

2009

FCAT

Florida Comprehensive Assessment Test®

2009 FCAT WRITING

**GRADE 10
PERSUASIVE**

ANCHOR SET



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Introduction

Student papers are scored following administration of the FCAT Writing assessment each February. Prior to each scoring session, members of the Writing Rangefinder Committee (comprised of Florida educators) read student responses and select papers to represent the range of quality allowed within the established criteria for each score point on the rubric. The scoring contractor uses these papers to train the readers for the holistic scoring of the FCAT Writing responses. Each anchor set (scoring guide) includes a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and team leaders are responsible for training, assisting, and monitoring readers throughout the training and holistic scoring process. All scoring is monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. These elements are not scored separately or analytically. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>.

Structure of Anchor Sets

The released 2009 FCAT Writing Anchor Sets for Grades 4, 8, and 10 contain examples of responses used as training materials for the 2009 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. Where appropriate, papers posing potential issues for public release, such as legibility or sensitive content, have been removed. In some cases, responses from Qualifying Set 1 (examination materials required for potential scorers) are substituted to provide examples of additional training materials. **An asterisk (*) is used in the heading to indicate that the previous anchor paper was removed or that the qualifying paper is a substitution.**

Description of Prompt for Grade 10: Writing to Persuade (Persuasive)

The Grade 10 persuasive prompt directed the student to convince the school board whether schools should ask students to raise money for school activities.

Anchor Paper 1-A

Many schools provide money for school activities, other schools don't. So the other schools ask the students to help raise the money so they would be able to have party's, dances like all of the other schools. But students shouldn't have to go through this. Many students need to so they can learn the way of making money for their school is very important at least they will be able to go and do something for their school. So they would be able to go to dance's, party's and graduation's and that's why many schools ask students to raise money for school activities.

Anchor Paper 1-B

Score Point: 1

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities by taking a position against this proposal (“students shouldn’t have to go through this”) and then narrowing the focus. There is little evidence of an organizational plan, since only a few basic transitions are used in this brief response. The support consists of generalizations (“can learn the way of making money . . . to go and do something”) and a brief list (“dance’s, party’s and graduations”). Word choice is limited, and there are several usage errors.

Anchor Paper 2-A

Some schools ask students to raise money for school activities. I don't think it's right. If schools need money that bad, then the government needs to step up & give vs some. Why should the kids have to raise the money. If someone a student had to do more things after school when would homework come in. 10:00 pm? There's no way we could juggle all that. So I think they shouldn't be able to ask students for money.

Anchor Paper 2-B

Score Point: 1

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities by immediately narrowing the focus and taking a position against this proposal: “I don’t think its right.” There is little evidence of an organizational plan, since only a few basic transitions are used in this brief response. The support consists of a few generalizations: “the govenment needs to step up a give us some,” “If someone . . . had to do more things afters school when would homework come in.” Although there is an extension of the second supporting idea, the development remains minimal overall. Word choice is limited, and there are several errors in usage, punctuation, and spelling.

Anchor Paper 3-A

Dear Schoolboard,
My name is [Crystal Lake], I attend [Sandy Beach High School] which is located in [Brady County]. Attending different High Schools I have realized that they basically do the same routine when it comes to school activities, when I say this I mean raising money for school activities, which I find is a wonderful idea that the schools are doing, by letting the students practice ~~one~~ in something that not only benefits them, but in the activities that they love doing. If you really think of it you should allow all schools in [Brady] allow the students to raise money for their school activities because it can also get the community involve alot because it will be their own kids that will be contributing and them seeing that they we also want to do that, so basically as I said before give permission to all schools in [Brady] to do something

Anchor Paper 3-B

Score Point: 1

The writer sets the scene for the debate about whether schools should ask students to raise money for activities by taking a position in favor of this proposal (“raising money for school activities . . . I find is a wonderful idea”) and then narrowing the focus. There is little evidence of an organizational plan, since only a few basic transitions are used in this fairly brief response. There is almost no development of the support other than a few generalizations: “activities that they love doing,” “their own kids that will be contributing and them seeing that they we also want to do that.” Instead of developing the supporting ideas, the writer repeats the position several times. Word choice is limited, and there are blatant errors in sentence formation.

Anchor Paper 4-A

The schoolboard should ask students to ~~ask~~ ~~ask~~ gather money for after school activities it ensure the student get what they want, also the after school activities are mostly run by the students, ~~The school ask~~ It also gives the student control.

the first reason is if the student gets what they want. IF the student acquire the funds it ensures the money goes to where they want to.

Secoundly if the after schools activities are run by the students its only logical that students should pay for it. If students want pay 1000's to get video games ~~and~~ it should be fine.

thirdly it gives the student power and it teaches them respons ability. This will then help them later on and make learn without knowing

In conclusion by making student raise funds you begin to give the a snice of power.

Anchor Paper 4-B

Score Point: 2

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money for activities: “The schoolboard should ask students to gather money for after school activities.” The organizational pattern includes a brief beginning that previews the supporting ideas, which are elaborated in sequence in the body, and a very brief ending that restates the position. Basic transitions enumerate each reason and the closing. The elaboration of the supporting ideas is erratic, moving quickly from one idea to the next, and nonspecific: “ensures the money goes to wheir they want to,” “help them later on and make learn without knowing.” Word choice is predictable, and there are some errors in usage and spelling.

Anchor Paper 5-A

Dear School board I am writing to inform you all about my opinion. Should students raise money for school activities I say yes because of my reasons. And some of my reasons are that you have to learn for yourself to get things in life that you really want and you all so have to work for it. Nothing is going to come to you for free no field trips, no school activities that you may need money for. Some people may not have money for school activities and things like that so the school is giving them a great opportunity to get a chance of getting the money. I think this is a very great idea and you also have fun raising money for the school in whatever way it is from fund raisers to car washes. Yes schools should be able to ask students to raise money because maybe the school doesn't have the money to help do school activities and they want the kids to learn an important step in life making money on their own instead of letting others wait for them you also would be doing during the activities with your school no matter what it is you can't waste money on something if the students don't need it. Students love doing activities for the school just to be getting somewhere that to be better.

Anchor Paper 5-B

And students also get away of learning about responsibility and how not to make mistakes in life. With their own jobs it would teach them things to know before they even have to learn it. That's why I think they should be able to ask students to raise money for the school.

Anchor Paper 5-C

Score Point: 2

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money for activities: “should students raise money for school activities I say yes.” The organizational pattern consists of a very brief beginning, a somewhat sustained body, and a very brief ending. The body of the response presents supporting ideas in an erratic, nonspecific, and rambling manner, with very few transitions between ideas: “No school activities that you may need money for some people may not have money for school activities and things like that so the school is giving them a great opportunity to get a chance of getting the money.” In addition, some of the development repeats the idea that students need to work for what they want rather than rely on others. Word choice is limited and predictable, and there are errors in sentence formation and usage.

Anchor Paper 6-A

The reasons why I think the schools should ask students to raise money for school activities are. Students participate in a lot of school activities, to help make sure that the school has enough funds for it to continue into next year, and it would give students something extra to do on the side. These are the reasons why I think students should raise money for school activities.

The first reason why is students participate in school activities. Students should earn money so that they can have a good program. They should also help raise money so that they can have better equipment or better things to do. This is one reason why I think students should help raise money.

The second reason is to make sure that the school has enough funds for it next year. If the school doesn't have enough money for it to continue then it will stop. The students who were participating in the activities can't do it anymore. This is another reason why students should help.

The last reason is so that students can have something to do on the side. Students could be helping the school instead of sitting at home. The students would not be bored all the time because they will be raising money for the school.

Anchor Paper 6-B

These are all of the reasons why I think
Students should help raise money for school activities.
Students participate in school activities, to make sure the
has enough funds for it to continue, and so students can
have something extra to do on the side.

Anchor Paper 6-C

Score Point: 2

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money for activities: “I think the schools should ask students to raise money for school activities.” The organizational pattern includes a beginning that previews the supporting ideas presented in the body and an ending that reviews the supporting ideas and restates the position. Basic transitions enumerate each supporting idea and are used within each body paragraph. There are three ideas used to support the position: “Students participate in school activities, to make sure the has enough funds for it to continue, and so students can have something extra to do on the side.” The development of these supporting ideas is erratic, moving quickly from one idea to the next, and nonspecific: “better equipment or better things to do,” “can’t do it anymore,” “would not be bored all the time.” Word choice is limited and predictable, and there are some errors in usage.

Anchor Paper 7-A

I think we should try and raise money for school activities but only to a certain extent. If we are raising money we should only raise what we have to. But if we were not raising money we should not have to pay so much.

The reason I think we should raise the money is because some schools don't have as much money as others. If we were to raise the money the poorer schools would not have to worry as much what they are spending that money on.

Another reason why I think we should raise money for activities is so we do not have to pay as much to go on trips and not have to pay crazy prices for food at lunch and during activities.

The reason I think we should not raise money for the activities is because they will still try to get more. No matter how much money we actually do raise, even if it is more than needed, the school will still have some kind of attraction if it is at a carnival or if it is at a football game or some other sport they

Anchor Paper 7-B

will still try and make the prices as high as they can so they can make more that is not needed.

So I think the schools should definitely ask the students if we should raise money for activities or not because the argument could go both ways.

Anchor Paper 7-C

Score Point: 3

The writer begins by taking a qualified position in favor of the proposal for schools to ask students to raise money for activities: “we should try and raise money for school activities but only to a certain extent.” An organizational pattern is demonstrated through dedicating each of the three body paragraphs to one of the conditions of the qualified position. Although transitions promote the logical progression of ideas, this progression is limited. There are three ideas used to support the position: “some schools don’t have as much money as others,” “so we do not have to pay as much to go on trips,” “they will still try to get more.” The development of these supporting ideas is uneven. The first two body paragraphs provide general extensions of the ideas, while the third body paragraph provides more sustained and specific elaboration: “the school will still have some kind of attraction if it is at a carnival or if it is at a football game or some other sport.” Word choice is adequate and some variation in sentence structure is demonstrated. Although some errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 8-A

"Tickets, five for three dollars or seven for an arms length. Buy your tickets now, before we run out." Teams at school are always doing some sort of activity to raise money, either for school or their team. I don't see anything wrong in this situation. A team has no "I" in it. Team includes everyone, everyone should cooperate at times. The team shouldn't depend on the coach for everything. It's your team too, make sure everyone knows you helped out too.

Being on any school team takes a lot of responsibility. In order to show your team respect and value, do something on your behalf. For example if your team needs new uniforms or equipment and the school board can't sponsor it. "Do you just give it?" No you won't let your team fall apart right. So to show the school board that a little obstacle like that won't let you down. You have to raise the money on your own. Doing it as a team.

Honestly, I don't see anything wrong with raising our own money. The money is going to a good cause which is our teams. Being a team is working together always. The money raised would be to help the team, which would also include you, and you won't feel like you didn't do anything to help. I think everyone should do their own part as a team.

Anchor Paper 8-B

Score Point: 3

The writer initially sets the scene for the debate about whether schools should ask students to raise money for school activities by using a ticket seller's pitch. The focus then narrows to a statement of a position in favor of the proposal: "It's your team too, make sure everyone knows you helped out too." An organizational pattern is demonstrated through the use of transitions that promote a limited logical progression of ideas. There is one main idea used to support the position: "Being on any school team takes a lot of responsibility." The development of this supporting idea is relatively brief but with some specific details: "In order to show your team respect and value, do something on your behave. for example if you team needs new uniforms or equipment." Word choice is adequate, and some variation in sentence structure is demonstrated. Although there are some errors, the conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 9-A

When schools ask students to raise money for their school activities, they are speeding up the process. It could take a lot of time for the school to obtain money to support all of the activities. It would place the school in debt. It is much easier for students to raise money, than the school.

Fund raisers, like candy products, are fun and tasty treats for kids. Candy sells quick and easy. They can raise a lot of money from fund raisers. Nothing beats a good snack in 3rd period.

Some fund raisers require students to sell items for points toward awards and prizes. When the student can get something out of it, it will be fun. They will be more geared to raise money. I recall selling over three-hundred items once to win a scooter.

If students have the motivation, they can do anything. As long as the fun is there, people are there. That's how people do things in our society. Give them prizes, or give them death. It's always going to seem that way with kids. They cannot tell the difference between kindness and self-worth. They need a reason to sell items.

In the end, fund raisers are important. They quickly raise money. Students like prizes and candy so they sell good. They also keep them occupied. It saves the school from debt as well, so, it's best we keep fund raisers in school.

Anchor Paper 9-B

Score Point: 3

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities and quickly narrows the focus by taking a position in favor of the proposal: “It is much easier for students to raise money, than the school.” An organizational pattern is demonstrated through the use of transitions that promote a limited logical progression of ideas. There are three ideas used to support the position: “They quickly raise money. Students like prizes and candy so they sell good. They also keep them occupied.” Development of these supporting ideas contains some specific details in the first two body paragraphs, but the elaboration in the third body paragraph is more general: “That’s how people do things in our society . . . They cannot tell the difference between kindness and self-worth.” Word choice is adequate, and some variation in sentence structure is demonstrated. The conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 10-A

Schools should not ask students to raise money for school "activities." First, most students don't even like school; why would we want to do something nice for one. Second, if students wanted to raise money we wouldn't need to be asked. Third, schools already make money off the students. Schools don't need our money.

First, most students don't even like school. If you don't like something or someone you're not going to be nice to them. We sit there and listen to the blah blah blah every day. Now they want money for "activities". Some of us just don't want to do it.

Second, if students wanted to raise money they would do it by themselves. We wouldn't need the school to tell us to raise money. But no one seems to be jumping up at that idea. Why?, you ask. Because no one cares.

Third, schools already make money off us students. They overcharge for lunch. Overcharge even for the dances. Also, that candy you buy goes right to "activities". So it seems schools are making a quick buck off of students. I'm not falling for it.

Anchor Paper 10-B

IN CONCLUSION, I have to say that it's stupid for schools to ask for money that will go to "activities". For the students who participate in this, they've got you running in circles nine to five and five to nine. They tell you what they want you to hear and you consider it the truth. Are you happy? Come on your just a lab rat.

Anchor Paper 10-C

Score Point: 4

The writer begins by taking a position against the proposal for schools to ask students to raise money for activities: “Schools should not ask students to raise money for school ‘activities.’” This focus is narrowed through the theme of determined avoidance, like “running in circles . . . just a lab rat.” An organizational pattern is apparent. The supporting ideas are previewed in the introduction, elaborated in sequence in the body, and tied to the theme in the conclusion. This pattern is strengthened through the use of transitions to introduce paragraphs and to promote the logical progression of ideas within paragraphs. There are three ideas used to support the position: “Most students don’t even like school,” “if students wanted to raise money they would do it by themselves,” “schools already make money off us students.” The development of these supporting ideas is consistent and specific at the idea level: “They overcharge for lunch. Overcharge even for the dances. Also, that candy you buy goes right to ‘activities’.” Word choice is adequate, and variation in sentence structure is demonstrated. The conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 11-A

I strongly believe that schools should have students raise money for them. It would benefit us all in the long run. Some reasons are because it can buy us new facilities, it would make other things for sale cheaper, and we would have more resources available for our use. These are some of the things that would help the students get a better education.

The first reason why we should raise money would be to buy us new facilities. We would then be able to have new buildings put in the school. Then we could tear down the old ones or convert them into storage. We would also have bigger classrooms. That would be able to house a larger number of students comfortably. Then, we would have more space as well. The school would no longer be overcrowded.

The second reason would be to make other things for sale cheaper. Yearbooks that would normally go for \$25.00 would be half price. More people would then be able to buy them and have memories. The items that are on sale in the school store would be cheaper as well. You won't have to spend all your money on buying a school shirt. Tickets for events would also be cheaper. That would mean more people could come to show their school spirit at home games for sports.

The third reason would be we would have more resources available for us to use. We would have new technology in the classrooms. Such things like that would be new computers and materials. We would also get new books for the library. More students could find a selection of books that they

Anchor Paper 11-B

like to read. Lastly, we would have updated references. That means we would get newer books to use in the classroom, and learn about what's going on today.

In conclusion, raising money for schools would benefit both teachers and students. Teachers wouldn't have to stick to the same routine everyday, and try some different method. Students won't need to learn about things by just reading books and answering questions, everybody would be able to finally enjoy learning about new things in a modern technique, and teaching them in interesting ways.

Anchor Paper 11-C

Score Point: 4

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money for activities: “It would benefit us all in the long run.” An organizational pattern is apparent. The supporting ideas are previewed in the introduction, elaborated in sequence in the body, and tied to the theme in the conclusion. This pattern is strengthened through the use of transitions to introduce paragraphs and to promote the logical progression of ideas within paragraphs. There are three ideas used to support the position: “it can buy us new facilities, it would make other things for sale cheaper, and we would have more resources available for our use.” The development of these supporting ideas is consistent and contains a mixture of general and specific details (e.g., “new buildings put in the school,” “normally go for \$65.00 would be half price,” “come to show their school spirit,” “would have updated references”). Word choice is adequate, and some variation in sentence structure is demonstrated. The conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 12-A

Without enough funding, schools are not able to have many things. These include sports teams, music classes, and a better school building. These things are important and a good way to get money for them is to ask students to raise money. Because it is asking, it is not mandatory for a student to do it and they will not be punished if they do not do it.

In my opinion, school sports teams are very important. They encourage a healthy life style, make people active, and make people more social. Last year, my soccer team for my school needed new uniforms, money for referees and transportation, and other things. So we got in touch with Pepsi. We sold packs of 24 24oz Pepsi products for 15 dollars. It was a huge success.

Without money, schools can not get instruments. Without instruments, a school can not have a band. Without a band, school spirit goes down. I firmly believe that school spirit needs to stay up or else people will stop coming to school. I like to think of pep rallies much like ancient Roman holidays. The Romans had many holidays to keep the people happy, which in turn would prevent a revolt. I think it would be really hard to have a pep rally without a band or money.

I personally would not like to go to a school with a building that is falling down around. Which is why raising money is so important. Extra money can help fix cracked or broken windows, get rid of mold, rats, and mildew, and many, many more things. I do not think I would mind coming to a really nice school everyday. Which is the main reason, I believe, why we should raise money.

Anchor Paper 12-B

Score Point: 4

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities and quickly narrows the focus by taking a position in favor of the proposal: “These things are important and a good way to get money for them is to ask students to raise money.” An organizational pattern is apparent. The supporting ideas are previewed in the introduction and elaborated in sequence in the body, and the position is repeated to provide closure. This pattern is strengthened through the use of transitions to promote the logical progression of ideas within paragraphs. There are three ideas used to support the position: “sports teams, music classes, and a better school building.” These supporting ideas are developed consistently and contain primarily specific details presented in a personal anecdote, an historical parallel, and conventional exposition. Word choice is adequate, and variation in sentence structure is demonstrated. The conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 13-A

I believe that the school board should allow schools to ask students to raise money for school activities. I believe this because if students would like to start a club, sports or academics team, or provide dances and socials for their school this would be the best way to provide money for them to do it.

The legitimacy of common fundraisers are dwindling. Fundraisers used to be the way a school would get money for its supplies and books, now all a fundraiser does is provide money for a 42 inch Plasma screen television that will get absolutely no use in a school at all. However if students were permitted to take charge and raise money for specific school activities school societies would become more welcoming and heart warming for the students. if the students wanted to start a Jazz club or even a math team a fundraiser is the quickest most logical way to raise money to do this.

However, I do disagree somewhat with schools asking students to raise money for school activities. I disagree because some schools lie to their students and say that the money would be going to the school activity when in reality it is going to something absolutely useless such as a plasma screen television. If there was a way for students to be sure that the money that they raise would go specifically to the activity that they are raising it for, then schools should allow this. If in fact the students are not going to be 100% sure that the money they raise will go to the proposed activity then the prospect of asking students to raise money for the such is illegitimate and irrational and should be stopped immediately.

Anchor Paper 13-B

In retrospect I would like to say that the school board should allow schools to ask students to raise money for school activities if and only if the students know 100% of what the money will be used towards.

Anchor Paper 13-C

Score Point: 5

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money targeted for specific school activities such as “a club, sports or academics team, or provide dances and socials.” The organizational pattern contrasts this legitimate, targeted funding with a more illegitimate type of fundraising that would “provide money for a 42 inch Plasma screen television that will get absolutely no use in a school at all.” This contrast provides for a logical progression of ideas, and consistently effective transitions between and within paragraphs contribute to a sense of completeness. The supporting ideas about the legitimate and illegitimate types of fundraising are developed through an ample use of specific details: “school societies would become more welcoming and heart warming for the students. If the students wanted to start a Jazz club or even a math team a fundraiser is the quickest most logical way to raise money.” A mature command of language is demonstrated by variation in sentence structure and unpretentious, purposeful word choice. The conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 14-A

High schools throughout [Beach] County have several activities each year. Whether its game, talent shows, films, or pageants, each student that participates is being entertained. Where does the school come up with all the money to support these activities. I believe schools should ask students to help raise money, so that we can still enjoy the activities, but it also won't be taking money away from educational things.

Students should go out and raise money for the teams that represent them. Most schools allow students to go to games during school, so why can't they help the team buy uniforms by holding a bake sale? Or sell school T-shirts to raise money for food for kids to buy at the games. The whole entire student body should support their school, after all the school board pays for hundreds of seventy dollar books, why should they pay for car entertainment as well?

Its always been said "who works together, plays together". This is a fine example of why all students should help raise money. Leadership and communication are two very important skills to have in college and in life. Those students who participate in raising money earn those qualities. Those qualities will better their production in their life. It'll prepare them for business and all the emotions that'll hit them as they get older. Organizing a fundraiser or car wash will allow them to communicate outside of school, away from the stress. Raising money will broaden their horizons, and open them up to opportunities.

Anchor Paper 14-B

As stated earlier, the school board supplies us with costly books, with no cost to the students. They pay for transportation systems such as buses, to get us back and forth, all that gas money, especially these days with gas at two fifty a gallon. The least students can do is raise money for their needs and enjoyments. The school pays for our teachers, our needs throughout the school, such as toilet paper, waterfountains, heat and air. Students can raise two or three dollars a piece for a talent show or movie.

I think its nice the school board gives so much for little or no cost at all. Whether or not students agree with me, I believe we should help and raise money for student activities. Students being the they word, its not school board members activity. Students should take responsibility, its our school, we work, pray and learn in it, so why take us out of helping it too?

Anchor Paper 14-C

Score Point: 5

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities by listing various types of events used to entertain the student body. The writer then narrows the focus by taking a position in favor of this proposal: “I believe schools should ask students to help raise money.” An organizational pattern provides for a logical progression of ideas. The introduction establishes the argument’s central contrast between academic and extracurricular activities, and different examples of these activities are elaborated in the body. The response then concludes with a call for students to accept responsibility for their own entertainment, since the school board’s primary responsibility is for facilities and academic training. An effective use of transitions between and within paragraphs contributes to a sense of completeness. This sense of completeness is further enhanced by the generic contrast between education and entertainment. There are three ideas used to support the position: “raise money for the teams that represent them,” “Its always been said ‘who works together, plays together,’” “the school board supplies us . . . with no cost to the students.” These supporting ideas are developed through an ample use of specific examples of activities that entertain and help to develop the social skills required for whatever career the students may later choose. A mature command of language is demonstrated by variation in sentence structure and apt word choice. Although a few errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are generally followed.

Anchor Paper 15-A

I definitely believe schools should ask students to raise money for school activities. Not all schools have enough money to sponsor all activities. Raising money builds character. Students become more appreciative of equipment when they raise money.

First of all, some schools just don't have enough money to sponsor every activity to its fullest. Even if a school does, it still helps save money. I go to a school that doesn't have enough money for every activity. For example, I am in indoor percussion at my school which is a band activity. This is the first year we have ever done this activity. The school doesn't have enough money to buy us the equipment we need. The only way we have been able to buy equipment is through fundraising. If we were not able to raise money then I would not be able to be doing indoor percussion right now.

Also, raising money helps build character. Raising money makes students work for something they want. This is how things work in the real world, so why treat school like a fantasy land where whenever you need something it is just handed to you. I am on the basketball team at my school and we have become a stronger team from having to fundraise to get to where we are now. If we were just handed money for things we wouldn't do as good because it wouldn't seem like a big deal to lose since we

Anchor Paper 15-B

didn't work to get where we are.

Finally, raising money makes students more appreciative of what they have. Equipment is treated a lot better when students are the ones that raised the money for it. For example, in television production we have five nice digital cameras, but they're not taken care of very well. We are now down to three cameras. These cameras were bought by the school. This year we started fundraising for a new camera and we finally got it! The camera that we have now is taken care of very well, because we all know how much work that was put into getting it.

So yes, students should raise money for school activities. It helps with school budget, builds character, and makes students more appreciative. Please take these reasons into consideration and have students raise money for school activities.

Anchor Paper 15-C

Score Point: 5

The writer begins by taking a position in favor of the proposal for schools to ask students to raise money for activities: “I deffinently beleive schools should ask students to raise money for school activities.” An organizational pattern provides for a logical progression of ideas. The supporting ideas are previewed in the introduction, elaborated in sequence in the body, and reviewed in the conclusion. An effective use of transitions between and within paragraphs contributes to a sense of completeness. This sense of completeness is further enhanced through the use of anecdotes from the writer’s own participation in band, sports, and academics. There are three ideas used to support the position: “Not all schools have enough money to sponsor all activities. Raising money builds character. Students become more appreciative of equipment when they raise money.” These supporting ideas are developed through an ample use of specific examples in which funds were raised to augment the school’s budget so that the participating students’ characters were enhanced, and they became more appreciative of the equipment at their disposal. A mature command of language is demonstrated by some variation in sentence structure and unpretentious, purposeful word choice. Although some errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are generally followed.

Qualifying Paper 6-A*

As a result of the ever-increasing prices of all items necessary to daily life, a major need for more money has been created. This need for more funds applies to everyone, including schools. I think that it is justifiable that schools ask students to raise money for school activities. I think it is justifiable because the schools have no other way to get the money, having students raise the money brings funds from many sources, and it allows students to have a sense of responsibility within the school.

First of all, unless someone figures out how to grow a money tree, there will always be a need for money. But, schools don't really have ways of getting all that they might need. Unless the school takes away from another fund, such as the money allotted for a magnet program, the school has no way of just getting the necessary money. The government is basically what controls the amount of money that a school receives, so if the students and the parents of those students want to make the learning environment better, they have to contribute.

Additionally, we students are smart. We can think of new and different ways to collect money for our schools. Rather than taking it out of our own pocket or asking our parents, the students are resourceful enough to come up with different ways to raise the money, such as a car wash. Since a car wash has to be done in a public place, it will draw the attention of people who don't necessarily go to the school. Thus the money comes from many sources. This is good for the schools to allow because it doesn't place such a burden on the parents to contribute so much. Since most people are willing to contribute to a good cause, such as a school fundraiser, allowing the students to hold it will also raise even

Qualifying Paper 6-B

more money than school officials alone could.

Most importantly, having students raise money for school activities teaches the students responsibility, which the schools try to teach us anyway. If the school doesn't have the money for an activity and asks the student population for help, if the students support the activity enough, they will take the initiative to raise the money for it. For example, if the band students want to take a trip to a contest but the school doesn't have the funds for it, the students would come together and find a way to get the money for the trip. As a result of their doing so, the students will be responsible for the trip even happening and therefore feel a sense of pride because of what they accomplished. A student population is a force to be reckoned with; if we want something badly enough, we'll get it, no ifs, ands, or buts about it. As a result, the school should have no hesitation in asking for the student body's assistance.

In conclusion, I think that it is not only justifiable but is also necessary for schools to ask students to raise money in order to raise funds for school activities. If not, students might not be exposed to as many learning tools as possible, which isn't fair to the students. Similarly, the students are a tool to getting what the schools need, and teachers always tell us to use all of our resources. Therefore, schools should not be hypocritical and should be able to ask the students for help in raising money for school activities.

Qualifying Paper 6-C

Score Point: 6

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities by briefly noting the constantly escalating costs of “all items necessary to daily life” which impact “everyone, including schools.” The writer then narrows the focus by taking a position in favor of the proposal: “I think that it is justifiable that schools ask students to raise money for school activities.” This technique reflects insight into the writing situation. An organizational pattern provides for a logical progression of ideas. The supporting ideas are previewed in the introduction and elaborated in sequence in the body, and a theme is generalized from them in the conclusion: If students don't raise funds, “students might not be exposed to as many learning tools as possible . . . Similarly, the students are a tool to getting what the schools need.” An effective use of transitions between and within paragraphs contributes to a sense of completeness that is further enhanced by the thematic unity of the argument. There are three ideas used to support the position: “schools have no other way to get the money, having students raise the money brings funds from many sources, and it allows students to have a sense of responsibility.” These supporting ideas are developed through a substantial use of specific details at the idea level. The writer shows a commitment to and an involvement with the subject through a consistently tight logical progression of ideas and a consistently thoughtful freshness of expression. A mature command of language is demonstrated by a rhetorically effective variation in sentence structure and particularly apt, more formal word choice. Although a few errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are followed.

Anchor Paper 17-A

Think of every kid in your school for a second. In one classroom, you see all sorts of kids. You have the band kids, the writer's club kids, the sporty kids, the academic kids, and so many more. So how do these kids get to perform in band, and play football, and keep their clubs? It takes money. But how do you get all this money for ALL these activities? Lots and lots of fundraising has to be done. So, who is going to do all the fundraising you ask? Well, us. Why shouldn't we? We are benefiting from the money, we are learning life lessons, and We are the ones who need it. That's all.

First of all, we are the ones benefiting from the money. If you were to have a yard sale and you made \$2,000, would you spend it on you, or would you give it to your boss? You would spend it on you, right? You did all the work setting up, organising, & bargaining, so wouldn't you spend it on you & your activities? Well, it's the same thing when the band kids sell cookie dough, or the cheerleaders have a car wash.

Second of all, by the students raising money for school activities, we are learning life lessons. One life lesson would be "you can't catch more flies with honey than with vinegar." It's true too! Just think, would it be easier to sell someone some chocolate by being sweet, or to step on their foot and call them a jerk? I don't know about you, but I've never sold something to someone by calling them a jerk. Another life lesson would be the lesson of "When you want something, you have to

Anchor Paper 17-B

try and get it yourself". You can't always rely on someone else to get you something. That includes funding. The students don't know that the school Board is always going to supply money for that activity forever. So that's why they want to get out there, and try to support themselves.

Finally, the students are the ones needing the money, so why shouldn't we raise it? Let's go back to the yard sale situation. If you needed to have the money from the yard sale, you wouldn't make your neighbor do all the work, right? You would do the work to benefit from the reward (\$). That is exactly the reason why the students should raise the money. It's not fair for us just to get the money from the School Board, and the School Board not get anything.

In conclusion, I think that the students should raise money for school activities. They are benefiting from the money, learning life lessons, and they are the ones who need it. Now don't get me wrong, I love just being handed money without doing anything. Who doesn't like getting free money?! But, there isn't always going to be free money to be given. So what are we going to do then?

Anchor Paper 17-C

Score Point: 6

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities by employing a brief, purposeful classroom scene delineating representative types of students and their interests. Several questions about funding for these various activities then narrows the focus to a position in favor of the proposal: “So, who is going to do all the fundraising you ask? Well, us. Why shouldn’t we?” This technique reflects insight into the writing situation. An organizational pattern provides for a logical progression of ideas. After the classroom scene, the supporting ideas are previewed in the introduction, elaborated in sequence in the body, and reviewed in the conclusion. An effective use of transitions between and within paragraphs contributes to a sense of completeness. There are three ideas used to support the position: “We are benefiting from the money, we are learning life lessons, and we are the ones who need it.” These supporting ideas are developed through a substantial use of specific details on the idea level. The writer shows a commitment to and an involvement with the subject through the use of several rhetorical strategies: rhetorical questions, direct address, and anecdotal parallels to the students’ fundraising activities. A mature command of language with freshness of expression is demonstrated by variation in sentence structure and unpretentious, apt word choice. Although a few errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are followed.

Anchor Paper 18-A

Chocolate! Chocolate! Who wants to buy chocolate? Each year schools are hosts to numerous fundraisers. Whether it's for a sport, band, chorus, or a club. There are often many going on at the same time, causing a rivalry between clubs organizations. It could be key club selling candy at the same time the cheerleaders are selling spirit ribbons. Students may feel oppressed by the constant badgering that goes on. Not to mention fundraisers take up much of the student's time, ~~potentially~~ ~~and~~ ~~buying~~ ~~it~~, and they cause an unhealthy competition between students and school activities.

Obviously, raising money for a school activity takes time, these things usually do. Except, not many students are able to forfit up this time or are willing too. Raising money for a school activity involves various things such as car washes and bake sales. Doing these things can take up whole Saturdays and Sundays. Days that are vital to a student's schedule for completing homework and projects. For instance, when I was on the swim team there was a car wash on the same day that I needed to study for a test that I had in advance placement Biology. I couldn't study because I had an obligation to my team and ended up failing that test. Not only do they take up spare time, yet also class time as well. Student's raising money often bring their product to school so that they can sell it. A friend of mine carried candy she was selling for volleyball and throughout the class period people kept asking to buy some candy. She couldn't get her work done and refused to sell anything else.

Also, many students bring home their fundraisers, and rather than letting their child sell nothing, their parents

Anchor Paper 18-B

often buy the bulk of the product. Plus, many kids ask their parents to take their product to work for them. Once, when doing a fundraiser for chorus, the spokesperson came in and even told us to go home and ask our parents to sell it for us. Now that is not fair for the parent that doesn't benefit for their hard work. Raising money for a school activity is the students and above all the schools responsibility.

Finally, fundraisers cause a friction between students. Whether they are in the same club or not. Every day in history there is a miniature war between fellow member of student government on who is going to get that sale. Not to mention teachers encourage the rivalry. They set up teams and which ever team sells the most wins the prize. Also, it sets clubs against clubs, teams against teams, on who will sell the most, who will make the most money. It is an unhealthy way of introducing students into the competitive world that consists of making the final sale.

Concluding, schools should not ask students to raise money for school activities because it takes up vital time that students need, it ends up taking the money of the parent, not a customer, and they cause a rift between students and activities. Over all, schools shouldn't have to request such a thing from its students and if so, the student should have the option and not feel obligated.

Anchor Paper 18-C

Score Point: 6

The writer initially sets the scene for the debate about whether schools should ask students to raise money for activities with a chocolate seller's pitch and then narrows the focus to a theme: "Students may feel oppressed by the constant badgering that goes on." This technique reflects insight into the writing situation. Although there is no explicit statement of position in this opening, the inference is clear that there are numerous problems entailed in this proposal. There is an explicit statement of position at the end of the response: "schools shouldn't have to request such a thing from its students and if so, the student should have the option and not feel obligated." An organizational pattern provides for a logical progression of ideas. After the opening scene, the supporting ideas are previewed in the introduction, elaborated in sequence in the body, and reviewed in the conclusion. An effective use of transitions between and within paragraphs contributes to a sense of completeness. There are three ideas used to support the position: "take up much of the student's time, parents end up buying it, and they cause an unhealthy competition between students and school activities." These supporting ideas are developed through a substantial use of specific details. The writer shows a commitment to and an involvement with the subject through the use of purposeful personal anecdotes that illustrate the undue limitations placed upon students by required participation in school fundraisers. A mature command of language with freshness of expression is demonstrated by variation in sentence structure and unpretentious, apt word choice. Although a few errors are apparent, the conventions of usage, mechanics, punctuation, and spelling are followed.



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