

FCAT 2008

GRADE 10 PERSUASIVE ANCHOR SET



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Anchor Paper 1-A

Hi my name [Timothy Wallace] . I think is a good plan to get high school student to do community volunteering hours. Make the community feel safe for kids age of 5-10 playing in the parks. The community crime rate go down. The volunteers can help people like reading to the kid, start a car wash, clean parks, clean our school, start a program like big brother and sister, and be drug free.

Anchor Paper 1-B

Score Point: 1

The writer takes the position that students should volunteer to work in the community. The support consists of fragmentary lists. The writer mentions a couple of benefits to the community and lists some volunteer opportunities for students: “raeding to the kid, steart a car whis, cleans parks, clean our school, start a poregam like big brother and sister, and be drug free.” There is little evidence of an organizational pattern, exemplified by a lack of transitions and the use of illogical connections between ideas. Word choice is limited, and frequent errors occur in the conventions of usage and mechanics.

Anchor Paper 2-A

Personally I think that it would and should be the high school students choice to whether or not he or she would want to work three hours each week in the community, and some of the community leader should know that most high school students don't work for free, so that plan more than likely will not work, unless you have some sort of way to reward them for working in the community.

To the community leaders, I'm not sure I can convince you why or why not high school students should volunteer to work three hours each week in the community, so for now my opinion is stated at the top.

Anchor Paper 2-B

Score Point: 1

The writer takes the position that the decision to work three hours in the community should be left to the student's discretion. The writer attempts an organizational pattern with a minimal beginning, middle, and end, but the result is a paper that lacks a sense of completeness. The writer does not develop support for his/her position: "community leader should know that most high school students won't work for free. So that plan more than likely will not work, unless you have some sort of way to reward them." Errors occur in the basic conventions of sentence structure, mechanics, usage, and punctuation.

Anchor Paper 3-A

Community leaders:

The situation of high school students to volunteer three hour a week is a hard situation, almost imposible, And the three reason why.

First students can have after school activities or have to do home work during the after noon

second student have to do chores after there home work and that can take the hole after noon

Third some student have to work or they have to are some responsibilities and that can take the hole after noon and on the weekend there no time either because does adps are to spend with your family

In Conclusion during the week student don't have time to volunteer for no time and there reasons why.

Anchor Paper 3-B

Score Point: 1

This writer addresses the topic and takes the position that students do not have time to volunteer to work for three hours in the community. The writer uses the transitional terms “first,” “second,” and “third” to introduce supporting ideas. The support, however, is brief: “have to do home work during the after noon,” “have to do chords ... that can take the hole after noon,” and “have to work ... and that can take the hole after noon.” Although the writer does mention that other responsibilities take too much time from a student’s week, the support is undeveloped: “weekend ... days are to spend with your family.” Frequent errors occur in mechanics, usage, and punctuation, and some commonly used words are spelled incorrectly.

Anchor Paper 4-A

High school students should not have to do three hours of community service each week. It is not their job, the students job is to learn in the class room, not clean up trash. It is the city's job to do that sort of work, thats why we pay taxes so that we do not have to do that kind of stuff.

Students already have enough to do while they are at school such as finish all classwork, prepare for tests, get home and do homework. I dont think the burden of picking up trash should be put on the students unless they have done something wrong.

Anchor Paper 4-B

Score Point: 2

This brief response begins with the position that students should not have to do community service. The response has a brief beginning, middle, and end. To support the idea that students should not do community service, the writer states that “the students job is to accell in the class room, not clean up trash.” This idea is vaguely extended: “It is the city’s job to do that ... thats why we pay taxes.” The writer provides list-like support for students already having enough to do at school: “such as finish all classwork, prepair for tests, get home and do homework.” Word choice is limited and predictable, and convention errors occur in sentence structure and spelling.

Anchor Paper 5-A

I think that volunteer work for high school student would be a great idea for many reasons. Volunteer work for three hours each week will help student understand the responsibilities of keeping our community safe. Another reason why I think volunteer work would be great for students is because it'll help them in school by getting their community hours to graduate. They will learn to work with others and could also help them feel better about themselves for doing something helpful. People will think better of you because you made a difference in their community. Just think about if those 3 hours you do at home after school watching T.V. or hanging out with friends could be spent wisely by making a difference in your life. Volunteer work..... what is there to think about, it's the community you're living in today!

Anchor Paper 5-B

Score Point: 2

The writer takes the position that it is a “great idea” for students to do volunteer work. The response has a sense of organization, including having a beginning, middle, and end. Transitional devices are used sporadically. Support is generally undeveloped and nonspecific. The writer provides a vague extension for students feeling “better about themselves for doing something helpful” by adding “people will think better of you.” Some sense of specificity occurs in the conclusion when the writer says, “Just think about it those 3 Hours you do at home after school watching T.V. or hanging out with friends could be spent wisely.” Errors occur in the conventions of sentence structure, usage, and spelling.

Anchor Paper 6-A

I say high school students should volunteer to work three hours each week in the community because that helps the community keep clean and that also helps students to finish there community service hours for they can have that credit to go to a college.

Also, I think they should work three hours because that helps students get to experience how it is to work and they can be more independent and responsible in there future. The three hours a week can also help students to stay out of trouble.

Students should help the community by helping the young children on there homework and on there reading and writing for they can get ready for there future. Another way they can help the community is by helping in the library by organizing books and finding books for the people. I also say that helping at in camps can be help for because they can keep the children in order and help them with problems. Those are some reasons why high school students should volunteer to work three hours each week in the community.

Anchor Paper 6-B

Score Point: 2

This writer takes the position that students should volunteer to work for three hours in the community. The writer attempts an organizational pattern. Transitions, however, are rarely used, and ideas do not progress logically. Support is erratic. Many of the writer's ideas are nonspecific, such as volunteer work that allows the students to "get to experiance how it is to work." The specific idea of "helping the young chidren on there homework" is extended, but the extension lacks specificity: "they can get reddy for there future." Errors occur in the conventions of mechanics, usage, and spelling.

Anchor Paper 7-A

Think about whether high school student should volunteer to work three hours each week in the community.

To begin with high school student should volunteer to work three hours each week in the community because it's always good to give back to the community, and to help other's that need help.

Secondly, we should volunteer to work three hours each week in the community because, sometime people need help and they can't find none. For example we could work with kid's that can't read, and teach them how to, and the one's that can't here, we could teach them sign language.

Next high school student should volunteer to work three hours each week in the community because elderly need help they need somebody to play with, somebody to read to them and we the only one that can do that. we could help the homeless people help them to find somewhere to stay and help them find food to eat.

In conclusion these are the reason why high school student should volunteer to work three hours each week in the community and it's good to give back to the community and to help people.

Anchor Paper 7-B

Score Point: 3

This response takes the position that students should volunteer to work in the community. “it’s always good to give back to the community, and to help other’s that need help.” A predictable organizational pattern is provided, but transitional terms are used ineffectively. Although the writer extends the supporting ideas, the support is limited and vague: “we could work with kid’s That cant read, and teach Them how to. and the one’s that cant here, we could teach them sign Language.” Word choice is adequate, and some sentence variety is present. Errors occur in the conventions of usage, punctuation, and spelling.

Anchor Paper 8-A

Dear the community leaders of [Coastal County,]

I believe it would be awesome to have high school students to volunteer to work three hours each week in our community. I have great points for my decision. First, this can teach teenagers to help others. Such as, feeding animals, helping senior citizens, are helping needy families. This takes me to my next point, responsibility. All these things can teach responsibility. Working, caring, and helping are major parts of responsibility in my opinion. First, working helps you get out into the world all on your own. Next, caring helps you consider the feelings of other people, and last helping. Helping lets you take full responsibility for your actions. My third point is gaining friendship. Meeting with either teenagers, are even senior citizens can help you gain life long relationship. Someone there when you need them and you can be there for them. This brings me to my last and finally point pollution. There is so much pollution and litter in our community. I think it would

Anchor Paper 8-B

be great to have kids help make our world less polluted, are at least our community. Pollution is ruining our society more and more everyday. Therefore, teenagers can help our community be less polluted. Our teenagers can help others in need, learn responsibility, gain life long friendships, and help make our community less polluted. These are my four points why teenagers should work at least three hours, to help our community.

Thank You,

[Amber Cook
Sunshine High School]

Anchor Paper 8-C

Score Point: 3

This response takes the position that high school students should volunteer to work in the community. The response demonstrates a basic organizational pattern. Transitions are not used effectively throughout the response, and development of support is uneven. The first point, “this can teach teenagers to help others” is minimally extended with a list: “feeding animals, helping senior citizens, ... helping needy familys.” The second point, responsibility, is supported in a section that includes a brief comment on each of the following: working, caring, and helping. The third point is briefly extended, and the fourth and final point is extended but the support is repetitive and nonspecific: “it would be great to have kids help make our world less polluted, are at least our community. Pollution is ruining our society more and more everyday ... teenagers can help our community be less polluted.” Word choice is adequate, and the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Anchor Paper 9-A

I believe students of today have the power to alter the world as we know it. Community service could change the views and the morals of our young America. That is why I believe the community leaders were smart to suggest that high school students should volunteer to work three hours of community service each week. In the next couple of paragraphs I will be trying to persuade you that these students should work in the community.

First, it would give the youth an experience in which their views on certain things could change for the better. They could see the lower class of their area be more sensitive to the feelings of people experiencing poverty. It could show them that not recycling their newspaper could cause a major disruption in our ecosystem.

Next, many young people make poor decisions on what to choose to do in their spare time so maybe if they are out in the community doing positive things for their city then they could learn a lot. A lot of times kids get bored and need something to do so community service is not a bad thing to occupy their time. It would also get overweight kids outside and doing something physically shaping.

Finally, it benefits the community. This deed provides a clean and pristine living space for the people of your area. It also helps out people during poverty. It gives children help by crossing the street and stuff.

Anchor Paper 9-B

In conclusion, I believe that the community leaders were right to suggest that high school students should give three hours of community service each week. The reasons are, they give the youth proper morals, it positively excites, and it benefits the community.

Anchor Paper 9-C

Score Point: 3

This response takes the position that students should work in the community. An organizational pattern is demonstrated, but the writer fails to provide logical connections between ideas. Support is provided through examples of how community service would benefit young people and the community, but the examples are generally undeveloped and often unrelated to one another. The inconsistency in support is illustrated with the writer's idea that students' "views on certain things could change" because of community service. Both the abstract idea of youth becoming "more sensible to the feelings of people experiencing poverty" and the more concrete idea that "not recycling their newspaper could cause a major disruption in our ecosystem" are provided. Word choice is adequate, although some vague words are included (e.g., "things" and "stuff"). Sentence structures are varied, and the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Anchor Paper 10-A

Many students think that they do not have to work or do anything in life. Some think that they can get through life without having to work some maybe can and some can't. You have to earn what you want in order to get what you want in life by working or helping others. People and students should help out around their community. Here is why I think students should work around their community.

I think student should help out in their community because, it can help students gain work experience. They can learn new things that they never have known before, and they can get better at it. This will help them later on in life if they choose to get a job or something, they can already have some idea of what to do, so they won't have to get retrained or learn the same stuff over again, they can go ahead and move on.

Next I think students should work because it will help them to get what they want. If they want a new car/truck, a new house, or just want extra money on the side they can get all of this if they worked. Students can help out their parents or someone else if they need money or need grocery's put in the house, all these things they can accomplish by working.

My final reason why I think students should work is because they can reach goals in life. Some people want to grow up and have good jobs like nursing, be a business owner, be a manager at a big organization or play professional sports. You can reach all these goals if you go to school and finish and work to a higher level to succeed in life.

All these things can get accomplish by a lot of people if they get out and try and work real hard to help others and yourself to succeed in life.

Anchor Paper 10-B

Score Point: 4

This response takes the position that students should work in their community. This position is narrowed in the introduction: “You have to earn what you want in order to get what you want.” An organizational pattern is apparent, and transitional devices are used effectively. The writer develops support for each argument, but some of the details lack specificity: “They can learn new things ... This will help them later on in life ... they can already have some Idea of what to do, so they won’t have to get retrained.” The third paragraph contains some specificity when the writer lists what students could get if they work: “a new car/truck, a new house ... grocery’s put in the house.” Word choice is adequate, and sentence structures are varied. The conventions of mechanics, usage, punctuation, and spelling are generally followed.

Anchor Paper 11-A

In highschool, life can become very busy. You have tests, homework, outside life and etc. But maybe we, as highschool students can take some time out of our busy schedule, to lend a helping hand. Our community leaders got together, and came up with an idea that highschool students should volunteer to work three hours each week in the community. By helping out in the community we could learn or heighten our leadership, compassion, and responsibility skills and characteristics.

Leadership can be shown varying in projects to everyday life. For example the community leaders want to figure out a way to keep the new park on 3rd street clean. Well, using the three core volunteer hours, you could get a group together and plan out the best way to solve the excess trash in the park. While in highschool and coming into the real world, leadership is a very important skill.

Some teenagers as they walk home may not stop to walk ms. [Thompson] whose 78, across the street. This happens because they're not used to showing compassion to ones whose in need. But if we are able to get these teens out and motivated to help we can acquire alot. To do this there can be a spot or opening in a nursing home dedicated to teens who wish to help out. One teen who spends just three

Anchor Paper 11-B

hours or more a week can change sad, 80 yr. old Mr. [Martin's] mind and attitude about everything!

Another quality that is needed is responsibility. One way that the team could learn responsibility is by volunteering to coach a 5yr. olds football game. Small things that aren't noticed teach responsibility. Growing up to soon become an adult, responsibility is a quality that can mean making over one-hundred thousand a year to living on the streets.

In America, older adults see high school students (teens) as unthankful and spoiled. But, if teens step up and start volunteering to help out with the community, we can change everyones hypocritical and judgemental views. Volunteering in the community can grant teens with leadership, compassion and responsibility skills. So now, fellow community leaders, I leave the decision in your hands to make the right choice.

Anchor Paper 11-C

Score Point: 4

This response takes the position that students should volunteer to work in the community. The first paragraph introduces three improvements teenagers will experience if they volunteer. An organizational plan is apparent. Each body paragraph discusses one of the improvements mentioned in the introduction. Examples are used to elaborate some of the arguments. For instance, to heighten leadership skills for teenagers, the writer suggests the following: “the community leaders want to figure out a way to keep the new park on 3rd street clean ... you could get a group together and plan out the best way to solve the excess trash.” The concluding paragraph includes a new supporting idea: “we can change everyone’s hypocritical and judgemental views.” The word choice is adequate, and sentence structures are varied. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Anchor Paper 12-A

Of course!!! It isn't hurting anyone. By highschool students volunteering to work three hours each week in the community is beneficial. In result to highschool students volunteering this means a cleaner environment, safer community as well as role models for the youth.

A cleaner environment can be bought to pass by the help of students volunteering 3 hours a week. Everyone wants to live in a clean place. Teens could perform many acts of volunteering. But cleaning up the community is one that many would appreciate. One would understand that a local city doesn't always have the funds to hire cleaning assistance. So why not let the local teens take charge. Its only 3 hours a week. Although 3 hours of cleaning could make a big difference in a neighborhoods appearance.

Not to mention, that by teens volunteering and getting involved and helping out would allow everyone to work together. And the violence rate would drop, guaranteed. which would create a safer environment. The reason why many towns or cities have crime problems is because everyone doesn't know each other. If everyone knew each other, it would just be a big happy family within the community.

Anchor Paper 12-B

Role models. This is one of the most important reasons why teens should volunteer 3 hours a week to help the community. For example, there is a boy that lives [near] me that is about 10 years old. And his older brother is about 17 years old. [Matthew] is the ten year old and [Thomas] is the 17 year old. [Matthew] would get into trouble and fights. And so would [Thomas]. Until one day [Thomas] mother signed him up to volunteer at the local community park. He changed his ways. In result of [Thomas] changing his behavior. [Matthew] notice a difference in [Thomas] behavior, and he also too changed. In addition of all the talks that [Thomas] had with [Matthew] about his behavior. Everyone looks up to someone. By these teens volunteering and showing the youth their doing something positive with their time could have a big effect on today's youth. It isn't like it's impossible. I've seen it!

To rap things up, yes I fully agree that teens should volunteer. There are hundreds of positives behind this. Like I mentioned before a cleaner environment, a safer community and role models for today's youth. There's no reason why teens shouldn't volunteer. High school students volunteering 3 hours a week would have a huge and positive impact on the local community.

Anchor Paper 12-C

Score Point: 4

The writer takes the position that students should volunteer in the community. An organizational pattern is apparent, and some transitioning is effective. The introduction previews the three main arguments of the response. The support is consistently developed and includes a specific illustration in the last body paragraph: “[Matthew] would get into trouble and fights and so would [Thomas]. Until one day [Thomas] mother Signed him up to volunteer at the local Community park. He changed his ways. In result of [Thomas] changing his behavior [Matthew] notice a difference ... and he also too changed.” Word choice is adequate, and the writer demonstrates variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Anchor Paper 13-A

Volunteer work is something that should be included in the education of all high school students. Statistics show that high school students who volunteer for community work develop many positive characteristics that strongly influence the person they grow up to be. By requiring students to volunteer for only 3 short hours in the community each week, the community benefits the most by producing mature and stable adolescents going into adulthood.

For example, at the heart of all volunteer work lies responsibility. For the past 2 years when I began my Freshmen year my parents made me begin volunteering at the local retirement home. While there I was responsible for planning weekend activities for the sweet and loving elderly. Although I would have much rather been hanging out at the beach on my day off, I knew that the residents of the retirement center needed me to organize events so their weekends wouldn't be dull. As a result I became attached to my task and every free moment I had I was planning new things for my friends.

With increasing responsibility in teenagers they are also able to perform much better in school. A survey in Time magazine showed that 57% of high school students that volunteer are able to pull from a D- average to a B+ average in 6 months time. My best friend who hated school and was barely a D student was always spending his days just sitting watching T.V. After tremendous encouragement I was able to, although unhappily, get him to volunteer at the same retirement center. After a few weeks there he became attached to volunteer work and became a totally different person. Knowing he was helping people and doing good made him feel special and now he has a 3.4 GPA.

So as you can see volunteer work is very beneficial thing to high school students. It develops them a good

Anchor Paper 13-B

Sense of character allowing them to succeed through school
and eventually life.

Anchor Paper 13-C

Score Point: 5

This response focuses on the position that “volunteer work is something that should be included in the education of all high school students” because it produces “mature and stable adolescents going into adulthood.” The organization of the response is strengthened by effective transitional devices, which assist with the logical progression of ideas. To develop support for the arguments, the writer uses personal anecdotes and specificity: “For the past 2 years ... my parents made me begin volunteering at the local retirement home. While there I was responsible for planning weekend activities for the sweet and loving elderly. Although I would have much rather been hanging out at the beach ... the residents of the retirement center needed me to organize events so their weekends wouldn’t be dull.” A mature command of language is sometimes demonstrated, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Anchor Paper 14-A

To whom it may concern:

Many of our community leaders want high school students to do volunteer work for three hours each week in the community. This is a good idea because there is the brighter futures scholarship, it will help students decide what they want to do for a living, and it is good for the community.

The scholarship any high-schooler can get in Florida is called brighter futures. In order to get this scholarship, you need to have an unweighted grade point average (GPA) of a 3.0 or higher and you need at least seventy-five hours of community service. Students who are tight on money can get their seventy-five hours in less than one year if they volunteer 3 hours a week. My friend [April] graduated last year with a 3.7 grade point average. She only got seventy-five percent of the scholarship because she didn't have enough community service hours.

Volunteering in the community will also help students decide what they want to be when they grow up. When I was in seventh grade I volunteered at the elementary school [a few blocks] from where I live. I was helping the kindergarten teachers with their classes. Ever since doing that I have wanted to be a kindergarten teacher. If you want to be a veterinarian, you can volunteer at a veterinarian's office. Almost

Anchor Paper 14-B

anything you want to do you can find volunteer work for it. you can also find out what kind of things you won't want to be by doing community service. if you volunteer at a school and get sick of the children, you know you could never be a teacher.

Volunteering is also good for the community. There is a volunteer program called big brother/sister. You can go there and the people who work there will sign you up with a younger child. you become their "Big Brother." This helps keep the children off of the streets and from making bad decisions. A lot of times when I am done with volunteer work, I feel happy that I have just done something good for my community.

Volunteering should be a requirement for all high school students. It benefits for your school, yourself, your community, and the people in your community who you help.

Thanks for your time,

[Patricia]

Anchor Paper 14-C

Score Point: 5

This response takes the position that it is a “good idea” for students to do volunteer work in the community. The organizational plan, with effective transitional devices, provides for a logical progression of ideas. The introduction briefly states the three arguments to be developed in the response. The supporting arguments are elaborated with specificity: “When I was in seventh grade I volunteered at the elementary school [a few blocks] from where I live. I was helping the kindergarten teachers with their classes. Ever since doing that I have wanted to be a kindergarten teacher. ... If you volunteer at a school and get sick of the children, you know you could never be a teacher.” The writer demonstrates a mature command of language. Sentence structures are varied, and the conventions of mechanics, usage, punctuation, and spelling are generally followed.

Anchor Paper 15-A

Giving back to the community is ~~one of~~ the most gracious acts that you could possibly do. Students in Florida are required to do forty service hours in order to graduate. Furthermore, volunteering to work ^{only} three hours of community service each week would be a good idea because it would give the students a chance to help others and give a hand to those who aren't as fortunate as the rest. Also, the students would be given the opportunity to join in with their community in working with each other on countless projects and other events.

The idea of our youth helping out others can bring a smile to just about everyone's face. High school students should be allowed to experience the warmth and good vibes you get from helping others. For example, last year I helped out at a veterinarian clinic. I was given the opportunity to help out with the sick and injured animals. Although I wasn't quite the doctor, I was glad to be able to be included and needed in helping out with animals. Also, by being given this chance to work with doctors, I am one step closer in pursuing my career as a veterinarian. Furthermore, the thought of helping out at homeless shelters can really get you motivated in helping others out and being a new friend to somebody. Students should do three hours of community service because it will allow them to cooperate with others and help out in the community.

After school, there isn't that much to do, which leads to students joining in on lazy activities such as watching television or just going to sleep. Although it may be true that you are tired from a long day at school, your time

Anchor Paper 15-B

will be used more wisely by doing community service hours. By doing so, it will allow you to get out of the house and give someone else a chance to talk with you and make a new friend. In addition, who could honestly say that they'd rather sit at home and watch T.V., than give back to the community and give someone the time of day? Furthermore, service hours will not only give you something positive to do, but also a self-rewarding task that will touch everyone's heart that you come in contact with. For instance, this year my friend [Melissa] decided to get involved and participate in doing service hours with me. Although we had to clean up the beach in the hot sun, the work allowed us to bond on a greater level and were able to help out in our community. Just being able to lend a hand, is a reward in itself.

I conclude that students should indeed participate in three hours of community service a week. Not only would they be getting off the couch, but also helping out the less fortunate or just ordinary people who are in need of a helping hand. Teenagers need to learn responsibility and the concept of doing good deeds. If everyone were to just help each other out once in awhile, instead of everyone just looking out for themselves, the world would be a much better place. We can all benefit from everyone helping out in the community.

Anchor Paper 15-C

Score Point: 5

This response takes the position that high school students should volunteer to work in the community. The organizational plan provides for a logical progression of ideas. The effective use of transitional devices allows the writer to control a large amount of information. A sense of completeness is also demonstrated by the writer's ability to connect each argument to the benefits of volunteering: "the warmth and good vibes you get from helping others." The development is both specific and ample: "last year I helped out at a veterinarian clinic. I was given the opportunity to help out with the sick and injured animals. Although I wasn't quite the doctor, I was glad to be able to be included and needed in helping out with animals. Also ... I am one step closer in pursuing my career as a veterinarian." There is variation in sentence structure, and a mature command of language is demonstrated. The conventions of mechanics, usage, punctuation, and spelling are generally followed.

Anchor Paper 16-A

Almost every community has some amount of work that needs to be done, whether it is providing for the homeless, picking up trash, or helping animals. Nevertheless, community leaders should not make it necessary for high school students to volunteer to work three hours each week in the community. There are three vital reasons explaining why this is so. First, students already have many afterschool activities that they need to do. Second, it is simply not the students' job to clean their community. Third, students already have to complete many hours of community service hours just to graduate.

To start with, students already have many afterschool activities that they must already do. Some of these are homework, babysitting siblings, clubs, jobs, and chores. Most high school students already have to scramble just to accomplish these things and still have those vital hours for sleep and time with friends. Students would simply be overloaded with things to do if they had to give up another three hours to volunteer.

Next, students should not be required to volunteer because it is not their job. There are many adults who get paid to do these things. Also, taxes go toward money to help the community. This money should be spent on what it is meant to do, not things that

Anchor Paper 16-B

do not have to be done. If community leaders spent this money the right way then things would be easier for everyone, not dished out on the vulnerable high school students.

Last, students are already required to complete a certain amount of community service hours. Some students simply wouldn't do the extra three a week because they would see it as unfair. This would result in some form of punishment, turning what were very good community members into hooligans over an unjust law! This would hurt the high school students' records and would in turn anger the parents of these students and the parents would rain down numerous problems on the community leader's heads.

All in all, these three reasons show why making high school students do three volunteer work hours is just wrong. It would create more problems than good things. It would make the community turn on its leader, creating a makeshift anarchy. Students would rebel against yet another "requirement" forced on them. Some students would even drop out because of it. In a nutshell, it would be a very foolhardy, though initially well intended, thing for the community members to do.

Anchor Paper 16-C

Score Point: 6

This response takes the position that high school students should not be required to volunteer. The writer provides some insight into the writing situation by noting that this “initially well intended” plan is actually “foolhardy.” The organizational plan is characterized by a logical progression of ideas within each paragraph. Arguments are developed through substantial, relevant support. An example follows: “Some students simply wouldn’t do the extra three a week because they would see it as unfair. This would result in some form of punishment, turning what were very good community members into hooligans over an unjust law! This would hurt the high school students’ records and would in turn anger the parents.” A mature command of language with freshness of expression is demonstrated. Sentence structures are varied, and few convention errors occur.

Anchor Paper 17-A

Dear Community Leaders, You say you want high school students to volunteer 3 hours a week? Well, I don't think it's such a brilliant idea. In fact it's a terrible idea. The thought of it is absolutely absurd! High school students should NOT volunteer!

To start off this madness, high school students have their own problems they need to deal with. They have their own stress on their shoulders and get little help with it, so what by any means makes them responsible for 3 hours of helping out other people. High school students need to be concerned with their own physical and emotional stress rather than take on the burden of, for example, the entertainment of little children at an orphanage. Those needs can wait. This is not being selfish... this is about being able to help yourself before people you don't know. How can you take care of others when you can't even help yourself?

Also, high school students are bombarded with things to do. High school, studying, extracurricular activities, family and friends, and an enormous amount of other responsibilities weigh down the shoulders of students. On the average day for me, clubs takes me an hour after school, cleaning up at my house & taking care of pets, etc takes about 2 hours everyday, and homework school requirements and needs takes 2 hours, and a persons got to eat, thats another hour... so let me ask you this: Where is there time in a high school students day to give up to community service? There isnt and thats why a high

Anchor Paper 17-B

school student should not volunteer.

Finally, in today's society, a person basically won't have a life if he or she doesn't go to college. Everything is so expensive and all the well-paying jobs require college degrees. If you want to be able to support a family, you better go to college. Most colleges & scholarship programs require community service hours anyway. So most students are already out there bustin' their behind to help other people as well as keep their own lives under control. So they've already put in as much effort as possible. So if you want effortless work from a high school student, go ahead, they should do 3 hours of community service.

With that said, I strongly believe high school students should not do 3 hours of community service a week. They are loaded with stuff to do already, they have enough stress as it is, and they are already putting in enough community service. I think reconsidering this idea might be a superb idea.

Sincerely,

[Teresa]

Anchor Paper 17-C

Score Point: 6

This response takes the position that high school students “should NOT volunteer!” The forcefulness of the introductory paragraph, as well as the use of rhetorical questions, shows a commitment to the subject and the purpose. The organizational plan and substantial support contribute to a sense of completeness. Each argument is consistently elaborated: “High school, studying, extracurricular activities, family and friends, and an enormous amount of other responsibilities weigh down the shoulders of students. On the average day for me, clubs takes me an hour after school, cleaning up at my house & taking care of pets, etc takes about 2 hours everyday, and homework school requirements and needs takes 2 hours, and a persons got to eat, that’s another hour.” The writing demonstrates a mature command of language with freshness of expression. Sentence structures are varied, and few errors occur in conventions.

Anchor Paper 18-A

Dear Community leaders,

I have heard about what is wanted of high school students recently, and I agree that high school students should volunteer three hours a week. It would be an excellent way for students to get involved. There are obstacles, and I do have concerns about certain details, but it should be able to work out fine.

First, I must show exactly where I stand on this issue. I do think high schoolers should participate in volunteer work, however, I don't think it should be forced onto them. If it is forced to them, I can promise, their enthusiasm and participation will plummet.

Instead of forcing students to help the community, they should be motivated. Explain to them the importance and benefits that accompany community service. Show how well it looks on "a college" application and how these hours can help them get a scholarship.

If and when students sign-up, they will become a great asset to the community at large. By helping out voluntarily at homeless shelters and other such organizations, the town will save major money on the number of workers there, and the town would be cleaned up nicely.

The students, if motivated correctly, will become a giant positive force in the community. There are countless small jobs I am sure they will be capable of accomplishing. Things like soup kitchens, cleaning, painting, picking up trash, and donation fundraising are all common things that high schoolers do and have done. I am sure they'd be happy to do them for community service hours, if told all the advantages.

Anchor Paper 18-B

The students would be a great commodity to fundraising. Many students now do those things for clubs and school, and most have probably become experts at it after all the bake sale, car washing, coupon selling fundraisers they've had to do in the past for schools. Now think about it, if that sort of experience were to be put toward raising money for food and shelter for the homeless, the results would be phenomenal!

Now comes the issue of time management. Many students today would say something like "I can't do that, I have practice!" or "I can't help, my club is meeting today!" Well, by making it only three hours a week, those excuses could be thrown right out the window, because it would be only twenty-five minutes per day. Also, it should be told to them that their clubs, like my [S_____], could do it together and as a group, making it much more enjoyable than doing it separately.

Now, I have listed only a small portion of what high school students in our community could do. As long as they are happy and motivated, they will create a shining community filled with honor and pride. There will be problems and concerns coming from every which way, but that is inevitable. Just remember to explain to them the benefits, a whole new community will rise with their voluntary, working hands.

Yours sincerely,

[Billy
Blanks]

Anchor Paper 18-C

Score Point: 6

This response is in favor of students volunteering to work in the community, though the writer also reflects insight into the writing situation by recognizing “obstacles” and then refining his position: “Instead of forcing students to help the community, they should be motivated.” The organizational pattern establishes a logical progression of ideas. The ideas progress from the issue of motivation to how the students can “become a great asset to the community at large.” The support describes in detail how the students’ skills “would be a great commodity to fundraising” and how the main “obstacles” can be overcome. The development of the support in this purposeful response is specific and substantial: “Many students today would say something like ‘I can’t do that, I have practice!’ or ‘I can’t help, my club is meeting today!’ Well by making it only three hours a week, those excuses could be thrown right out the window, because it would be only twenty-five minutes per day.” Mature command of language with freshness of expression is demonstrated. Sentence structures are varied, and few convention errors occur.