

Secondly, driverless cars work by using technology. the car controlls 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, driverlesss 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 automoblies 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.

American Literature and Composition Item and Scoring Sampler 2018

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 rellying too much upon technology, yes there are many upsides to technology that everbody 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 itslef? 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 convinvce 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 advertisments 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 rellying too much upon technology, yes there are many upsides to technology that everbody 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 ("rellying," "convinvce").

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 infront of the car and it can't react automatically, it will hit it. If a person were driving it they could prevent hiiting this thing.

"So far, the technology has not advanced to the point of sencing when and how to avoid rapid events."(Passage 2) This can cause a mojor 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 definitly 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 sencing 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," "definitly," "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 advancments, & 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 cycilist runs out in front of you, the driverless car would hit the cycilist.

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 cycilist").
- 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 ablitity 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," "ablity," "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 wonderfull 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 wonderfull 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").

American Literature and Composition Item and Scoring Sampler 2018

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 triffic collision". and "Human mistakes are upsetting, but technological blunders are unacceptable".

Even though technology has came 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 came 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 convence 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").