

# B.E.S.T. Writing Anchor Sets

## Spring 2025 – Grade 6



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](mailto:Assessment@fldoe.org).

### Florida Anchor Key

Grade 6	EXP			Item #37691	Learning from Mistakes
Paper	P/S	D	L		Lithocode
A-1	1	1	1		770005325544
A-2	1	1	1		770004707475
A-3	1	1	2		68002641
A-4	2	2	1		770005296654
A-5	2	2	2		68001811
A-6	2	2	2		770005302065
A-7	2	2	2		770005250747
A-8	2	2	2		770005256821
A-9	3	3	3		770005400858
A-10	3	3	3		68002059
A-11	3	2	3		770005302224
A-12	3	3	3		770004737690
A-13	3	3	3		770005274109
A-14	4	4	4		770004710839
A-15	4	4	4		68000028
A-16	4	4	4		770005356401

## Grade 06 Writing Q37691 EXP

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Write an expository essay about how students' attitudes about their mistakes affect learning.

1/1/1

mistakes is like learning from your action for what you did or what you have done. and promes people to not do it again mistakes help us learn. like it tell us what not to do and what to do. mistakes help us with are work it help are brain itput things inside are head.and so your can know what not to do and what to do.

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

- Central idea is vaguely apparent with extraneous ideas (*mistakes is like learning from your action; mistakes help us learn; mistakes help us; it help are brain; itput things inside are head*), demonstrating a lack of awareness of the task in the brief response.
- Little organizational structure is discernible within the response.
- Minimal transitions are present (*and; like it tell; and so*) in the brief sample of writing.
- No introduction or conclusion frames the ideas presented.
- Response is too brief to demonstrate knowledge of the purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- Lack of understanding of the topic and development is demonstrated.
- Lack of knowledge of elaboration is demonstrated with little attempt to expand ideas (*mistakes help us with are work it help are brain itput things inside are head*).
- Evidence from the sources is limited to simple nods to source-based ideas (*mistakes; learn; brain*).
- No citation is present.
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*for what you did or what you have done; what not to do and what to do (2x); itput things inside are head*).
- Sentence structure is confusing with a lack of punctuation and capitalization command, interrupting the fluidity of the sentences (*and promes people to not do it again mistakes help us learn. like it tell us what not to do...*).
- A high density of errors in a variety of categories of standard English conventions (grammar, punctuation, capitalization, spelling) within a brief sample of writing demonstrates a lack of command of language skills.
- Tone and voice are minimally discernible in the brief sample of writing.
- Brevity with errors demonstrates a lack of command of language skills.

**Grade 06 Writing Q37691 EXP**

---

Write an expository essay about how students' attitudes about their mistakes affect learning.

**1/1/1**

the text states that kids who dose not care about school will alwys try and brush things under the bedand that if us kids always ignor yhe fact they will never improve.the kids that really try will leran and get ahead faster and that studens who pay close attention will be something in the future such as a sicientist and that the students should have a fixed mindset will create growth.when kids study and figure out whats going on they start to increse and they want to learn and when they study it helps them like the ansewers stick to thier brain.some kids start to embrace thire mistakes they made.and if a student changes thier mindset and they just need to think about what they did wrong and try agin.the text says that new activites can sharpen mind such as playing an insterument or playing chess can give a students braine a boost.did you guys know that our braines can store memories of the past.our braines have the skills to learn from the past error.and when you make a bold mistake you might learn faster

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

- While on topic, the central idea is not defined, demonstrating a lack of awareness of the task.
- Little organizational structure is discernible within the response. Ideas flow one to another with no structure upon which to build.
- Few transitions (*and, such as; when*) are present, providing basic attempts to connect the ideas.
- A general text reference (*the text states that kids who...*), but somewhat disengaged from the task, begins the work. No introduction, nor conclusion, frames the flow of ideas.
- Overall, the minimal response demonstrates little knowledge of the purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- Lack of development is demonstrated in a somewhat brief sample of writing. The ideas listed are only loosely text based and do little to expand on the source evidence.
- Confusing extensions (*students who pay close attention will be something in the future such as a sicentist; students should have a fixed mindset will create growth*) attempt to expand text-based ideas.
- Evidence from the sources is vague and limited (*ignor; leran and get ahead faster; embrace thire mistakes; braine a boost; store memories of the past*).
- No appropriate citations are demonstrated. An attempt is made (*the text states that kids who dose not care...*) that does not demonstrate 6<sup>th</sup> grade level proficiency.

**1 – Language** – Below grade-level performance demonstrated

- Word choice is vague and unclear (*when kids study and figure out whats going on they start to increse; when you make a bold mistake you might learn faster*).
- Sentence structure is somewhat confusing, running one idea into the next.
- The density and variety of errors (end punctuation, capitalization, spelling) within a relatively brief sample of writing demonstrate a lack of command of standard English conventions.
- Tone and voice are minimally discernible in the limited writing sample.

**Grade 6 Writing Q37691 EXP**

Write an expository essay about how student's attitudes about their mistakes affect learning.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**1/1/2**

Mistakes can affect the way you perceive learning. When you make a mistake, you quickly try to fix it. Occasionally, you may assume that you can forget about a mistake. That is incorrect.

When you make a mistake, your brain stores it in the cerebral cortex. (Where memories are stored) and keeps it in mind so it can't happen often.

People who make room for mistakes and improvement have a higher success rate. People didn't, had a harder time learning a subject.

**RF-13**

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

- The central idea is in the first sentence (*Mistakes can affect the way you perceive learning*).
- Little organizational structure beyond the loosely held together, minimal paragraphs is presented.
- Limited transitions (*When; Where; and; so*) attempt to connect ideas in a brief sample of writing.
- The introduction consists of the single sentence with the central idea. No closing statement is present.
- Brevity is a factor in showing minimal knowledge of purpose, structure, and task.

**1 – Development** – Below grade-level performance demonstrated

- Lack of development of the topic is shown. Three ideas (*When you make a mistake,...try to fix it; When you make a mistake, your brain stores it...; People who make room for mistakes...have a higher success rate*) are presented with little explanation or expansion.
- Elaboration is vague/confusing (*so it can't happen often; make room for mistakes*).
- Evidence consists of paraphrased material from the sources. Nods to the text (*forget about a mistake; brain stores it; make room*) are integrated ineffectively into the ideas.
- Brevity of the response makes it hard to demonstrate knowledge of elaboration, topic, or sources.

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

- Word choice is imprecise (*fix it; ...and keeps it in mind so it can't happen often*). There are glimmers of vocabulary (*perceive; cerebral cortex; Occasionally*) that attempt to elevate ideas but without much context of understanding.
- Sentence structure is somewhat controlled with simple structure (*That is incorrect*) mixed with attempts at more complex structure (*When you make a mistake, your brain stores it in the cerebral cortex. (Where memories are stored) and keeps it in mind so it can't happen often*).
- While somewhat grammatically accurate, despite spelling errors in the higher level vocabulary, the response is too brief to demonstrate grade-appropriate command of language skills.
- Tone and voice are inconsistent.



## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

2/2/1

How dose students` attiudes affect them in learning ?

Stundebts can be treakey , for instintesks it says in source one.

" People often brush them aside by saying, "I'll do better next time."

I know I did that befor bcauce ever time I came home with a bad grad I would say the same thing.

You have a choice,the secount thing he said was,"When you have a choice bewent an esay task and a challengnging one, say Deweck, you should always tacke a challengning." I know I touck a lote of challengning to be where I am now.

Sintist found somthing entresting, Faniy the atuhher said , " She found that when kides know it`s possible to increaase their intelligence, they do better in school."

Whow i did not that students do better increase in school. To me doing better in school means doing better in life.

The conclueshon is That is how attiudes affect in learing.

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

- The central idea is implied (*That is how attitudes affect in learning*) in the closing statement. It is loosely related to the prompt and insufficiently sustained in the body paragraphs.
- Organizational structure is present; however, the body paragraph ideas (*Stundebts can be treakey; You have a choice; Sintist found something entresting*) are disrupted due to limited advancement.
- Transitions (*for instintesks; the secount thing; Faniy*) follow each body paragraph topic sentence. Limited transitions (*bcauce;Whow; that*) internally attempt to connect ideas within the paragraphs.
- The introduction, which repeats the prompt in question form (*How dose students' attiudes affect them in learning?*), and the conclusion, which also closely resembles the prompt (*The conclueshon is That is how attiudes affect in learing*) are simplistic. However, a simple framework is presented to open and close the writing.

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

- Development of the central idea is partial, demonstrating an incomplete understanding by providing limited expansion and evidence.
- Elaboration attempts include limited, personal analysis of the ideas (*I know I did that befor...; I know I touck a lote of...; Whow i did not that students do better...*). The extension attempts are ineffective, not adding much beyond the source ideas (*To me doing better in school means doing better in life*).
- Evidence, consisting of a single piece of quoted source material in each body paragraph, is partially integrated. Limited explanations surrounding the source hinder the development.
- Appropriate grade-level citations are given in each of the three body paragraphs (*it says in source one; he said was,"When you have a choice..."*; *the atuhher said, "She found that when..."*).

## 1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*treakey; I touck a lote of challengning to be where I am now; i did not that students do better increase in school*).
- Sentence structure is somewhat confusing and minimally controlled throughout.
- A density of errors in multiple convention categories (spelling, punctuation, capitalization) demonstrates a lack of command in English conventions within the sample given. A severity of errors, especially in spelling (*Stundebts; treakey; instintesks; befor; bcauce; grad*), often obscures the meaning and fluidity.
- A personal tone and voice are interjected into the essay as the lone extension in each body paragraph. Relying heavily on this tone and voice is inconsistent to task and purpose.

**Grade 6 Writing Q37691 EXP**

Write an expository essay about how student's attitudes about their mistakes affect learning.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**2/2/2**

In the articles “Learning from Mistakes”, “All in Your Mind,” and “A Key to learning” each article is stating that it’s important to learn from your mistakes. One article states “our brains store past memories.” So if we remember a mistake that was made then it could help improve future attempts.

First, in the article “Learning from Mistakes” states that “people who pay close attention to their mistakes will most likely learn a task faster rather than people who ignore them.” This means, as long as you pay attention to your mistakes then you can learn from them.

Next, in the article “All in Your Mind” it states “The more you challenge your mind, the more your mind responds.” This is important because for you to get better you have to step out of your comfort zone.

Finally, in the article “A Key to learning” it states that “when people try a new activity, they are being bold because along the way they will probably make a mistake and thats okay because making mistakes is a way to learn faster.” So what the author is trying to say is, making mistakes is good and helpful.

With all this being said, peoples’ attitudes towards mistakes affect their learning outcome. So next time you make a mistake make sure to pay close attention to it so you can learn from it.

**RF-1**

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

- The central idea is stated in the introduction (... *it's important to learn from your mistakes*).
- Organizational structure attempts to advance ideas in a simplistic manner. The body paragraphs are structured around sources, of which the titles are all announced in the opening introduction and repeated in the opening sentence of each body paragraph.
- External transitions are simple (*First; Next; Finally*), and internal transitions connect the ideas within each paragraph (*This means; then; This is important because; So what the author is trying to say is*).
- The introduction consists of the listing of sources and a central idea. The conclusion repeats the prompt and gives a call to action (*So next time you make a mistake make sure to pay close attention...*).

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea (*as long as you pay attention to your mistakes then you can learn from them; making mistakes is good and helpful*); however, the attempts are relatively empty or restating the source material. Progress to extend the quoted material is hindered by limited original writing; thereby, the development relies heavily on the source.
- Evidence is related to the topic, but it is somewhat unsupportive. Quoted and paraphrased evidence serve as the central idea in each body paragraph with little development.
- Citations are in the form of source titles (*"Learning from Mistakes"; "All in Your Mind"; "A Key to learning"*).

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

- Vocabulary and word choice demonstrate a partial command of expression of ideas. Basic vocabulary mirrors the source material (*pay attention; step out of your comfort zone*). Imprecise wording (*good and helpful*) limits the extensions.
- Sentence structure provides language facility approaching grade level. A similar sentence structure is used in each body paragraph—transition, source title, then quoted material followed by a new sentence that briefly explains the quote, giving a formulaic, simplistic cadence.
- Partial command of standard English conventions is demonstrated with few errors in punctuation, capitalization, spelling, or grammar in the limited original writing and source quotes.
- Tone and voice do little to elevate the response.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

2/2/2

O My!! Did you know when you make a mistake, you are improving your learning and your brain? Well if you didn't know come read this essay... Quick!! How does student attitudes about their mistakes affect learning? Well, The mistakes are affecting the students learning, In a good way, its helping them to improve the work and the mind. My three reasons are... first, Mistakes helps us learn, Second, The more you use your brain, the stronger it gets, and Lastly, Focusing on what went wrong helps us learn, A new study shows.

To begin with, Mistakes helps us learn. So what they mean by that is like, when you get something wrong all the time you should be happy, not mad or angry. I get why your mad, because you did not get the question right and it's frustrating but still, At least when you get it wrong, you can still improve by asking questions that you dont know to get the question right. And you dont have to worry about getting mad, angry or frustrated by the question cuz you already got the answer to it. Mistakes helps us learn.

Secondly, The more you use your brain, the stronger it gets. What they mean by that is like when your in schoool and you just play around and sleep all class, your brain is not getting stronger, it's getting weaker. But when you are asking or answering questions and talking to the teacher. And playing sports and stuff like that, your brain is getting stronger. The more you use your brain, the stronger it gets.

Lastly, Focusing on what went wrong helps us learn. So what they mean by that like when you are doing like a quiz at school And you got some difficult questions to do, but most of them you know. So what im basically saying is the difficult questions that you dont know, you need to focus on them first. Just to get them out of the way and when your done with the quiz make sure you re-check the hard questions you did. Focusing on what went wrong helps us learn.

In this conclusion, We were talking about how atiitudes can affect students learning in a good way. We was talking about how mistakes thta students make, it helps them learn more. They talk about how your brain can get stronger. And a whole lot more. Hope yall liked this essay and im done.

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

- Central idea with a clarifier is given in the introduction (*the mistakes are affecting the students learning. In a good way, its helping them to improve...*).
- Repetitive organizational structure is presented with topic sentences given in the introduction (*...first Mistakes helps us learn, Second, The more you use your brain, the stronger it gets, and Lastly, Focusing on what went wrong...*), repeated in each body paragraph's topic sentence, and then again as a wrap-up sentence at the end of each body paragraph.
- External transitions (*To begin with; Secondly; Lastly; In this conclusion*) progress the ideas. While internal transitions (*so what they mean; At least; And; But when*) vary within the body paragraphs to connect original ideas to loosely related source material.
- An introductory hook (*O My!! Did you know...*) draws the reader in, followed by the central idea and a list of topics/reasons to be covered. The conclusion restates the central idea along with a brief restatement of topics presented.

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

- Development demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the central idea with text-based information (*Mistakes helps us learn; use your brain; difficult questions*); however, the development shows an incomplete understanding of the information (*you dont have to worry about getting mad,angry or frustrated; the difficult questions that you dont know, you need to focus on them first*).
- Evidence consists of nods (*Mistakes; brain; Focusing; talking to the teacher; playing sports*) to the text, which are partially integrated into the central idea of improving learning in a good way.
- An appropriate citation is not given. The body paragraphs have information found in the text but do not attribute the information to the sources.

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

- Word choice fluctuates between basic wording (*good; mad; stuff; hard*) to more descriptive vocabulary (*frustrated; weaker; difficult; re-check*), demonstrating a partial command of language expression.
- Reliance on simply constructed sentences that state the topics of each body paragraph, along with attempts at more complex sentences that are ineffective (*So what they mean by that like when you are doing like a quiz at school And you got some difficult questions to do, but most of them you know*), demonstrate a partially controlled language facility.
- A partial command of standard English conventions is demonstrated—some correct, others not. End punctuation and spelling are mostly correct. Contractions are correct in some places (*didn't; it's*) but lacking apostrophes in others (*your; dont; im; yall*). Some capitalization issues with random caps sprinkled throughout.
- Conversational tone and voice in parts (*what they mean by that is like; I get why your mad; frustrated by the question cuz you already got the answer to it; So what im basically saying*) detract from an appropriate academic tone and voice.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

2/2/2

"Why would you do that!", "But it was a mistake!". Even though mistakes get a bad reputation, they're actually very beneficial when it comes to an academic standpoint. Because we can always learn from our mistakes, which makes us better in general, but more importantly, it improves us academically.

First off, Mistakes are much better to learn from, than to brush off. It is said that "students who pay close attention to their mistakes actually do learn a task faster than kids who ignore them" (source 1 paragraph 1). Showing that it's better to learn from or fix your mistakes, than to just ignore them.

Secondly, trial and error is what allows us as humans to gain knowledge, being that paying attention to those errors allows us to fix them. It is said in source 3 paragraph 18 "Our brains store memories past blunders." Then in the next sentence it says "We then use those memories to improve how well we do in future attempts, a new study finds. Showing that mistakes aren't just little mess-ups, but something we can learn from.

Lastly, through trial and error we can succeed. In source 3 it talks about a study where people must hit a target, but there are little errors, which the subjects could rather ignore, or learn from. And in the end the subjects that learn from their errors, were more successful in the end. Which shows that if we learn from our mistakes, we can be more successful.

So in conclusion, if we just learn our mistakes we can improve ourselves academically, mentally, emotionally and physically. And that's it's better too learn from our mistakes than to ignore them. So remember, instead of brushing over mistakes, learn from them.

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

- Central idea (*we can always learn from our mistakes*) is found in the introduction.
- Basic organizational structure lays out three ways (*Mistakes are much better to learn from; trial and error...allows us...to gain knowledge; through trial and error we can succeed*) to learn.
- External transitions (*First off; Secondly; Lastly; So in conclusion*) move the paper from idea to idea. Within the body paragraphs, the transitions (*Showing that; than to; Then; but; And in the end; Which shows that if*) attempt to connect limited ideas.
- An introduction has a hook with a rhetorical question/answer (“*Why would you do that?*”, “*But it was a mistake!*”) leading to a central idea. The conclusion restates the claim, adding new information (*if we just learn our mistakes we can improve ourselves academically, mentally, emotionally and physically*). Some points of which are not addressed in the essay.

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

- Development demonstrates a partial, limited understanding of the topic.
- Limited elaboration relies heavily on the sources (*better to learn from or fix your mistakes, than to just ignore them; we can be more successful*). Glimmers of extensions (*mistakes aren’t just little mess-ups*) are somewhat ineffective; however, attempts are made to extend ideas with occasionally more pointed paraphrasing used to develop support.
- Evidence from the source is partially integrated and somewhat relevant in trying to advance the point in each body paragraph. A layering of evidence lends credibility to the ideas but is limited in its support.
- Appropriate citations are used throughout, identifying precisely the text evidence.

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

- Word choice is basic and frequently mirrors text phrasing. A few vocabulary words (*beneficial; academic standpoint; mess-ups; successful*) are stronger but do not move it beyond a partial expression of ideas.
- Sentence structure is varied, but limited, showing a partial control of grade-appropriate language facility.
- Standard English conventions are controlled and demonstrated with few errors in the various categories.
- The tone and voice attempts are inconsistent with a fluctuation between an academic and a simplistic tone.



**Grade 06 Writing Q37691 EXP**

---

Write an expository essay about how students' attitudes about their mistakes affect learning.

2/2/2

Students attitude can affect their learning for three reasons.

To begin with, Having a growth mindset after a mistake can make u learn better. In source two states that you should change how you think about it and give yourself room to grow. "im not good at it yet." This shows that u can learn better from your mistakes. From source three it talks about that The new data also shows that history determines whether our brain skills will learn from past errors when building new skills. Everybody knows that when learning new skills, we can use mistakes from the past to help us do better and understand more. If, you have a better mindset, then when its comes to you learning something new you can understand it better.

Second of all, Working hard on something helps your brain grow better. From source two its states that "Struggle is good." "Working hard at something really helps your brain grow. This explains that when u work good on something that could be challenging could help your brain grow. Also from source two it says there brains form stronger connections. These connections make them smarter. If, they make good connections, then there brains can grow and they can get really smart. Everybody knows that when u focus more you can get really smart.

Lastly, Memories how well we do in future attempts of things. From source three it says We use those memories to improve how well we do in future attempts. This means that better memorie can help prevent future mistakes. From source two it states that beng physically active can give your brain a boost. if, you give your brain a boost, then your memorie could be better. Everybody knows that having a brain boost can help you better in school and have better memorie.

Clearly, mistakes can affect there attitude about learning.

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

- Central idea (*Students attitude can affect their learning for three reasons; mistakes can affect there attitude about learning*) is implied in the simple introduction and conclusion.
- Organizational structure states the three reasons by a topic sentence in each body paragraph. The topic sentences lay out why learning is better/we do well with mistakes in a somewhat inconsistent manner tying back to student attitudes.
- External transitions (*To begin with; Second of all; Lastly; Clearly*), followed by a topic sentence, introduce each body paragraph. Internally, the transitions (*This shows; Everybody knows; If; then*) move the stated idea along in a similar way in each paragraph.
- While the introduction and conclusion are present, they are simplistic and ineffective in giving the essay a sense of completeness.

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

- Development gives a partial understanding of the topic.
- Elaboration attempts to extend the heavy source presence with brief restatements, as well as original thought after a similar wording (*Everybody knows...*).
- Cited source material that is relevant to the topic is layered in each body paragraph. Two pieces of evidence both restate (*Second of all, Working hard on something helps your brain grow better. From source two its states that 'Struggle is good.' 'Working hard at something really helps your brain grow*) and add (*Also from source two it says there brains form stronger connections. These connections make them smarter*) to the topic sentence of each paragraph.
- Appropriate citations are used throughout (*In source two; From source three*).

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

- Vocabulary is basic. Imprecise word choice (*help us do better and understand more*) demonstrates a partial expression of ideas.
- Sentence structure is somewhat varied within the body paragraphs but is similar among the paragraphs. The sentence structure is partially controlled with limited language facility.
- Standard English conventions are controlled and demonstrated with few errors in the various categories. Random missed capitalization (*To begin with, Having a growth...; In source two*) paired with appropriate capitalization at the start of a sentence is noted. Use of abbreviated spelling (*u*) is sometimes employed, while at other times the proper spelling (*you*) is utilized.
- A personal tone and voice are expressed consistently, and appropriately, throughout the paper.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

3/3/3

Everyone makes mistakes, it's unavoidable. Whether or not you can learn from them is what matters. Three pieces of evidence that show how students' attitudes about their mistakes affect learning are, having a fixed mindset, having a growth mindset, and knowing they can get smarter.

The first piece of evidence is a student having a fixed mindset. In "Noticing mistakes boosts learning" the author states "Students who have a fixed mindset tend to believe that they are born with a certain level of intelligence. They don't believe it can ever change." Showing that these kids might ignore their mistakes, or believe that since they got something wrong one time they won't get it right ever, and think that there's no point in trying to learn about that certain thing. This shows how having a fixed mindset might affect a students' learning.

The second piece of evidence is a student having a growth mindset. In "Noticing mistakes boosts learning" the author states "Students with a growth mindset, however, think they can get smarter through hard work." Showing that when these kids make a mistake they are more likely to try to fix it, or learn more about it so when they are faced with a similar problem they can avoid making the same mistake as last time. Therefore learning something new and getting smarter. Proving that having a growth mindset can affect a students' learning.

The final piece of evidence is a student knowing they can get smarter. The author of "All in Your Mind" states "We teach kids that every time they work on something hard and stick to it, their brain forms stronger connections. These connections can make them smarter." When student knows they can get smarter they try harder to learn and reach certain goals. They push themselves to be better and reach their full potential. They don't ignore their mistakes, they ask questions. They give themselves room to grow and learn. All of that proves that when a student know they can get smarter they try harder, which affects their learning.

In conclusion, three pieces of evidence that show how students' attitudes about their mistakes affect learning are, having a fixed mindset, having a growth mindset, and knowing they can get smarter. It's okay to make mistakes, just try to learn from them.

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

- Central idea (*Everyone makes mistakes,...Whether or not you can learn from them is what matters*) is stated in the introduction. Each body paragraph ends with a returned emphasis on students' learning, generally maintaining the central idea.
- Organizational structure is logical, yet simplistically stated (*Three pieces of evidence that show...*) in the introduction, and repeated as such in each body paragraph.
- Similar, basic topic sentences (*The first piece of evidence is...;The second piece of evidence is...; The final piece of evidence is...*) serve as transitions between body paragraph ideas. Varied internal transitions (*Showing that; or; and; This shows; Therefore; Proving; When; All of that proves; In conclusion*) progress the ideas within paragraphs, and a summary transitional sentence wraps up each body paragraph (*Proving that having a growth mindset can affect a students' learning*).
- Introduction starts with a relatable scenario and lays out the central idea and clear plan. The conclusion repeats the plan and briefly returns to the scenario from the introduction.

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration, extending each body paragraph idea, includes original writing, along with real life examples from classroom experiences (*When student knows they can get smarter...They push themselves to be better and reach their full potential...*).
- Each body paragraph includes a single, quoted piece of evidence, which is relevant to the topic sentence and integrated into the ideas.
- Evidence is appropriately cited with precise source titles (*In "Noticing mistakes boosts learning" the author states; The author of "All in Your Mind" states*).

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

- Vocabulary and word choice (*unavoidable; what matters; there's no point; faced with a similar problem; reach certain goals; reach their full potential*) demonstrate a clear expression of ideas, mixed with basic vocabulary.
- Overall, grade-appropriate sentence structure is utilized. There is a mixture of repetitive sentence structure, along with more varied use. The third body paragraph uses simple sentences for emphasis (*they try harder; They push themselves; They don't ignore; they ask questions; They give themselves*), before stating a transition (*All of that proves...*) to wrap up the point.
- Grade-appropriate command of conventions is demonstrated across the various categories.
- An academic tone and voice are appropriately used.

**Grade 6 Writing Q37691 EXP**

Write an expository essay about how student's attitudes about their mistakes affect learning.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

**3/3/3**

Students make many mistakes and have many attitudes towards them. Mistakes are things you may get wrong on tests, quizzes, homework, or just everyday life. Some people just ignore them, and others try to figure out what happened wrong. Students' attitudes about their mistakes affect learning by good attitudes helping to improve students' grades and bad ones bringing their grades down.

Good attitudes help make students' grades improve. Thinking about our mistakes is a good attitude. According to Alison Pearce Stevens, "when you face your mistakes and are ready to learn from them "Allison Master says, "then you can get better over time." (paragraph 8). If you think about your mistakes instead of ignoring them, you can do better next time. Then the next time your grades will be significantly better. In addition, our brains store memories of past blunders. We then use those memories to improve how well we do in the future attempts (Science News for Students, paragraph 18). If you think about your mistakes the first time you get them, you can remember them for the next time you get a question like the one you got wrong. Then, when you get a question like it, you could prevent the same mistake from happening again and get a better grade. Good attitudes help increase students' grades.

Bad attitudes, like ignoring mistakes, towards mistakes, will bring your grade down. "I knew there was only one right answer," Kayla told TFK, "and when I didn't get it, I felt discouraged (Zimbler, paragraph 9). If you ignore mistakes, you would feel bad about making mistakes again and again, like Kayla. Also, ignoring your mistakes, a negative attitude, will make your grade worse. Also, Stevens stated, but if you run away from your mistakes and try to ignore them, you'll never improve (paragraph 8). This means that if you ignore your mistakes, you'll keep getting things wrong and won't learn from it. And not learning from your mistakes will make your grade go down. Students' grades will go down if they have bad attitudes towards mistakes.

To sum up, student's attitudes about their mistakes affects learning by good attitudes improving grades, and bad ones decreasing students grades. Bad attitudes, like ignoring mistakes reduce your grade. However, good attitudes, like thinking about your mistakes improve grades. Students make mistakes all the time, but it is their attitude towards them that makes a difference.

**RF-2**

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

- The central idea (*Students' attitudes about their mistakes affect learning by...*) is stated in the introduction and focused on the task. The two-part structure flowing from the central idea (*by good attitudes...; and bad ones...*) helps to generally maintain the central idea.
- Organizational structure is logical and advances the central idea. The body paragraphs are organized around the two-part structure (*Good attitudes; Bad attitudes*).
- External transitions in the form of topic sentences define the presented ideas. Internal transitions (*Thinking about; If you think; instead of; If you ignore; like Kayla; Also; This means; And*) connect the ideas within paragraphs, advancing the central idea. Sentences at the end of each body paragraph summarize the idea presented.
- A sufficient introduction with an opening classroom scenario draws the reader in and sets forth the central idea and pathway. The conclusion restates the path and extends it somewhat (*Bad attitudes...reduce your grade; good attitudes...improve grades*). An ending with a similar rewording of the central idea contributes to the sense of completeness.

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

- Logical development demonstrates an understanding of the topic.
- Elaboration includes original thought to extend the source quotes (*If you ignore mistakes, you would feel bad about making mistakes again and again, like Kayla. Also, ignoring your mistakes, a negative attitude, will make your grade worse*). The use of original definitions (*Mistakes are things you may get wrong on tests...; Thinking about our mistakes is a good attitude*) develops the ideas adequately.
- Relevant, integrated evidence from the sources lends credibility to the central idea. Each body paragraph layers evidence from different sources to sharpen the ideas presented.
- Precise citations are provided (*According to Allison Pearce Stevens; paragraph 8; Science News for Students, paragraph 18; Zimbler, paragraph 9; Stevens stated; paragraph 8*).

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

- Word choice and vocabulary (*improve; significantly better; prevent; decreasing*) are appropriate and academic, demonstrating clear expression of ideas.
- A mixed use of simple sentences for topic ideas and wrap-up summaries along with more complex sentences (*If you think about your mistakes the first time you get them, you can remember them for next time you get a question like the one you got wrong*) demonstrates a variety of sentence structure. Grade-appropriate language facility is presented.
- Relatively few errors in standard English conventions demonstrate grade-level performance.
- Tone and voice are appropriate for the overall response. A tone utilizing familiar student interactions, overlaid with an academic nature, is employed to personalize the central idea.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

3/2/3

Did you know that ignoring mistakes is bad for learning? Studies have shown that people who learn from their mistakes gain more knowledge from that mistake. Good mindsets are needed to learn from your mistakes, there are many reasons why learning from those experiences help, and many studies show that learning from mistakes helps you in life. Growth mindsets are what you need for learning from your mistakes.

There are two mindsets a fixed mindset, and a growth mindset. A fixed mindset for example is when you're in school and you don't think you can learn anything. On the other hand, a growth mindset is when you're open to learning and you learn when you make mistakes. A lot of people just brush mistakes off and go on with their lives, but research shows that if you stop and think about it then you will learn from your mistake and you probably won't do it again. If you do brush it off then you will most likely make that same mistake because you have a fixed mindset. If you learn from your mistake then you have a growth mindset or willing to learn. Having a growth mindset is the way to go.

There are many reasons why learning from mistakes helps. First of all, you're probably not going to make the same mistake again. Secondly, it will help you with other problems similar to what you did wrong. The brain is like a muscle the more you use it the stronger it gets. The more you use your brain to solve problems, there is a higher of a chance for you to not make a mistake like that again, even if it's not the same mistake. Has anyone ever told you that if you were paying attention then you wouldn't have made that mistake? Because if your not paying attention to things such as teachers and even mistakes, then you will make mistakes because you weren't paying attention.

There have been many studies to prove that a growth mindset helps you to not make that mistake again. Psychologist Carol Dweck found that when kids know it's possible to increase their intelligence, they do better in school. And that mindset is a growth mindset so growth mindsets are good. Dweck also says that when you have the choice between an easy challenge and a hard one always choose the hard one. Studies have shown that being physically active, learning to play an instrument, and playing chess give your brain a boost which will help you learn.

Next time you make a mistake learn from it so you won't do it again. When ever you make a mistake don't be upset that you made that mistake be happy you learned from it. Get your brain stronger from solving mistakes.

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

- Central idea (*people who learn from their mistakes gain more knowledge*) with a logical organizational structure (*Good mindsets are needed; learning from those experiences help; studies show that learning from mistakes helps*) is presented in the introduction.
- Organizational structure advances logically with each body paragraph focusing on a particular idea (*mindsets; learning from mistakes helps; studies to prove that a growth mindset helps*).
- External transitions in the form of topic sentences begin each body paragraph. Varied internal transitions (*for example; On the other hand; just; but; and; If...because; First of all; Secondly; even if; such as*) advance the ideas within each paragraph.
- Sufficient introduction opens with a question, followed by the central idea and a preview of the organizational structure. The conclusion gives a sense of completeness with several calls to action (*Next time you make a mistake learn from it; don't be upset...be happy; Get your brain stronger*) loosely mirroring the direction in the introduction.

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

- Development follows a logical path, with an understanding of the topic and adequate expansion on each idea presented.
- Elaboration, in the form of examples (*A fixed mindset for example is when your in school and you don't think you can learn anything*), rhetorical questions (*Has anyone ever told you...*), and slight analysis (*so growth mindsets are good*) extends the ideas presented for each point, demonstrating understanding.
- Relevant text information (*A lot of people just brush mistakes off; The brain is like a muscle; Carol Dweck found that...; Dweck also says that...*) is woven into the exposition but is not referenced as source information.
- While evidence from the text gives credibility, the evidence is not appropriately cited. No specific citation, nor general reference with quotation marks, is presented. **With a specific citation, this response would receive a score of 3 in Development. Due to the lack of citation, the score for Development remains at a 2.**

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

- Clear expression of ideas is demonstrated through integration of clarifying word choice (*Did you know; open to learning; stop and think; higher of a chance*) and source-based vocabulary.
- Sentence structure is varied. Use of simple topic sentences and wrap-up sentences drive the ideas, while more complex sentences expand the ideas. Grade-appropriate language facility is demonstrated holistically.
- For the most part, standard English conventions are grade-appropriate. With attempts at more complex sentences, the comma usage varies in success. However, other conventions areas like end punctuation, capitalization, and spelling are demonstrated correctly with few errors.
- Tone and voice are consistently presented through a focus on the reader (*when your in school; you; If you learn from your mistake then you have a growth mindset or willing to learn*) and are appropriate to the task.



## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

3/3/3

Click! That's the sound of your brain knowing the correct answer. Lots of students all over the world overlook their mistakes or bad grades. Now they might think that it helps them do better next time just to not look. Actually that is wrong, you always want to be aware of your mistakes because that will help your brain grow and do better next time on an assignment or test. Attitudes about mistakes can affect learning in many ways like, overlooking mistakes can make learning hard, going through (looking over) mistakes can improve your brain power, and being aware of your mistakes can help for next time.

First, overlooking mistakes can make learning harder. In source 1 paragraph 1, "people often brush them aside by saying, 'I'll do better next time'". This shows me, that is not good to ignore them because then you don't learn anything from your mistakes. Pushing a test that you failed to the side is no help at all, what was the test for if you're not gonna go through it and correct yourself on what you did wrong. Also in source 1 paragraph 2, "people can ignore a mistake by simply pretending it never happened. This is not good for your learning, why do you think a teacher would give you a test they give you it to show you where you are right now. Ignoring it is not a good thing to do for your brain because then your brain is never going to know what it did wrong and maybe keep making the same mistake.

Second, going through (looking over) mistakes can improve your brain power (how well it learns). In source 2 paragraph 14, "when you make a mistake don't run away from it. Instead think about it and ask your teacher about it." This helps your brain to learn more information and next time your brain will be stronger to help you on a test or exam. This will increase your grades and your learning. Also in source 3 paragraph 18, "we pay attention to those errors, a new study shows. Our brains store memories of past blunders. We then use those memories to improve." That information tells me that looking at our previous mistakes will help us improve on the next time we try something similar to it.

Third, being aware of mistakes will help for next time. In source 2 paragraph 12, "she found that when kids know it is possible to increase their intelligence they do better in school." This tells me, that when kids know they can get better they will pay attention to what they got right and what they got wrong which will affect their learning. Being able to know that you can do better the kids' grades will rise up. In source 3 paragraph 21, "when those errors occurred in the same direction each time, they remembered them. With each new attempt, the test participants corrected their movements a bit." This shows me, since they noticed what they were doing wrong each time they corrected it and got closer. After many mistakes they would get a little closer which is good because after knowing what you did wrong you can fix it.

To sum it all up, your attitude about failing something or making a mistake on something can affect your learning a lot. Attitudes about mistakes can affect learning in many ways like, overlooking mistakes can make learning hard, going through (looking over) mistakes can improve your brain power, and being aware of your mistakes can help for next time. Now are you going to start taking control and looking at your mistakes. I definitely am!

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

- Central idea (*Attitudes about mistakes can affect learning in many ways*) is provided and generally maintained. Each body paragraph focuses on one way that learning is affected.
- Organization structure logically advances through three ideas (*Overlooking mistakes can make learning harder; going through ( looking over) mistakes can improve your brain power; being aware of mistakes will help*).
- Multiple transitional strategies like external (*First; Second; Third; To sum it all up*), paragraph topic sentences and connector transitions (*This shows; because; What was; Why do; This helps; Also*) within paragraphs advance ideas within and among the paragraphs.
- Sufficient introduction with a hook (*Click! That's the sound of your brain...*) and a scenario opens the essay, lays out the central idea, and gives direction. The conclusion restates the central idea and direction taken and adds a personal encouragement that aids in a sense of completeness.

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

- Logical development of ideas flows from the introduction through the three body paragraphs and to the conclusion, demonstrating an understanding of the topic.
- Elaboration consists of original writing extending the ideas through rhetorical techniques (*what was the test for if your not gonna go through it...; why do you think a teacher would give you a test...*) as well as extensions of the quoted source (*This helps your brain...and next time your brain will be stronger...; Being able to know that you can do better the kids grades will rise up*).
- Evidence is appropriately cited and integrated from multiple sources, lending credibility to the ideas (*In source 2, paragraph 14; Also in source 3 paragraph 18*). Each body paragraph layers evidence from the sources to develop the ideas adequately.
- Precise citations (*In source 1 paragraph 1; In source 2 paragraph 14; Also in source 3 paragraph 18; In source 2 paragraph 12; In source 3 paragraph 21*) are provided.

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

- Specific word choice (*correct; overlook; aware; brain power; increase; previous*) mixed with general vocabulary demonstrates an overall clear expression of ideas.
- Grade-appropriate language facility and sentence structure variety move the paper sufficiently.
- Overall, a command of standard English conventions is demonstrated. Errors in spelling (*there; asingment; ingore; thik*) do not deter from the correct use of punctuation, capitalization, and grammar shown.
- An academic tone and voice are projected appropriately and consistently.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

3/3/3

We have all made mistakes in the past. But peoples attitudes for making mistakes are different from one another. This attitude towards making mistakes is known as a mindset. There are two different mindsets, growth and fixed, and both can affect how you handle challenges. Growth mindset is when you think you can improve, while fixed mindset is when you think that you are born with something and can't improve. These mindsets can change your concept of paying attention to and fixing mistakes. This then causes a change in your learning and acedemic performance.

Paying attention to mistakes can be changed by the attitude of a student. Growth mindsets tend to pay more attention to mistakes. According to Source 1," This shows that these brains were paying attention to mistakes, Schroder says." This shows that children with a growth mindset are likely to pay more attention to their mistakes, and this can help them improve. For example, a student, who has a growth mindset, is more likely to pay attention to how they got question 7 on the math test wrong than someone with a fixed mindset. Fixed mindset, on the other hand, will likely ignore and not pay attention to their mistakes. As stated in Source 1,"In contrast,"those with fixed minset wanted to ignore their mistakes,"he says." This means that people with a fixed mindset won't likely pay attention to mistakes because they are not trying to see what their mistakes are at all. This attitude can decrease how they recognize errors and how to better understand them. Mindsets can greatly alter the ability to recognize problems.

Children's attitudes towards mistakes can change their way of fixing mistakes. People with a growth mindset may find it easier to fix their mistakes. Source 2 says,"She found that when kids know it's possible to increase their intelligence, they do better in school." This shows that growth mindset can help students perform higher academic achievments which then makes it easier to do problems that they had trouble with before. For example, someone who think thats they can improve their intelligence can then perform better at school and solve the mistakes they were making before. Unlike growth mindset, fixed mindsets will do the opposite effect. According to Source 1,"But if you run away from your mistakes and try to ignore them, you'll never improve." This mean that people with a fixed mindset are more likely to ignore their mistakes, and this can cause them to not improve and fix their mistakes. For example, a 4th grader, who has a fixed mindset and got a question on the test wrong, will likely get the same idea wrong on another test due to him ignoring the mistake he did. Student's attitudes for learning will affect how they solve problems in school and in the future.

Children's mindset on mistakes can change their learning entirely. Children with a growth mindset will likely have a better learning experience. According to Source 3,"They just may help you learn faster." This shows that mistakes can increase the rate of which you learn. This can help children with a growth mindset learn faster and have a better experience in school. Fixed mindset, however, will slow your learning. Source 3 states," We then use those memories to improve how well we do in future attempts, a new study finds." This shows that people who use their memories from their past to help solve the same mistakes are likely to get them correct or solve them. But people with a fixed mindset don't look at their past mistakes which slows their grasp of the concept and are likely to get it wrong again. Student's attitudes can greatly affect their overall learning.

In conclusion, student's mindset towards making mistakes can change how they recognize, fix, and learn from mistakes. A student's learning can be affected by their attitudes to mistakes for the better or for the worse. The acedemic performance of a child is dependent on their mindset for making mistakes. Both mindsets can alter the learning of a student. Making mistakes could be a fortune or a curse, depending on the student's mindset.

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

- Central idea is strengthened in the introduction through definitions and explanations before it is stated (*These mindsets can change your concept of paying attention to and fixing mistakes. This then causes a change in your learning and academic performance*). These points are generally maintained.
- Organizational structure follows a logical plan, with each idea leading to the next with the three body paragraphs focusing on one area (*Paying attention to mistakes; fixing mistakes; change their learning entirely*).
- Transitions are functional and connect ideas within and among paragraphs. Topic sentences begin and summary statements end each body paragraph. Within paragraphs, transitions are used in a formulaic structure (*This shows; and; For example; This means*) to expand the source information and advance the points (*on the other hand; Unlike unlgrowth...; This can...however; are likely...but*). These transitions help connect ideas through the various sub points.
- Sufficient introduction frames the various ideas along with a recapping conclusion. An overall connectedness and sense of completeness is demonstrated.

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

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration after each piece of evidence builds each point (*This means that people with a fixed mindset won't likely pay attention to mistakes because they are not trying to see what their mistakes are at all. This attitude can decrease how they recognize errors and how to better understand them*). Original examples (*a student; someone who think; people*) extend source ideas to appropriately support the central idea.
- Multiple references to the source(s) in each body paragraph lends the ideas credibility. The evidence is relevant to the topic presented, as well as integrated within the paragraph.
- Precise citations (*According to Source 1; As stated in Source 1; Source 2 says*) are appropriate to grade-level expectations.

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

- Integration of appropriate vocabulary and word choice demonstrates clear expression of ideas. The word choice highlights precise understanding when summarizing the various ideas (*Mindsets can greatly alter the ability to recognize problems; affect how they solve problems in school and in the future; attitudes can greatly affect their overall learning*).
- Sentence structure demonstrates grade-appropriate language facility. The repetitive structure, in parts, mixes with the more complex sentences used in the personal examples.
- Few errors are present in conventions; thereby, a grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice are generally appropriate for the overall academic setting.

## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

4/4/4

Imagine that you just finished a test, one you thought to be difficult and the following day, you receive the grade as a seventy five, but you are allowed to retake it. Now, you either notice your mistakes and correct them, or you push your mistakes away. If you did the first option, you got the higher grade. You had a good attitude and didn't beat yourself up for getting a bad grade, but instead improved it. Students' attitudes about their mistakes can and will affect their learning. Kids with a growth mindset often do better in school, children who pick harder over easy have more stronger brains than kids who don't, and finally kids with meta-learning history tend to understand mistakes.

To start off, kids with a growth mindset often do better in school. I bet you always had that one kid in school who studied at recess rather than played on the monkey bars or messed with the huge ant piles. That kid most likely had a higher grade. They were looking at their mistakes and calculated why they got them instead of forgetting them on the basketball court. According to source one, paragraph five, "The brains of children with a growth mindset showed much more activity." This goes to reveal that instead of rushing through like someone with a fixed mindset, someone with a growth mindset takes time to analyze what they are being asked. Take example people who finish a quiz last or have to finish it during lunch. Those people are taking more time into their grade. In the same source and paragraph, "This shows that these brains were paying attention to mistakes, Schroder says." That being said, kids that do pay attention have affected their learning in a good way. The kids that don't look closely have affected their learning in a bad way. Kids that have affected their learning in a good way are shown to process and focus more. They also might pick the challenging option.

Secondly, children who pick harder over easy have more stronger brains than kids who don't. Like going for the more difficult questions first. In the text of source two, paragraph thirteen it teaches that "Working hard at something really grows your brain." This evidence proves that you can exercise your brain into a bigger understanding. If you choose the harder option first, you can use it to answer the easier ones. A challenging question may not always be as hard as you think and you can really surprise yourself. This can also increase your mind about yourself. Even though you are already amazing, you can see yourself as brave and fearless. Not like fighting a dragon brave, but brave for fighting the challenges and doing the more harder questions. You may have also used meta-learning in your experience.

Last but clearly not least, kids with a history of meta-learning tend to understand mistakes. Meta-learning is when we recall mistakes from a previous time and then use them to a different problem. Like in math, you can get stuck on a question on a worksheet, but you look back to another question and why you got it wrong. This also matters in motor learning. You can see in source three paragraph twenty six the text exposes that "The surprise was that the other group-the one that had the opposite rotation in phase one-also improved." This indicates that even when something may be different, you can remember and apply. It can benefit your way of thinking too. You can realize the full potential of meta-learning from just one experience because you also realize that it's not the first time you used it! You probably have used meta learning without knowing. This happens a lot in math for me. I didn't even know what meta-learning was before. Even if a situation isn't the same as the last, there's always at least one similarity in the mix of differences.

In conclusion, the way students react to mistakes affects their learning. You've seen my evidence and my point and I hope you understand why it affects their learning. A growth mindset is always a learning mindset, it's able to take more in than push it out. A challenge is all it takes for you to understand the easy stuff. Errors can turn into a lesson if you choose the path of meta-learning and don't act like it's a joke. Students should take their grade and learning abilities seriously. They need a growth mindset, they need a harder situation, and they need to apply different problems to other ones. It can really boost their learning skills to the sky. You can try it too. You may not be a student but you might surprise yourself. It might just increase your circle of knowledge.

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

- Central idea (*Students' attitudes about their mistakes can and will affect their learning*) is stated in the introduction and consistently maintained.
- Organizational structure strengthens the response and advances the central idea. Each body paragraph presents an idea (*do better in school; children who pick harder over easy have more stronger brains; kids with a history of meta-learning tend to understand mistakes*) and moves to the next idea smoothly.
- External transitions (*To start off; Secondly; Last but clearly not least; In conclusion*) paired with topic sentences clearly present ideas, and internal transitions successfully connect those ideas within paragraphs (*rather than; and; This goes to reveal; like; Take example; also; Like going; If; This can also; Even though; Not like; but; This indicates*). Also, transitional sentences (*You may have also used meta-learning in your experience*) are provided at the end of the first two body paragraphs, skillfully moving the essay to the topic sentence in each subsequent paragraph.
- Effective introduction with an imagine scenario and conclusion that skillfully recaps the major ideas in a unique way frame the essay. A persuasive call to action for students, and non-students, ends the response with a satisfying conclusion.

**4 – Development** – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes descriptive scenarios of student experiences (*I bet you always had that one kid in school...; children who pick harder over easy...Like going for the more difficult questions first; Like in math, you can get stuck on a question...*) as well as deeper analysis of the source (*This indicates...you can remember and apply. It can benefit your way of thinking too. You can realize the full potential of meta-learning from just one experience because...*).
- Relevant, smoothly integrated evidence from all the sources adds credibility. A layering of selective evidence (*According to source one, paragraph five; In the same source and paragraph*) in the first body paragraph helps to build the idea while in other paragraphs a single source reference is employed.
- Appropriate precise citations are provided with specific source numbers.

**4 – Language** – Above grade-level accomplishment demonstrated

- Vocabulary is academic (*difficult; recess; calculated; reveal; brave; fearless; recall; potential; experience; similarity; seriously*) mixed with word choice that is conversational (*beat yourself up; messed with; rushing through; stuck on; take more in than push it out; a joke*), which strengthens and furthers ideas.
- Sentence structure skillfully advances and contributes to the overall fluidity of ideas.
- Consistent command of standard conventions is demonstrated. Accurate punctuation, along with correct spelling, in the complex sentences allows the ideas to flow uninterrupted.
- Tone and voice strengthen the overall argument. A broad awareness and authoritative tone add to the effectiveness.

## Grade 6 Writing Q37691 EXP



Write an expository essay about how student's attitudes about their mistakes affect learning.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources in your essay.

4/4/4

Swish! Swoosh, swish! This is the sound of a student making corrections to a newly graded test that he received from his teacher. However, the student has yet to ask his teacher about his mistakes or how he can fix them. When someone makes an error, do they ask what they did incorrectly, or simply ignore the problem and repeat their incorrect ways? This question relates to a serious issue, involving students' attitudes towards making a mistake and its affect of their learning, causing "growth" and "fixed" mindsets, smarter minds, and faster learning. Everything relies on the perspective of the student towards making errors.

First and foremost, students' attitudes towards making mistakes can cause them to develop "growth" and "fixed" mindsets. To begin, the word "growth" means an increase of something, where as "fixed" means to stay the same. According to the author of Source 1, "A mindset is a particular attitude about a situation." With these definitions in mind, it can be inferred that one with a "fixed" mindset would have an attitude that portrayed the belief that they had one level of intelligence that would never change. This person would most likely ignore their mistakes and their level of intelligence would remain the same. On the other hand, "Students with a "growth" mindset, however, think they can get smarter through hardwork. ("Noticing Mistakes Boosts Learning"). These students are more likely to reach new levels of intelligence by paying attention to errors, correcting them, then "bouncing back" afterwards. To add, as stated in Source 2, "When you make a mistake don't run away from it," she [Carol Dweck] says." In other words, one must realize and correct their mistakes to improve. Don't develop harmful mindsets that are hinderances to learning and growth.

Moving on, sometimes smarter minds are results of students' attitudes towards their mistakes. As stated in "All in Your Mind", "I knew there was only one correct answer," Kayla told TFK [TIME for kids]. And when I didn't get it, I felt discouraged." In this example, Kayla Thompson was in fifth grade, not enjoying her math class very much. However, Kayla began taking a class the next year and her perspective about mistakes has changed. The class taught that the brain is similar to a muscle. If the mind is used and exercised, it will be stronger and smarter than it was before. Based on the author of Source 2, "We teach kids that every time they work on something hard and stick to it, their brain forms stronger connections." When a topic or problem is harder and more difficult than normal, one might have to try more and push their brain to think on a higher level, causing it to strengthen. This action causes connections, meaning that a student's mind would have become more intelligent.

Last but not least, students' mindsets towards mistakes sometimes results in faster learning. The human brain can actually retain and remember errors from the past, so as not to repeat them. The author states in Source 2, "Mistakes help us learn." By remembering one's mistakes, they will know what not to do and will come up with a better alternative to replace their old habit. According to Source 3, participants had to use a cursor to guide a robotic arm in order to place a dot on a target. Although, "In some cases, the cursor moved a little more than the arm did. Other times, the cursor moved a little less." ("Mistakes: A Key to Learning"). Through all of their mistakes and mess-ups, the players "had save memories of their errors, now using them to make the proper corrections", based on Source 3. With all of the players' tries, their brain stored their mistakes so they wouldn't be repeated in order for someone to win the game. This method can also be utilized with students as well. Students with positive attitudes towards mistakes can try problems, equation, and complete activities. If they made any mistakes, the errors would be stored in the backs of their minds to prevent repetition. Without students making the same mistakes over and over again, they would learn quicker and be able to learn more.

To reiterate, many things come as results of students' attitudes toward their mistakes, including creations of "growth" and "fixed" mindsets, smarter minds, and quicker learning. The next time someone makes a mistake, they can maintain the same intelligence level, shut down and give up. and repeat their errors or try harder, want to become more intelligent, and learn more in less time. Either way, everything depends on one's attitude towards making mistakes.

RF-20

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

- Central idea is focused on the task and is consistently maintained throughout (*Everything relies on the perspective of the student towards making errors*).
- Organizational structure strengthens the response and allows for the advancement of the central idea. Three body paragraphs follow the direction (*mindsets; smarter minds; faster learning*) skillfully weaved in the introduction with a posed rhetorical question (*When someone makes an error, do they...repeat their incorrect ways? This question relates to a serious issue, involving students' attitudes...*).
- External transitions are functional (*First and foremost; Moving on; Last but not least; To reiterate*), and the internal transitions smoothly connect the ideas within each paragraph (*To begin; On the other hand; To add; In other words; In this example; However; This action; Although; This method*). A summary sentence (*Don't develop harmful mindsets that are hinderances to learning and growth*) in each paragraph succinctly closes out the presented idea before moving to the next.
- Effective introduction with an opening hook (*Swish! Swoosh, swish! This is the sound...*) and original scenario with a rhetorical question lead into a central idea and directional map for the essay. The conclusion enhances the structure by restating in a unique way the points covered.

**4 – Development** – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration builds the central idea by skillfully relating the view of a student to expand ideas (*In other words, one must realize and correct their mistakes to improve; When a topic or problem is harder and more difficult than normal, one might have to try more and push their brain to think on a higher level, causing it to strengthen*).
- Evidence is relevant and smoothly integrated from multiple sources. Layering of several pieces of quoted evidence in each body paragraph, along with synthesizing source-based material, adds to the understanding of the topic and the idea stressed.
- Several precise citations are provided (*Source 1; "Noticing Mistakes Boosts Learning" [Carol Dweck]; "All in Your Mind"; Source 2*). Also, synthesis of the text has a reference to the source (*According to Source 3, participants had to use a cursor to guide a robotic arm...*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*corrections; serious; perspective; increase; inferred; alternative; habit; repetition*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas. Sentences are purposeful and incorporate ideas in a complex manner (*These students are more likely to reach new levels of intelligence by paying attention to errors, correcting them, then "bouncing back" afterwards*).
- A consistent command of standard English conventions is demonstrated. Few errors in any category are presented.
- An academic and knowledgeable tone and voice strengthen the overall response.



## Grade 06 Writing Q37691 EXP

Write an expository essay about how students' attitudes about their mistakes affect learning.

4/4/4

"Do not be afraid, for mistakes are made. These errors can be, simply solved by thee. All it takes, to learn from mistakes, is a mindset of growth, and not a thought of loathe. Do not live to regret, something not worth a fret. Instead learn from it, use mistakes as a hint." Mistakes are oftentimes dreaded by whomever makes one, but they should actually be seen as a chance to grow. After all, mistakes can severely effect one's knowledge retained from learning. This is a case of Fixed vs. Growth mindset, and is seen on imeasurable occasions, such as research projects done like David Herzfeld's robotic arm test, in which the participant used a robotic arm to move a cursor across a screen. This study supported the idea that learning from mistakes will get you much further than veiwing them as harmful.

First and foremost, let us discuss what not to do when faced with mistakes. This is known as a fixed mindset, in which one is fixated upon the belief that their intelligence is of a certain value, and cannot be altered. According to Alison Pearce Stevens, "[The students] believe that they are born with a certain level of intelligence." This is not true, as you can always learn more and increase your intelligence. That is why the fixed mindset can prove detrimental and deteriorate your ego to the point where you render yourself completely useless and believe that you can learn no more. Research also states that people with fixed mindsets, "want to ignore their mistakes... if you run awa from your mistakes and try to ignore them, you'll never improve." This also shows how terrible for one's academic mind a fixed mindset can be, but explains how benign it can start. This reseach proves that these students likely tried their best, but were used to succeeding and the failure caused them to simply shut down. This failure is important, but a fixed mindset can make even the slightest mistake seem tragic. This mindset is proved time and time again to be the worst possible mindset for students.

Elaborating upon the aforementioned "good mindset", the growth mindset is just that, awesome in value. As stated by Hans Schroder, scripted into text by Alison Pearce Stevens in the article "Noticing mistakes boosts learning", "Children with growth mindsets were willing to engage their mistakes in order to correct them." This shows that a growth mindset can pose as a medium that increases a students future choices much more than the fixed mindset. The growth mindset allows students to see their mistakes infront of them, analyze them, and then learn from said mistakes. They can also absorb and retain much more of what they learn that way. In the expirement conducted by Hans Schroder, it was found that, "[when testing the area of a child's brain whence asked to answer a series of questions] A larger network of areas [than fixed mindset brain test results] responded... This shows that the brains were paying attention to mistakes." This proves again that the growth mindset is a more valubale trait in students than the fixed mindset. Learning from a mistake is the best thing for a student, meaning that the growth mindset is as well, as proved countless times.

Another study done to research the effects of both mindsets is the robotic arm test by David Herzfeld. In the study, the player simply had to move a cursor by using hidden a robotic hand. To truly test the participants, as Herzfeld says, "researchers could impose some challenges along the way. For instance, in one trial, participans had to move the robotic arm straight foward. But in some cases, the cursor moved a little more then the arm did." Herzfeld mentions that some people were easily able to account for this, by slightly changing their movements. These people are clearly those with a growth mindset, quickly recovering from their mistakes. But, those with a fixe mind set would mess up the first time, ignore it, then make the opposite mistake, leading them into a cycle of both extremes, never reaching their goal. Herzfeld explains that this is similar to playng a game of darts. He states, "The first dart you throw is a little too low... When you try to correct on your next throw, it lands high. You have over-corrected. By doing so, you have made a mistake in a different direction. If such mistakes happen over and over, your brain learns to ignore them, and it stops trying to correct for them." This is another case of a fixed mindset. The player keeps over-correcting their mistakes and, rather than try to accept and learn from them, they put themselves in a cycle of failure. If they had a growth mindset, they would learn from their original failures and accouunt for both to produce a product that places itself somewhere between both extremes.

I feel as though this has illustrated the power of a growth mindset quite well. As stated before, the growth mindset, superior, as proved by numerous studies such as David Herzfeld's robotic hand test, allows people to learn and recover from their mistakes, whereas the far inferior fixed mindset damages the students integrity and potential, and causes them to simply ignore any mistakes. I hope this resonates with whomever reads this, and serves as a call to action to switch to a growth mindset. Always remember, mistakes are what make us, and it is never too late to learn from them.

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

- Central idea (*Mistakes are oftentimes dreaded by whomever makes one, but they should actually be seen as a chance to grow*) is provided in the introduction and consistently maintained. Each body paragraph supports the central idea without repeating it directly.
- Organization structure strengthens the response by presenting two mindsets when facing mistakes (*let us discuss what not to do when faced with mistakes. This is known as a fixed mindset; Elaborating upon the aforementioned “good mindset”, the growth mindset is just that, awesome in value*), followed by a study done on the mindsets (*Another study done to research the effects of both mindsets is...*).
- Varied transitional strategies, including external transitions (*First and foremost; Elaborating upon; Another study*) and summary sentences that close off each topic (*This mindset is proved time and time again to be the worst possible mindset for students*), clearly progress the response between and among ideas. Internal connecting transitions (*This is known as; That is why; and; also; but*) smoothly move the ideas along, enhancing the overall progression.
- Effective introduction incorporates an original on-topic poem, the central idea, and the ideas to be covered. The conclusion provides a sense of completeness that reinforces the ideas in a unique way.

**4 – Development** – Above grade-level accomplishment demonstrated

- A thorough understanding of the topic is built through skillful development.
- Elaboration effectively extends ideas by use of rebuttals around text evidence (*This is not true...That is why the fixed mindset can prove detrimental...; This also shows how terrible for one’s academic mind a fixed mindset can be...*) as well as a bolstering of evidence through original thought (*This shows that a growth mindset can pose as a medium that increases a students future choices...; They also can absorb and retain much more of what they learn...*). With skillful paraphrasing, a higher understanding of the source material is shown, as well as linking ideas to enhance the central idea (*These people are clearly those with a growth mindset, quickly recovering from their mistakes*).
- Evidence is smoothly integrated. Layering of multiple pieces of evidence from different sources, or the same source, lends credibility to the ideas.
- Appropriate citations are provided (*According to Alison Pearce Stevens; As stated by Hans Schroder, scripted into text by Alison Pearce Stevens in the article “Noticing mistakes boosts learning”*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of higher academic vocabulary (*loathe; regret; fret; dreaded; immeasurable; altered; detrimental; deteriorate; ego; render; benign; tragic*) strengthens the expression of ideas, and descriptive word choice (*pose as a medium; learn from said mistakes; countless times; cycle of both extremes; cycle of failure*) skillfully enhances ideas.
- The fluidity of ideas is smooth, with sentence structure variety successfully presenting the various points (*If they had a growth mindset, they would learn from their original failures and account for both to produce a product that places itself somewhere between both extremes*).
- Communication of ideas is demonstrated by a consistent command of standard English conventions.
- Tone and voice are conveyed confidently by an authoritative viewpoint.