

B.E.S.T. Writing Anchor Sets

Spring 2025 – Grade 4



THE B.E.S.T. STANDARDS

Benchmarks for Excellent Student Thinking

The Florida Department of Education is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing scoring anchors and annotations in support of its efforts to maintain transparency of the scoring process for Florida's statewide, standardized Writing assessments. These anchors can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes – expository or argumentative – and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Anchor sets are used as a primary reference for expert scorers as they score student responses to prompts and sources provided during the spring B.E.S.T. Writing administration. Essays selected for the anchor demonstrate a range of skill levels within each scorepoint on the B.E.S.T. Writing rubric. A bulleted annotation follows each response to explain the prominent characteristics of the response in each domain – *Purpose and Structure*, *Development*, and *Language* – described in the rubric. As scorers read student responses, they use the anchor to help determine which scorepoint best fits a response holistically.

As with all assessment content, papers selected for the anchor set are reviewed by multiple committees of Florida educators and include members of the *Just Read, Florida!* office and State Regional Literacy Directors (SRLDs). After these meetings, the state's scoring subcontractor, Data Recognition Corporation (DRC), and the Department's English Language Arts (ELA) content teams assemble final materials for scorers.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the *Development* domain.

For more information about the B.E.S.T. Writing assessments, visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>. For questions about this document, please contact Assessment@fldoe.org.

Florida Anchor Key

Grade 4	ARG			Item #37620	Time To Play
Paper	P/S	D	L		Lithocode
A-1	1	1	1		43000919
A-2	1	1	1		770004770429
A-3	1	1	1		770004778478
A-4	2	2	2		770004701098
A-5	2	2	2		770004721287
A-6	2	2	2		43001356
A-7	2	2	2		43001115
A-8	2	2	2		770005077107
A-9	3	2	3		770004791151
A-10	3	3	3		770004725444
A-11	3	3	3		770004679540
A-12	3	3	3		43000217
A-13	3	3	3		770004727719
A-14	4	4	4		770005438858
A-15	4	4	4		770004760455
A-16	4	4	4		770004733233

Grade 4 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

1/1/1

People are wanting to extend resse. people want there class to have better beahaver because they are not getting anef outside time. People want kids to have better freindship which other kids also all teach's want is for there kids to have fun and learn all teacher's want is for there kids is for them to belive in them self's. Teacher's will all whase tacke you to go outside to have so so so much fun.

SA-1

1 – Purpose/Structure – Below grade-level performance demonstrated

- The response, while on topic, demonstrates little awareness of the task.
- A statement regarding recess is given (*People are wanting to extend resse*); however, a clear claim of whether or not playtime is valuable is not made.
- Other than a focus on what (*people*) or (*Teacher's*) want, no discernible organization is demonstrated.
- A few basic transitions are present (*because; also; and*) but do little to connect ideas.
- Introduction and conclusion are absent.
- Response is too brief to demonstrate knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- A minimal understanding of the topic and a lack of development of an argument are demonstrated.
- Elaboration consists of a series of confusing ideas about what people and teachers want (*all teach's want is for there kids to have fun and learn all teacher's want is for there kids is for them to belive in them self's*).
- Ideas expressed are loosely related to source evidence but are vague and confusing (*people want there class to have better beahaver because they are not getting anef outside time; People want kids to have better freindship which other kids*).
- No appropriate citation is provided.
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary is vague or unclear (*people; want; kids; fun*).
- Sentence structure is confusing, as shown in a long run-on sentence (*People want kids to have better freindship which other kids also all teach's want is for there kids to have fun and learn all teacher's want is for there kids is for them to belive in them self's*).
- Density of errors in spelling (*exstend; resse; beahaver; anef; freindship; belive; whase; tacke*), usage (*there/their; which/with; them self's/themselves*), punctuation (*teach's; teacher's*; missing commas in a series *so so so so so*), and capitalization combine to obscure meaning.
- Not enough original writing is provided to establish or maintain tone or voice.
- Brevity with errors demonstrates a lack of command of language skills.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

1/1/1

source 1 kids should play more because they can learn more kids can learn new thing and play can be a structured or unstructured but kids can learn new skills like passing the soccer ball or taking the ball from someone kids can argue and the kids can have an affect for the rest of the day play is important for kids because they develop their skills and can make friendships at school, neighborhood kids can hang out with friends recess is good for kids because it's fun and kids can learn with their friends and they can play tag with their friends and do new thing with their friends and play new thing and look for new thing with their friends and learn how to play soccer ball how to do new skills with their friends

RF-111

1 – Purpose/Structure – Below grade-level performance demonstrated

- Some awareness of the task is demonstrated, as three loosely related claims are provided in support of the value of school playtime (*kids should play more; play is important for kids; recess is good for kids*).
- No organizational structure is discernible. Ideas have not been grouped but instead circle back in a random, repetitive fashion (*kids can hangind out with friends recess is good for kids because it's fun and kids can lean with their friends and they can play tag with their friends and do new thing with their friends and play new thing and look for new thing with their friends*).
- Transitions are minimal (*because; and; but; like; or; with*), contributing to a confusing progression of ideas.
- Neither an introduction nor a conclusion is provided.
- A minimal knowledge of purpose and task is demonstrated.

1 – Development – Below grade-level performance demonstrated

- The response demonstrates a lack of development of an argument to support the claim (*recess is good for kids*).
- Elaboration consists of some loosely connected ideas from the source with attempts to paraphrase. Most small extensions consist of the repetition of two or three of the same source ideas (*kids can lean with their friends...play tag with their friends...do new thing with their friends...play new thing...look for new thing*); thus, little forward progress is made in the construction of an argument.
- Evidence from the source is present (*play can be a structured or unstructred but kids can lean new skills like passing the soccer ball*) but often confusing, demonstrating a lack of understanding of the source material (*kids can arguments and the kids can have a affect for the rest of the day*).
- An appropriate citation to the source is given (*source 1*).

1 – Language – Below grade-level performance demonstrated

- Vocabulary is simple, vague, and sometimes confusing (*kids; play more; lean more; do new thing; look for new thing*).
- Sentence structure demonstrates a severe and confusing error as the entire response is one run-on sentence.
- Several errors in spelling (*lean; unstructred; hangind*) are combined with severe errors in punctuation and capitalization. Aside from one comma and an apostrophe used in a contraction (*it's*), no other punctuation or capitalization is used. These errors demonstrate a lack of command of standard English conventions.
- Not enough original writing is provided to establish or maintain tone or voice.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

1/1/1

Should schools make more play time? yes it helps kids learn and develope. And playing is inportent becuse kids learn socel intratson.

Kids nead more play time. It's help them develope and learn.

it's inportent to get extise and ext. it's good to play with other kids. you can play too. you can play tag hind and seeke or play by your selith.

playing is fun.

RF-100

1 – Purpose/Structure – Below grade-level performance demonstrated

- An on-task claim is provided (*Should schools make more play time? yes it helps kids learn and develp*), demonstrating some understanding of the task.
- The beginning of a simple organizational structure is demonstrated in this response. The framework is made up of an introduction, a simple conclusion, and a basic progression of ideas supporting the claim. An attempt to foreshadow several of these supporting ideas is made in the introduction (*it helps kids learn and develp; kids learn socel intratson*).
- A few transitions are used (*and; becuse; too; or*) but do little to connect or advance ideas.
- An introduction is present using a rhetorical question and answer format in stating the claim. A simple sentence concludes the response (*playing is fun*).
- The response is brief; however, some limited knowledge of purpose, structure, and task is demonstrated.

1 – Development – Below grade-level performance demonstrated

- The response demonstrates some understanding of the topic, but the development of the argument in support of the claim is minimal.
- Elaboration consists of paraphrased source ideas (*kids learn and develp; It's inportent to get extise; it's good to play with other kids*), text details (*play tag*), and limited original writing (*play tag hind and seeke; learn socel intratson*).
- Evidence from the sources is used but is limited, not well explained, and often confusing (*you can...play by your selith*).
- No appropriate citation is provided.

1 – Language – Below grade-level performance demonstrated

- Word choice is basic (*kids; play; good; more; fun*).
- Sentence structure is simple (*Kids nead more play time; you can play too; playing is fun*) or confusing (*It's help them develp and learn*).
- The high density and severity of errors in spelling (*inportent; becuse; socel; intratson; develp; extise; hind; seeke; your selith*), usage (*It's/It; help/helps*), punctuation (missing commas), and capitalization (multiple missing capital letters to begin sentences) combine to demonstrate a lack of command of standard English conventions.
- An attempt is made to set an engaging, personal tone and voice by drawing the reader in with a rhetorical question and ending with several statements addressing the reader (*you can play too; you can play tag hind and seeke or play by your selith*), but the tone and voice are inconsistent.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

2/2/2

Have you ever wondered what play time does for kids well i'm going to tell you i think play time is valauble because

It lets our brains get a break this can be supported because in paragraph 19 source 2 it says " students will remember things better if they have breaks" this shows that play lets our brains a break.

Kids can develop more skills this can be supported because in source 1 paragraph 1 it says " research shows that play is an important way in which children learn and develop" this shows kids can develop more skills.

Now that I tolled you how play time can do a lot for kids what do you think play time can do for kids?

RF-6

2 – Purpose/Structure – Approaching the range of grade-level performance

- An on-task claim is provided in the introduction (*I think play time is valuable*).
- A simple organizational structure is present with the grouping of ideas into two simple body paragraphs, the first expressing the idea that play gives the brain a break and the second dealing with play helping children develop skills.
- Transitions are used to connect ideas (*well; i think; because; this can be supported because; if; this shows that; now that I tolled you how; what do you think*) but are used inconsistently.
- An introduction and conclusion are present and resemble each other in several ways. Both contain a rhetorical question (*Have you ever wondered what play time does for kids; what do you think play time can do for kids?*) and both state or rephrase the claim (*i think play time is valuable; play time can do a lot for kids*). In addition, complementary phrases that bookend the response are provided in the introduction (*i'm going to tell you*) and in the conclusion (*Now that I tolled you*).

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources and is repetitive (*lets our brains get a break this can be supported because ... "students will remember things better if they have breaks"*). Attempts at original writing are ineffective as they do not extend ideas beyond the text (*"research shows that play is an important way in which children learn and develop" this shows kids can develop more skills*).
- Evidence from two sources is appropriate to support the claim (*students will remember things better if they have breaks; research shows that play is an important way in which children learn and develop*), but the evidence is weakly integrated with little explanation.
- Appropriate citations are used (*in paragraph 19 source 2 it says; in source 1 paragraph 1 it says*).

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are basic or imprecise (*play; kids; do a lot*).
- Sentence structure is partially controlled as missing punctuation creates several long run-on sentences (*It lets our brains get a break this can be supported because in paragraph 19 source 2 it says "students will remember things better if they have breaks" this shows that play lets our brains a break*).
- Although spelling includes only minor errors (*valuable; tolled/told*), there are multiple errors in punctuation and capitalization, which distract from the response and demonstrate a partial command of standard English conventions.
- A friendly, engaging tone and voice are used in the introduction and conclusion, yet tone and voice are more academic and serious throughout the body paragraphs.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

2/2/2

I think that school playtime is valuable. Why I think that is because in the sources it says kids who have more playtime don't move around as much. If you give kids little to no recess then it may result as kids paying less attention to you and more to the surroundings it also can make kids more energised and walk around the room more. In source 2 it says fifty years ago most American kids got three recess periods a day which resulted in paying more attention less energised and did work faster than if only they got no recess a day. In source 2 number 11 It says that the United Nations Agrees that playtime is important all over the world for kids and it says physical activity pumps more blood to help your brain work better such as playing outside with friends or family. Plus it can help kids develop social skills be confident. In conclusion I think that school playtime is important.

RF-161

2 – Purpose/Structure – Approaching the range of grade-level performance

- A clearly stated claim (*I think that school playtime is valuable*) begins the response.
- Although there is no visual formatting, such as the indentation of paragraphs, some basic organizational elements are present. There is a rudimentary grouping of ideas, with the first group centering on the observation that students who have less playtime move around more, have excess energy, and as a result are less able to pay attention in class. The second grouping lists additional ways more playtime is helpful.
- Transitions are used to connect ideas (*I think that; Why i think that is because; if; than it may result; and; also, which resulted in; such as; or; plus; in conclustion*) but with limited variety.
- A simple one-line introduction states the claim, and a single sentence conclusion rephrases it (*i think that school playtime is inportant*).

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic. Other than the first idea grouping, which shows some understanding, the remainder of the essay lists ideas but does little to explain or build on them.
- Elaboration attempts to develop the argument but relies heavily on the sources, particularly in the second half of the response.
- Multiple pieces of evidence are partially integrated yet occasionally disconnected from the argument (*fifty years ago most American kids got three recess periods a day; the United Nations Agrees that playtime is important all over the world for kids*).
- Appropriate citations are provided (*in the sources it says; In source 2 it says; In source 2 number 11 It says...and it says*).

2 – Language – Approaching the range of grade-level performance

- Vocabulary is imprecise or basic (*I think; Why i think that; kids; move around; much; walk around; more; work faster; work better*), demonstrating a partial command of expression of ideas.
- Sentence structure is simple (*I think that school playtime is valuable*) or partially controlled (*if you give kids little to no recess than it may result as kids paying less atention to you and more to the sroundings it also can make kids more energised and walk around the room more*).
- Errors in spelling (*valuble; becuase; atention; sroundings; energised; activaty; cofedent; conclustion; inportant*), usage (*than/then; as/in*), capitalization (personal pronoun “I” not capitalized; several words beginning sentences not capitalized; *Agrees*), and punctuation cause distraction and demonstrate a partial command of standard English conventions.
- A conversational tone and voice are set in the first half of the response but not maintained throughout.

Grade 4 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

2/2/2

Did you know that recess can be good for you. Physical activity pumps more blood. Structred play strengthens movement skills.

First, In my opinion, recess is valuable. In source 2 it states (Physical activity Pumps more blood to your brain to help it work better.) If you get a break then you could learn new and more things.

Next, in my opinion, recess is valuable. In Source 1 it states (Structured play helps kids strengthen movement skills, such as passing a soccer ball t another player.) If you don't play out side that often then you will not develop skills that you chould.

Last, play time at school is valuable and there are many differrent reasons why. Maybe we will get more recess or maybe...

SA-3

2 – Purpose/Structure – Approaching the range of grade-level performance

- An implied claim is made in the introduction in the form of a rhetorical question (*Did you know that recess can be good for you*) and is then clarified in the two body paragraphs (*in my opinion, recess is valuable*).
- A simple organizational framework is present with a grouping of ideas into two body paragraphs, each centered on a line of text evidence (*Physical activity Pumps more blood to the brain; Structured play helps kids strengthen movement skills*).
- Transitions are used to connect ideas (*Did you know; First, In my opinion; If/then; Next; Last; and; or*) but lack variety.
- A simple introduction sets up the two body paragraphs, and a simple conclusion restates the claim and adds a closing remark.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic as the ideas expressed are partially explored or thought out.
- Elaboration attempts to develop the argument but relies heavily on the sources. Efforts to build on the source material with original writing are ineffective in making a clear connection between the evidence and the analysis (*Physical activity Pumps more blood to your brain to help it work better. If you get a break then you could learn new and more things*).
- Evidence from two sources is supportive of the argument but weakly integrated.
- Appropriate citations are provided (*In source 2 it states; In Source 1 it states*).

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are imprecise (*good for you; new and more things; that you should*).
- Sentence structure is often simplistic (*Physical activity pumps more blood* (Intro); *Next, in my opinion, recess is valuable*).
- Errors in spelling (*should; differrent*), usage (*out side/out side*), punctuation (missing question mark in the first sentence) and capitalization (*First, In my opinion*) indicate a partial command of standard English conventions.
- An overall academic tone and voice are demonstrated with an attempt at engagement (*Did you know that recess can be good for you*) and a touch of humor to close out the response (*Maybe we will get more recess or maybe...*).

Grade 4 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

2/2/2

Should we have recess?

I think kids should have recess at school because its a break from working and knowlage. Kids need time to run around, chat with friend, and even play games. Freetime can also be education. Even at home!

Did you know recess is good for your health? A growing kid needs exercise to build a strong body such as your heart, lungs, bones and muscles. Physical activity pumps more blood to the brain to make it work better. Here are some examples, soccer, basketball, football, kickball, tennis, and more.

One thing is that arguments can be started at recess. Teachers and administratars say arguments inside the classroom where usully started at recess. For some students recess can be stressful if there is not a Teacher around. These are some reasons why people like and dislike recess.

SA-5

2 – Purpose/Structure – Approaching the range of grade-level performance

- A loosely related claim is provided in the introduction by asking the question (*Should we have recess?*) and answering in the affirmative (*I think kids should have recess at school*).
- Organizational structure is demonstrated in the gathering of ideas into three groups. The introduction functions loosely as a first body paragraph, revolving around the idea of recess providing students with a break. The second grouping centers around the idea that recess is good for children’s health, while the last body paragraph is an attempt at a counterclaim (*One thing is that arguments can be started at recess*) but is unclear and disrupts the flow of ideas.
- Transitions are used to connect ideas (*I think; because; and; and even; also; Did you know; Here are some examples; One thing; These are some reasons why*) yet somewhat repetitive.
- An introduction is present, but rather than provide an overview regarding the merits of recess, a single idea, better placed in a separate paragraph, is developed. A single line concludes the response (*These are some reasons why people like and dislike recess*) without reaffirming the original claim.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the source material, especially in the two main body paragraphs (*good for your health; arguments can be started at recess*). The first body paragraph gives two details from the text (*soccer; basketball*) but then extends the text by providing additional details that are original (*football; kickball; tennis*). Original writing in the introduction extends the idea that recess provides students with a break (*Kids need time to run around, chat with friend, and even play games. Freetime can also be education. Even at home!*).
- Appropriate evidence from two sources is used in forming the argument, and although the evidence is not cited, it is nonetheless clear that the ideas used are text based.
- No appropriate citation is provided.

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are mostly basic (*kids; run around; play games; good for*) or imprecise (*One thing is that arguments can be started at recess*).
- Sentence structure is often simple (*These are some reasons why people like and dislike recess*).
- Errors in spelling (*knowlage; administratars; usully*), usage (*friend/friends; education/educational; where/were*), punctuation (missing apostrophe in *its a break*; comma rather than a colon in *Here are some examples*), and capitalization (*t* should be lower case in *not a Teacher around*) demonstrate a partial command of standard English conventions.
- A conversational tone is used with some student voice heard (*Even at home!*), but tone is not consistent throughout the response.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

2/2/2

Should Students have playtime in school? In my opion, I think they should.

First of all, recess is good for kids brains and health. If students have time to play with friends, they're getting a break from school and they have somthing to look forward to. It is also good for they're health because they are getting more exercise and haveing fun while doing it. They are learning life skills that can be useful in the future aswell. Source 2, paragrah 14, sentance 1-2 states "You and your friends can cook up all sorts of fun at recess. And imaginging, pretending, and socializing are all important skills to practice." Imagine learning AND having fun at the same time!

Second, when students play, they can make new friends and want to try new things. Kids need to do new things so in the future, they might know what they are good at so they can get a good job. And when students makes new friends, they are socializing alot more because they have more people to talk to.

Lastly, in conclusion, this is why i think students should be able to have recess at school.

RF-98

2 – Purpose/Structure – Approaching the range of grade-level performance

- An on-task claim is provided at the beginning of the response in the form a rhetorical question and answer (*Should Students have playtime in school? In my opion, I think they should*).
- Organizational structure is provided by grouping ideas into two body paragraphs and connecting the ideas within the paragraphs. The first body paragraph equates more recess with better health, with learning important skills, and with having fun, although the progression of the ideas is not always clear. The second body paragraph remains focused on the ideas of playtime encouraging both friendships and trying new things.
- Transitions are used to connect ideas (*In my opion; First of all; If; and; it is also; because; aswell; Second; so; And when; Lastly, in conclusion, this is why i think*) but without much variety. Topic sentences are attempted to begin paragraphs, and a summarizing sentence is provided at the end of the first body paragraph.
- An introduction and conclusion are present but simplistic, consisting of a statement of the claim in the introduction and a rephrasing of the claim in the conclusion.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument by combining text ideas (*good for kids brains; getting more exercise*) with quoted evidence (*“You and your friends can cook up all sorts of fun at recess. And imaginging, pretending, and socializing are all important skills to practice.”*) and original writing to extend text ideas (*Kids need to do new things so in the future, they might know what they are good at so they can get a good job*).
- Source evidence is partially integrated and used in support of the claim.
- Appropriate citations are provided (*Source 2, paragrah 14, sentance 1-2 states “You and your friends can cook up all sorts of fun at recess. And imaginging, pretending, and socializing are all important skills to practice”*). **Note: If the phrase attributing the specific source (Source 2...states) was missing, the correctly quoted sentence from Source 2 would stand alone as a grade-appropriate citation.**

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are mostly basic (*good for kids; play with friends; haveing fun while doing it; make new friends; try new things*).
- Sentence structure is fairly well controlled (*If students have time to play with friends, they’re getting a break from school and they have something to look forward to*) yet often simplistic (*First of all, recess is good for kids brains and health*).
- An inconsistent use of correct spelling (*opion; haveing; paragrah; sentance; imaginging;*), usage (*they’re/their; alot/a lot*), punctuation (*kids/kids’*), and capitalization (*Should Students/Should students; i think/I think*) demonstrate a partial command of standard English conventions.
- The overall tone is academic with a touch of student voice at the end of the first body paragraph (*Imagine learning AND having fun at the same time!*).

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

3/2/3

Do you think recess is important? Recess is a very important part of the school day. You may think that recess is a waste of time and kids need to be in the classroom learning but recess helps students focus. Playtime at school is valuable.

First, there are two types of play structures. Structured play helps kids strengthen movement skills, such as throwing a football to a teammate. This means that, strengthening movement skills is an important part of life. Structured play also helps kids build their confidence. This makes it easier for them to try new or unfamiliar activities. This proves, there are several important things about structured play. Unstructured play helps kids develop their imaginations and solve problems. It can also help children develop skills such as paying attention, patience, and self-control. Two types of play structure are there.

Second, play is important. Imagining, pretending, and socializing are all important skills to practice. Socializing helps you make friends, and you can play games with those friends like pretending you are a cat, dog, or even a werewolf. A growing kid needs exercise to build a strong heart, bones, muscles, and lungs. Exercise is very important. Physical activity pumps more blood to your brain to help it work better. The brain is very important because it controls the whole body. Researchers who study the importance of recess have found that students remember things better if they had breaks to allow the mind to process information. Important things include play.

In conclusion, playing is educational in many ways. Next time you hear someone say "No playing allowed" or "Stop playing around and get to the classroom" do or say something about it. Play is one thing you need in life.

SA-6

3 – Purpose/Structure – Within the range of grade-level performance

- A claim is provided in the introduction (*Playtime at school is valuable*) that is focused on the task and generally maintained throughout.
- An organizational structure is logical and allows for the advancement of the argument. Two body paragraphs group ideas. The first focuses on the benefits of structured and unstructured play while the second paragraph describes three benefits of play that make it important (socializing, exercise benefitting the body, and exercise benefitting the brain).
- Varied transitional strategies connect ideas within and among paragraphs (*but; This means that; This makes it; This proves; also; such as; and; like; or even; because; In conclusion; Next time; or*). Topic sentences are used to begin body paragraphs, and summarizing statements are used to end them.
- A sufficient introduction opens with a rhetorical question, moves on to a counterclaim with a rebuttal, and ends with the claim. A sufficient conclusion closes out the response with a call to action (*Next time you hear someone say “No playing allowed” or “Stop playing around and get to the classroom” do or say something about it*).

2 – Development – Approaching the range of grade-level performance

- A logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration includes a combination of source information, though uncited, and original writing that builds on and extends text ideas (*such as throwing a football to a teammate; This means that, strenthening movement skills is an important part of life; Socializing helps you make friends, and you can play games with those friends like pretending your a cat, dog, or even a werewolf; The brain is very important because it controls the whole body*).
- Relevant evidence from multiple sources is integrated and lends credibility to the argument (*Structured play also helps kids build their confidence; Physical activity pumps more blood to your brain to help it work better*).
- No citations are provided in this response. **With appropriate citation, the response would have received a score of 3 in Development.**

3 – Language – Within the range of grade-level performance

- Integration of academic vocabulary (*helps students focus; a waste of time; Socializing; controls the whole body; egdacational*) demonstrates a clear expression of ideas.
- Sentence structure is varied, including rhetorical (*Do you think recess is important?*), simple (*Playtime at school is valuable*), and complex (*You may think that recess is a waste of time and kids need to be in the classroom learning but recess helps students focus*), demonstrating grade-appropriate language facility.
- Errors are seen in spelling (*strenthen; childeren; importants; iclude; conclusion; egdacational*) and usage (*your/you’re*), but overall, a grade-appropriate command of standard English conventions is demonstrated.
- A conversational tone and persuasive voice are appropriate for the task.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

3/3/3

Do you think kids should have more recess time? In my opinion kids should have more recess time.

First of all, kids should have more recess time because they need to spend more time outside rather than sitting in a classroom and watching a screen. According to the text, it says "kids spend 20 hours watching TV every week. For some children recess is the only time of day they play outside". I agree with the evidence because sometimes I watch TV all day and don't go outside and play. That is one reason why kids should have more recess.

Second of all, kids should have more recess time because they need to socialize. According to the text, it says "you and your friends can cook up all sorts of fun at recess. And imagining, pretending, and socializing are all important skills to practice". I agree with the text because when you grow up you need to know how to socialize to pretty much have a job. That is another reason why kids should have more recess.

Third of all, kids should have more recess time because they can get fidgety. According to the text, it says "studies show children who do not get recess are more fidgety in the classroom and have a hard time paying attention". I agree with the text because my sister does not get much recess and she plays with a lot of things in her desk and does not pay attention. That is my last reason why kids should have more recess time.

In conclusion, kids should get more recess time because they need more time outside than sitting and watching TV, they need to socialize, they can get fidgety.

RF-124

3 – Purpose/Structure – Within the range of grade-level performance

- A claim is present in the introduction, focused on the task, and generally maintained throughout (*In my opinion kids should have more recess time*).
- A logical organizational structure is made up of three body paragraphs in support of children needing more recess time. The first paragraph talks about the need to spend more time outside, the second focuses on the need to socialize, and the third centers on the idea that children get fidgety without recess.
- Varied transitional strategies are used to connect ideas within and among paragraphs, including external transitions (*Do you think; First of all; Second of all; Third of all; In conclusion*), internal transitions (*because; rather than; I agree with the evidence because; I agree with the text because; and*), topic sentences to begin paragraphs (*...kids should have more recess time because they need to spend more time outside...*), and summarizing sentences to end each paragraph (*That is one reason why kids should have more recess*).
- The introduction is simple using a rhetorical question to set up the claim. The conclusion restates the claim and recaps the three main points of the essay, contributing to a sense of completeness.

3 – Development – Within the range of grade-level performance

- Logical development of ideas demonstrates an adequate understanding of the topic.
- Sufficient elaboration includes a combination of paraphrased text ideas (*they need to spend more time outside rather than sitting in a classroom and watching a screen*), quoted source evidence, and original writing to extend text ideas (*when you grow up you need to know how to socialize to pretty much have a job*).
- Relevant evidence is integrated from one source (Source 2) and adequately supports the argument.
- Appropriate citations are used (*According to the text, it says “kids spend 20 hours watching TV every week. For some children recess is the only time of day they play outside”*). **Note: Either the phrase generally attributing the source (*According to the text, it says*) or the correctly quoted sentence from the text would stand alone as a grade-appropriate citation.**

3 – Language – Within the range of grade-level performance

- Academic vocabulary is integrated (*rather than; I agree with the evidence; need to socialize*), and a clear expression of ideas is demonstrated.
- Sentence structure is varied, demonstrating grade-appropriate language facility.
- Minimal errors in grammar, punctuation, capitalization, spelling (*becuase; becace*), and usage (*need more time outside than sitting*) demonstrate grade-appropriate command of standard English conventions.
- An academic tone and voice are appropriate for the argument.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

3/3/3

Do kids need to have recess? In my opinon,yes. Imagin kids just siting in class tired,bored, and not feeling well. Thats how class rooms would look if there was no recess. Recess and gym are not the same thing and recess is good for you.

To start off with, "Recess and gym class are NOT the same thing. Although both offer physicial exercise, gym class is structerd and closely supervised."(source 2). In gym they give you push up's and planks, at recess you can do whatever you want to do. You dont have to get told what to do. You can hang out with your friends or play on the swings. Also,"It's important to have free time,too, like recess when you can play on your own rules." (source 2). This reminds me of a time when me and my friends were playing softball and we made up are own rules. Later that day we played softball in gym and the gym teacher made us play a differnt way. Thats why kids need recess.

Finally, "Fifty years ago , most American kids got three recess peridos a day." (source 2). THREE RECESS!!! I would give a arm and a leg for three recess. I agree with three recess becuae if you sit in a class room for 5 hours a day and no break your head would feel like a heavy wieght. Then at recess that heavy wheigt would go away becuae you get to have fun with your friends. It's also good for you becuae you sit all day and thats not good for you but when your up and moving its good for you. Also,"Most people can concentrate for about 90 mintues at a time and then they need a break" (source 2). When i work for 90 mintues i will get crankey so recess really helps me get in a better mood. You really dont want to be with me when im crankey, it's a nightmare.

In cucluison, i think kids should have recess. What do you think after reading this do kids need recess or no recess think about it.

RF-13

3 – Purpose/Structure – Within the range of grade-level performance

- A claim is provided in the introduction in the form of a rhetorical question (*Do kids need to have recess? In my opinion, yes*), focused on the task, and generally maintained throughout.
- A logical organizational structure allows for the advancement of the argument. Body paragraphs focus on two main ideas, which are foreshadowed in the introduction. The first paragraph centers on the idea that recess is distinct from gym class and offers unique advantages. The second paragraph centers on reasons recess is good for you.
- A variety of transitions are used to connect ideas (*In my opinion; and; To start off with; Also; This reminds me of a time when; Later that day; That's why; Finally; Then; because; so; When; In conclusion or*), including summarizing sentences at the end of both paragraphs (*That's why kids need recess*). Lines of quoted evidence form topic sentences to begin body paragraphs.
- A sufficient introduction asks the reader to imagine a school day with no recess (*Imagine kids just sitting in class tired, bored, and not feeling well. That's how class rooms would look if there was no recess*). A weaker conclusion restates the claim and asks the reader to take a stand (*What do you think...recess or no recess*).

3 – Development – Within the range of grade-level performance

- A logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration includes quoted text evidence (*"Most people can concentrate for about 90 minutes at a time and then they need a break"*) combined with original writing that builds on text ideas (*When I work for 90 minutes I will get cranky so recess really helps me get in a better mood*).
- Relevant evidence chosen from one source is supportive of the argument.
- Appropriate citations are provided (*"Recess and gym class are NOT the same thing. Although both offer physical exercise, gym class is structured and closely supervised."* (Source 2)). **Note: If the attribution to the source (Source 2) was missing, the correctly quoted sentence from the text would stand alone as a complete citation.**

3 – Language – Within the range of grade-level performance

- Academic vocabulary demonstrates a clear expression of ideas (*tired, bored, and not feeling well; push ups and planks; playing softball; your head would feel like a heavy weight*).
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Errors in spelling (*imagin; siting; differnt; because; wheigt; cranky; cucluison*), usage (*recess/recesses; your/you're*), punctuation (missing apostrophes in contractions), and capitalization (*i/I*) demonstrate a partial command of standard English conventions yet do not detract from overall grade-appropriate language skills.
- The response has an upbeat tone and a unique student voice that shines through (*THREE RECESS!!! I would give a arm and a leg for three recess*).

Grade 4 Writing Q37620 ARG



Write an argumentative essay about whether or not playtime at school is valuable.

3/3/3

I think playtime at school is valuable for many reasons.

To begin, kids need to be able to exercise freely. The author states in, What's So Important About Playtime?, that a growing kid needs exercise to build a strong heart, bones, muscles, and lungs. I can infer that if kids don't get to exercise during school it will be harder for them to focus. One time, I didn't feel well so I went for a walk. After the walk, I felt much better because I got up and moved. If kids don't get the exercise they need, they can't grow up to be strong.

Also, there is another reason kids need to exercise. According to the text, What's So Important About Playtime?, physical activity pumps more blood to your brain to help it work better. I can conclude that without physical activity, children will not be able to compute skills being taught to them. Once, I was in class and I couldn't understand what my teacher was teaching. Then, we went outside and when we came back in I could understand everything. Because I played, and exercised, it pumped more blood to my brain which helped it work better. Kids who don't have recess cannot learn important skills they need because their brain is asleep.

Next, kids need playtime to learn. From the reading, The Ways We Play, I know that unstructured play helps kids develop their imaginations and solve problems. It can also help children develop skills such as paying attention, patience, and self control. This means that kids who don't get playtime cannot develop such skills like that. When I was little I used to not be able to go play outside in my school so it was hard to learn some things. This is what will happen if other schools don't give recess, kids won't be able to learn properly.

Finally, there is another way kids can learn by playing. In paragraph 20 of text 2, it says studies show that children who do not get recess are more fidgety in the classroom and have a hard time paying attention. The evidence suggests that all children should be able to have recess so they can do well. I used to not have recess until now so back then, I always fidgeted with items. All kids should have recess no matter what age so they can do their best in the classroom.

In conclusion, I think playtime is more valuable than classtime.

SA-7

3 – Purpose/Structure – Within the range of grade-level performance

- A claim is provided (*I think playtime at school is valuable for many reasons*), focused on the task, and generally maintained throughout the response.
- A logical organizational structure allows for the advancement of the argument. The ideas progress logically through the four body paragraphs, connecting the advantages of exercise that play provides to the resulting improvement in student learning.
- Varied transitional strategies connect ideas within and among paragraphs (*To begin; I can infer; and; One time; so; After; because; Also, there is another reason; I can conclude; Next; I know that; such as; Finally, there is another way; In conclusion*).
- The introduction and conclusion consist only of the claim in the introduction and a restatement of the claim in the conclusion. **Responses are scored holistically and earn scores by demonstrating most of the descriptors in a given score point.**

3 – Development – Within the range of grade-level performance

- An understanding of the topic is demonstrated through a logical development of ideas in support of the claim.
- Adequate elaboration includes a combination of original writing (*Kids who don't have recess cannot learn important skills they need because their brain is asleep*), paraphrased source material, text evidence, and extending details.
- Evidence is integrated from two different sources and relevant to the argument.
- Appropriate citations are used throughout (*The author states in, What's So Important About Playtime?*).

3 – Language – Within the range of grade-level performance

- Academic vocabulary demonstrates a clear expression of ideas (*exercise freely; I can infer; I can conclude; develop such skills; able to learn properly*).
- Sentence structure demonstrates grade-appropriate language facility (*One time, I didn't feel well so I went for a walk. After the walk, I felt much better because I got up and moved. If kids don't get the exercise they need, they can't grow up to be strong*).
- A minimal amount of errors in grammar, spelling, punctuation and capitalization demonstrate a grade-appropriate command of standard English conventions.
- An academic tone and voice are appropriate for the task.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

3/3/3

Do you think recess is valuable for kids? recess is very important for kids but some people want to stop it. but I think recess is very good and I believe everyone should think that too.

To start off, Why is recess so good for you why cant we just stay in the class and do work why cant we just play at home? Recess is very important to your body and it helps during class too. well in Rally for Recess it states that "a growing kid needs exercise to build a strong heart,bones,muscles, and lungs. Kids defanaitly need to be strong and healthy. and recess does help kids because some kids dont go outside while there at home according to Source 2. Next reason why recess is good for your body is in source 2 it claims that "Physical activity pumps more blood into your brain to help it work better " playtime is physical activty so that means when you go to recess it helps you brain wich then when you go back to the class room makes you smater and better at the work your doing. Did I convince you yet.

To contuinue , kids need breaks just like adults do when there at work , and I am sure every adult thinks they need breaks at work so why cant's kids get a break from school work like adults? One piece of evidence in Rally for Recess says that people with jobs also need a breaks the U.S Army gives trainees 10 minutes to rest every hour and lots of workplaces give workers a breaks so employees stay alert. So why are people still saying kids should not have recess both workers and students should get time to rest and they both miss some work but so what breaks and recess are needeed. another argument is that "for some students 15-20 minutes of study time a couple times per day could really help them." I disagree if students need help more than other students they should not get recess taken away but should get homework so they can get caught up. do you think everyone should have breaks?

To end , recess can teach lots of kids new skills they will need later in life. in The Ways We play the Author says " it can also help children develop skills such as paying attention, patience,and self-control" when the author say it she means recess. I think self-control patience and paying attention are great skills to have in class. Another way recess gives us important skills is in none other than Rally for Recess it says you and you freind make up all types of fun stuff to do at reces. and that helps your imaginnaion skill, your acting skills,and socializing skills. cool right! all those skills could get you great jobs later on.

to conclude , I think recess should be a valubale thing in every school.I believe and I hope you do too that recess can help students in many ways and is one of the best parts of the school day.

RF-24

3 – Purpose/Structure – Within the range of grade-level performance

- A clear claim is stated in the introduction (*Do you think recess is valuable for kids? recess is very important for kids*), focused on the task, and maintained throughout.
- Organizational structure is logical and allows for the advancement of the argument. The response is divided into three body paragraphs, which build support for the claim: the first paragraph argues that recess is important to the body and also in the classroom, the second argues that both adults and kids need breaks, and the third presents the benefits of recess in teaching students new skills.
- Varied transitions connect ideas within (*but I think; and I believe; well; Next reason why; so that means; none other than*) and among paragraphs (*To start off; To continue; To end; to conclude*). Rhetorical questions conclude the first two body paragraphs.
- A sufficient introduction begins with a rhetorical question, states the claim, presents a counterclaim with rebuttal, and invites others to agree. An equally concise yet sufficient conclusion restates the claim and again encourages the reader to agree (*I believe and I hope you do too*).

3 – Development – Within the range of grade-level performance

- A logical development of ideas demonstrates an understanding of the topic. One idea builds on another, creating a strong argument for the claim, particularly in the first two body paragraphs.
- Adequate elaboration includes a combination of original writing (*...and I am sure every adult thinks they need breaks at work so why can't kids get a break from school work like adults?*), paraphrased text ideas, quoted text, and rhetorical techniques (*do you think everyone should have breaks?*).
- Relevant evidence is integrated from multiple sources (Source 1 and 2), lending credibility to the argument.
- Two counterclaims are used and rebutted, one in the introduction and one in the second body paragraph (*for some students 15-20 minutes of study time...could really help them. I disagree if students need help...they should not get recess taken away but should get homework*). **Note: Counterclaims are not expected at the 4th grade level, but, if present, can strengthen the response.**
- Evidence is appropriately cited multiple times throughout the response (*according to Source 2; in Rally for Recess it says*). **The text includes an example of a standalone text quote that serves as an appropriate citation for grade 4** (*another argument is that “for some students 15-20 minutes of study time a couple times per day could really help them.”*).

3 – Language – Within the range of grade-level performance

- Academic vocabulary demonstrates clear expression of ideas (*helps during class too; both workers and students should get time to rest; should get homework so they can get caught up; skills they will need later in life; in none other than; could get you great jobs later on*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*I believe and I hope you do too that recess can help students in many ways and is one of the best parts of the school day*).
- Although several errors are present in spelling, usage, capitalization, and punctuation, holistically, grade-appropriate command of language skills is demonstrated.
- The tone and voice are persuasive and appropriate to an argumentative essay.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

4/4/4

When people ask you what your favorite part of day was you probably say recess, but would if there was no recess! That's something no one wants to think about, but in some schools there is no recess. In fact, almost half of all the schools in America have no recess. Schools that include recess only benifit. I believe that we should have playtime at school because recess helps your health, helps you learn more efficently, helps with social skills.

To begin, playtime helps your health. Kids need exercise to stay healthy and sometimes their only opportunity to do exercise is through recess so if they take recess away some students won't be as healthy as they could be. Exercise is needed to live a healthy life, and without recess some people may not be able to live healthy lives. The text *Rally for Recess* shares with us, "A growing kid needs exercise to build a strong heart, bones, muscles, and lungs." Without exercise they may be more likely to have health problems when they reach an older age. Such as, heart attacks, breathing problems, and many other thing could happen. So why take away recess if it doesn't benifit anyone. The same source also shared with us, "Kids spend about 20 hours watching TV every week. Yikes! For some children, recess is the only time of day they play outside." To dig a little deeper, all of that screen time is not good for your brain. Some kids only exersise daily at recess, so without recess the only time they will probably do exercise is gym class. Without recess kids will not be as healthy as they are today.

To continue, playtime helps you when you get back into your classroom. After you come back from recess your brain just had break and it's ready to learn again, so your not so antsy and tired. Source 2 shares, "Researchers who study the importance of recess have found that students will rember things better is they have breaks to allow the mind to process information." When you're tired your brain feels tired too so, when you give you and your brain a break it feels replenished and is hungry to learn. So if you are learning something really hard in math just take a break! Source two states that, "Studies show that children who do not get recess are more fidgety in the classroom and have a hard time paying attention." Have you ever gotten the urge to just start clicking your pen or tapping your pencil on the desk? Well you would feel the urge to do that the whole day. That would be really bad for the teachers so why would they take it away if it makes life harder for them as well.

Recess is a key part of the school day and if we dont have it anymore the whole class would be very unfocused and tired. Dont take away recess!

To keep going, playtime helps you develop social skills. Recess can help children become better at working with each other instead of against each other. They listen to each others ideas and find comprimises. Source 1 shares, "They can become better listeners, practice accepting the ideas of others, and learn how to communicate their own ideas." They could learn this if they are having a dissagreement about who gets the jump rope or who got there first on the swing. They would be communitcating their thoughts and feelings to each other and they would find a compromise. Source 1 also told us, "These skills are important in creating friendships at school and in the neighborhood." When going to recess they are forming friendships that they can't make in class because they are not allowed to talk. Without the opportuity to go to recess less friendships are formed and social skills would be untaught. Playtime is a very important part of the day.

To come full circle, students depend on playtime for many things. Playtime makes people's school day better. People look forward to luch and recess every day. Rece

RF-4

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A clear claim provided in the introduction (*I believe that we should have playtime at school*) is focused on the task and consistently maintained throughout.
- Organizational structure strengthens the response. A roadmap is laid out in the introduction and followed in the three body paragraphs. The first body paragraph discusses how recess benefits health, the second how recess helps students learn, and the third how recess improves students' social skills. Ideas are tightly connected within each paragraph.
- Varied transitional strategies connect ideas and enhance the progression of the argument (*but would if; In fact; because; To begin; Without; Such as; So why; To dig a little deeper; To continue; To keep going; To come full circle*). Topic sentences begin paragraphs, and summarizing sentences bring them to a close.
- An effective introduction sets up a thematic framework that helps tie the argument together throughout the response (*but would if there was no recess!*). A briefer conclusion touches on the positive feelings students have for recess.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic. Each subtopic within the argument is fully developed.
- Effective elaboration combines original writing that includes added details (*heart attacks; breathing problems*), directives (*So if you are learning something really hard in math just take a break!*), explanations (*When going to recess they are forming friendships that they can't make in class because they are not allowed to talk*), and analysis (*That would be really bad for the teachers so why would they take it away if it makes life harder for them as well*) with both paraphrased and quoted source material.
- Relevant evidence from two sources (S1, S2) is smoothly integrated, lending credibility to the argument.
- No counterclaims are present.
- Evidence is appropriately cited multiple times throughout the response (*The text Rally for Recess shares with us, "A growing kid needs exercise to build a strong heart, bones, muscles, and lungs."*).

4 – Language – Above grade-level accomplishment demonstrated

- Precise, descriptive, and academic vocabulary strengthens and furthers ideas (*include; benefit; efficiently; opportunity; more likely; reach an older age; daily; probably; antsy; replenished; hungry to learn; gotten the urge; clicking your pen or tapping your pencil on the desk; key part; working with each other instead of against each other; compromises; untaught*).
- Varied sentence structure is skillful and contributes to the fluidity of ideas.
- Though some errors are present in spelling (*benefit; efficiently; compromise; rember; luch*), usage, (*would/what*) and punctuation (missing question marks and commas), overall the use of standard English conventions demonstrates a consistent command of the communication of ideas.
- Tone and voice are appropriately persuasive, consistent throughout, and strengthen the overall argument (*Without recess; Dont take away recess!*).

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

4/4/4

Playtime is valuable

"Ring!", went the bell for recess. "Yay it is finally time for recess", said 7-year-old Hanna. The playground looked like a tornado as the kids started to play. In my opinion, playtime is valuable. It is full of excitement and the smiles of children. Playtime is not just playtime. Playtime is a time when children can strengthen their movements. It is also a time for kids to build their confidence, no more shy kids. Who said playtime could not improve skills, specifically classroom important skills. Playtime is life for children and if adults took a little time to relax they can have some fun too.

To begin with, structured play can improve movement skills. Structured play can be fun whether it is physical or digital. Like playing Kahoot can make children want to study more to get first place. Or, a physical game can teach children to participate more and be more active. Either way a child can improve themselves no matter in what. Sitting in a chair for hours will not help a child anything I can think of. According to the text, *The Ways We Play*, "Structured play helps kids strengthen movement skills." I remember when I used to be very bad at volleyball. Then one day I asked the coaches if I could borrow a volleyball. I started to practice every day, now I usually have small games during free day at P.E. I have improved a lot on my hand throw, and how hard I hit the ball. My arm used to hurt so bad from writing down notes all day. I never thought playtime would be the key to my volleyball struggles. I used to think you had to be born with skill but it is all in playtime.

Additionally, kids need confidence and what better way to do that than do it while having fun. Confidence is like a key to a wonderful life. According to the text, *The Ways We Play*, "This makes it easier for them to try new or unfamiliar activities." At first kids might not have confidence they can be shy, or just not really confident in what specific it is other children play. However maybe another kid notices and offers to help, the kid that has trouble will also be learning how to speak up. This will result in them gaining confidence. I would know because I was once very shy as well. Well, that was not really the problem I was not very confident in sports. Well, this one time when a girl named Esmerelda offered to be my partner in golf. She became my friend and I was not afraid, I had confidence in me, I would laugh off my mistakes. Trying something new can bring the chills, but exploring new things with a heart of confidence feels wonderful. Just because perfect seems like gold it is not, confidence is all you need to feel good about yourself. Children need confidence to thrive.

Another reason, why playtime should be valued is because it plugs skills into their body. Whether it is in sports or knowledge it is all equally great. According to the text, *The Ways We Play*, "It can also help children develop skills such as paying attention, patience, and self-control." Teachers always want a perfect classroom, but still some are against playtime. I was a perfect student in my class. I had patience because sometimes Kahoot would take a while to load. I also learned how to do quick transitions during extended reading. I learned this because during playtime some kids would take turns playing volleyball and the line often moved quick because kids were not the best. Beyond what I call skills there are many more to be unlocked and I know other children can unlock them. Playtime can be fun and skill teaching.

It is easy to see, playtime is equally important to children as learning time is. Important things are changed about a child like magic. They can strengthen the body no matter where they just can, during playtime. Confidence will plant itself in a child's head while they experience new things during playtime. Any skill for the outside or the inside can be learned while children have fun. Children can still laugh and have fun but the brain will always learn something new every day. People who are against playtime do not see what happens during playtime. Playtime is needed in our world, so we should keep playtime. Fun and knowledge to new things, the perfect combination.

SA-10

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A claim is stated in the introduction (*In my opinion, playtime is valuable*), focused on the task, and consistently maintained throughout.
- The organizational plan strengthens the response and allows for the advancement of the argument. Three arguments in support of the claim are previewed in the introduction and developed in the body paragraphs: play improves movement skills, play builds children’s confidence, and children can learn skills through play, especially classroom skills.
- Varied transitional strategies connect ideas (*It is also; and if; To begin with; Either way; no matter in what; I remember when; Then one day; I used to think; Additionally; However; This will result; It is easy to see*). Topic sentences and summarizing sentences are used to begin and end paragraphs.
- An effective introduction uses a narrative to describe the love children have for recess. An equally effective conclusion sums up the benefits of playtime while keeping an emphasis on fun (*Children can still laugh and have fun but the brain will always learn something new...Fun and knowledge to new things, the perfect combination*).

4 – Development – Above grade-level accomplishment demonstrated

- A thorough understanding of the topic is demonstrated through a skillful development of the argument.
- Effective elaboration includes original writing with added details (*no more shy kids; play can be...digital Like playing kahoot*), personal anecdotes (*I used to be very bad a volleyball. Then one day I asked the coaches if I could borrow a volleyball...*), and analysis (*Just becuae perfect seems like gold it is not, confidence is all you need to feel good about yourself*). Original writing is combined with paraphrased and quoted source information.
- Relevant evidence is smoothly integrated, though only one source is used (S1).
- A simple counterclaim is provided in the third body paragraph (*Teachers...some are against playtime*) and again in the conclusion (*People who are against playtime do not see what happens during playtime*).
- Appropriate citations are used in each paragraph (*According to the text, The Ways We Play, “Structurd play helps kids strengthen movement skills.”*).

4 – Language – Above grade-level accomplishment demonstrated

- Integrated academic vocabulary (*physical or digital; quick transitions; extended reading; skills to be unlocked; perfect combination*) and the use of figurative language (*Confidence is like a key to a wonderful life; trying something new can bring the chills*) strengthen and further ideas.
- Sentence structure is skillful (*It is easy to see, playtime is equally important to children as learning time is*), demonstrating a fluidity of ideas.
- Although there are a variety of errors present, a consistent command of the communication of ideas is demonstrated.
- A positive tone and personal voice are used effectively to strengthen the overall argument.

Grade 04 Writing Q37620 ARG

Write an argumentative essay about whether or not playtime at school is valuable.

4/4/4

The glossy black and white soccer ball rolls across the thick and vivid green grass and the person who is dribbling the soccer ball had beads of clear sweat mixed with a tint of brown dirt pouring on his pride lion T-shirt. His leg swings back as he gathers all the force and his adrenaline and kicks the ball sending it zooming only a finger tip away from the goalie and drives into the goal. Classmates cheer as the sun SCORCHES the student's skins. Who are these wonderful junior soccer players? Student at the Hillsborough County public schools at recess. School is meant for studying learning and getting good grades so kids can get a good university as well as a good job in their future. But, certain times at school can get hard and stressful as well, and kids prefer going out to recess at these times. The real question is should students have more recess? And the most obvious answer to this question is yes students should get more recess. But why should they?

One reason that proves that students should get more recess time is actually a benefit. And that is, playing out can improve the child's mental health. According to the author Julie White she claims that, most people (doctors included) worry that kids don't get enough time to play. Research shows that playing out can benefit the child's learning skills as well as other great skills. Think about that. Just going out for a jog can make your mind be fresh and learn new things. When students are learning things at school, and they go out, they can refresh their minds and can also develop other things like self dependent or independent skills. This can also help at the students house, when they are doing homework or doing chores, the act of going outside can make them listen and concentrate on their work more, instead of being distracted. This can definitely help a child's mental health. Learning skills are important and these aren't the only skills children get with more recess. In fact playing can also help a child's imagination work better and their skill of problem solving too. It can also make other skills like paying attention, patience, and selfcontrol (the same author; Julie white). Going out can change a child's entire brain to a active computer. When a child is doing partner work or any type of school work with another child, going outside can make the ready to think and charged up to work. Playing can create selfcontrol, so when the child gets into a argument he or she won't make it worse by saying things that they are not supposed to say and start a physical fight. Going outside can make a child good and make them problem solve in any hard situation. But, mental health is not the only benefit that students can develop when they get extra recess at their schools.

Another reason that helps prove that student should get more recess at their school and should have extra recess is that not only can it improve mental health it can also improve the child's physical health. According to the text Rally for Recess, it mentions that, a growing child will require at least an hour of recess or the time to play outside to build a strong heart, healthy bones, and good lungs. Visualize this, a child who was healthy and all great but he never went outside, and since he didn't he gets sick frequently and always struggles to do any type of physical work and activities. Sickness can also cause him to not go to school for maybe even for a long period of time. This can also show the lack in that child's education. But, picture another child who is healthy and loves to go out and play daily, he doesn't watch a lot of TV too. This child will be the exact opposite of the other child. He could go to school daily get good grades and go to a good university like Harvard and get a great job that will support him and his future family. Sounds like a great future plan right? Your heart, bones, and your lungs aren't the only thing that can get a good exercise while playing, there are many other things to. Physical activity can also cause blood to pump more and this can also benefit your brain (Rally for Recess). Think about it. When your brain feels like lead and you don't want think or do anything you can just go outside and soon your blood will be pumping fast and energetic, and part of the blood will go to your brain and then your brain all off sudden will feel great and will be ready to think. This can help in school by making the student think more and to be concentrated on their work and assessments.

The soccer match still didn't end there, that match can cause a boost up to someones brain (especially for the guy who scored). So now tell me, should students have more time to play out at their school or have less time? Now you know the answer to this obvious question. It is yes. And why should they have more recess? It's because having more time outside can improve a child's mental health as well as the child's physical health too. So they next time you have your TV time or your just bored and don't know what to do, call your friends and play outside and at school try and create a awareness that kids should get more time to play outside.

RF-109

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A claim is stated in the introduction in the form of a rhetorical question and answer (*The real question is should students have more recess? And the most obvious answer to this question is yes students should get more recess*), focused on the task, and consistently maintained throughout.
- A strong organizational structure synthesizes a variety of source ideas and presents them in two complementary arguments in support of the claim, the first arguing that more recess can improve a child's mental health, and the second arguing that more recess can improve physical health. The ideas are tightly connected within each paragraph and smoothly advance the argument.
- A skillful use of a variety of transitional strategies effectively connects ideas. A rhetorical question closes out the introduction (*But why should they?*), linking the claim to the body arguments that follow. In a similar fashion, the closing sentence in the first body paragraph (*But, mental health is not the only benefit that students can develop when they get extra recess at their schools*) forms a bridge to the coming paragraph.
- An effective introduction enhances the essay by using an original narrative to set up the topic and to draw the reader in. An equally effective conclusion bookends the narrative, ties up the argument with a recap of the two main points, and ends with a dual call to action.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes paraphrased source ideas and text details, combined with original writing in the form of rhetorical questions (*Who are these wonderful junior soccer players?; Sounds like a great future plan right?; And why should they have more recess?*), examples (*Just going out for a jog can make your mind...fresh and learn new things*), and analysis (*This can help in school by making the student think more and to be concentrated on their work and assessments*), which appropriately support the argument.
- Relevant evidence from multiple sources (S1, S2) is smoothly integrated and lends credibility to the argument.
- No obvious counterclaims are addressed.
- Appropriate citations are used (*According to the author Julie White; (the same author; Julie White); According to the text Rally for Recess; (Rally for Recess)*).

4 – Language – Above grade-level accomplishment demonstrated

- Precise, academic vocabulary is integrated throughout the response (*glossy; dribbling; gathers all the force; adreneline; SCORCHES; independent; distracted; charged up to work; hard situation; Visualize; exact opposite*) and strengthens and furthers ideas.
- Sentence structure is varied and complex (*When a child is doing partner work or any type of school work with another child, going outside can make the ready to think and charged up to work*), leading to a fluidity of ideas.
- A consistent command of the communication of ideas is demonstrated with relatively few errors overall.
- A thoughtful, academic, and persuasive tone and voice are maintained throughout and strengthen the overall argument.