

B.E.S.T. Writing Anchor Sets

Spring 2026 – Grade 10



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/writing.stml>. For questions about this document, please contact Assessment@fldoe.org.

Florida Anchor Key

Grade 10	ARG			Item 37878	Social Media
Paper	P/S	D	L	Name	Lithocode
A-1	1	1	1		770005233957
A-2	1	1	1		770002090778
A-3	1	1	2		770002035060
A-4	2	2	2		770004667984
A-5	2	2	2		770002099041
A-6	2	2	2		770004665856
A-7	2	2	2		770004702467
A-8	2	2	2		770004709048
A-9	3	3	3		770004660874
A-10	3	3	3		770002053081
A-11	3	3	3		770002103624
A-12	3	3	3		770002063466
A-13	3	3	3		770004702340
A-14	4	4	4		770005289050
A-15	4	4	4		770002032046
A-16	4	4	4		770005268207

A-1

Grade 10 Writing ARG

Lithocode: 770005233957

Score: 1/1/1

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

I think social media could play a role in a person real-life opportunities depending on what the person watch's or listens to on social media cause sometime's social media could have you see or do some crazy stuff and i feel like if that continues to happen who knows how the world would be in the next couple of years. i feel like social media does kinda play a role in my life cause i play football and when i watch football training videos on social media, i do them and it helps me get better at my games. i think on social media u should be able to say what u want because if i cant say what i want to say without getting banned or or blocked from the app how am i going to be able to promote stuff or spread a word out for anything happening

A-1

Grade 10 Writing ARG

Lithocode: 770005233957

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

- A confusing position is stated (*I think social media could play a role in a person real-life opportunities depending on what the person watch's or listens to on social media cause sometime's social media could have you see or do some crazy stuff and i feel like if that continues to happen who knows how the world would be in the next couple of years*), demonstrating a lack of awareness of the task.
- Little discernible organizational structure is demonstrated.
- Limited transitions do little to connect the ideas (*cause; because*).
- An 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 lack of development is demonstrated.
- Elaboration consists of confusing attempts to support ideas (*i play football and when i watch football training videos on social media, i do them and it helps me get better at my games*).
- Evidence from sources is vague if not absent (*u should be able to say what u want; how am i going to be able to promote stuff or spread a word out for anything happening*).
- A counterclaim is not attempted.
- 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 and word choice are vague and unclear (*see or do some crazy stuff; does kinda play a role; promote stuff or spread a word out for anything happening*).
- Sentence structure is confusing and minimally controlled (run-on sentences).
- A density and variety of severe errors are present in usage (*watch's; sometime's*), punctuation, and capitalization (missing punctuation, pronoun *i*). These errors demonstrate a lack of command of standard English conventions. Errors rise to a level that impacts understanding.
- A casual tone and voice (*cause; kinda; u for you*) are inappropriate for an academic essay.
- Brevity with errors demonstrates a lack of command of language skills.

A-2

Grade 10 Writing ARG

Lithocode: 770002090778

Score: 1/1/1

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

should social media play a role in in a person real life oportunties ? i think social media offers alot of oportunties and i also think the media plat form can work against you. a reason being if you post something that other people dont agree with or they think you shouldnt say thats where it can work against. people can say harsh things to you and comment and it can overall change how some feel about. just based on what you just posted how you feel about something. and its impossible to hide stuff on social media because people can screenshot it

another reason is what you post to an social media plat forms cant be deleted so when its out there its out there . and the thing is that some post may not be the offensive but it may mess up a person decison to higher you . and i know that because in source 2 it states post far less offensive may not destroy a career but can play into a prospective employers hiring decison and cause considerable long term damage . so you have to look over what you post twice because it could cause you your job or opportunity. another reason social media can work against you it affects you for the long run meaning could have posted something when you where younger and when you apply for a collage or a job they can pull it up and maybe they dont agree with what you posted that can cause you attendance to that collage or job .

A-2

Grade 10 Writing ARG

Lithocode: 770002090778

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

- An ambiguous position is stated (*i think social media offers alot of opportunities and i also think the media plat form can work against you*) and minimally sustained.
- Little discernible organizational structure is demonstrated.
- Transitions minimally connect ideas (*a reason being; another reason; so when; and the thing is*).
- The introduction is minimal, and the conclusion is absent.

1 – Development – Below grade-level performance demonstrated

- A lack of development of the topic is demonstrated.
- Elaboration confusingly attempts to support ideas (*people can say harsh things to you and comment and it can overall change how some feel about. just based on what you just posted how you feel about something*).
- Counterclaims are absent other than a slight glimmer as part of the stated position (*offers alot of opportunities*).
- Citation is present with a nod to the source evidence (*in Source 2 it states post far less offensive may not destroy a career but can play into a prospective employers hiring decision*).

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear (*when its out there its out there; that can cause you attendance to that collage or job*).
- Sentence structure is simplistic and confusing.
- A lack of command of standard English conventions is demonstrated with a density and variety of severe errors present, often obscuring meaning (No caps; *person; cant; its; higher; cause you*).
- Tone and voice are casual.

A-3

Grade 10 Writing ARG

Lithocode: 770002035060

Score: 1/1/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media should play a role in a person's real life opportunities because they could find things out online. The only way it couldn't help you is if your putting something bad out on social media which could cause those opportunities to go away. If your with your friends and they post something with you in it doing something bad, then you could lose the chances good things to happen to you.

Social media may play a big role or a small role to you. In this case it plays a pretty big role. You could lose your job, not be able to get in to the college you might want to go to, or even get kicked out of school for some things you can post on social media. So you should always watch how you use your social media depending on how you use it.

Still today they look back on people with tweets that were made years ago. There are a ton of celebrities in todays world that post things that nobody needs to know. Sometimes there may be one picture here and there that may go viral or may be trending. It still doesn't make it right to post dumb things to get you in trouble in the long run.

In conclusion, some people may post to get famous, or some may post to be funny and still get in trouble. You must watch what you post.

A-3

Grade 10 Writing ARG

Lithocode: 770002035060

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

- An ambiguous position is provided (*Social media should play a role in a person's real life opportunities because they could find things out online*) that demonstrates minimal awareness of the task.
- Little discernible organizational structure is demonstrated.
- Transitions provide minimal attempts to connect ideas (*If your; then; In this case; So you; Still today*).
- The introduction and conclusion provide a slight framework to the response, but little focus is demonstrated overall.

1 – Development – Below grade-level performance demonstrated

- A lack of development of the topic is demonstrated.
- Elaboration includes extraneous ideas that minimally support the argument (*There are a ton of celebrities in todays world that post things that nobody needs to know. Sometimes there may be one picture here and there that may go viral or may be trending*).
- Evidence from sources is vague (*You could lose your job, not be able to get in to college you might want to go to*).
- Appropriate citation is not provided.
- Counterclaims are not obviously addressed since the claim is difficult to pinpoint.

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

- Vocabulary and word choice are imprecise (*find things out online; putting something bad out; pretty big role*).
- Sentence structure is partially controlled.
- Minor errors are present in usage, demonstrating a partial command of standard English conventions (*help you if your; If your with; good things to happen to you*) and punctuation (missing commas; *today's*).
- Tone and voice are inconsistent.

A-4

Grade 10 Writing ARG

Lithocode: 770004667984

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

In today's world social media is a way for young adults to express themselves. Some post about events or even their personal life. Social media should play a role in a person's real life opportunities. This could have a good or bad effect on them in the future.

To begin with, social media could give people that do sports a chance to get known and get offers. For instance, source 3:paragraph 35 it states that, "young athletes need to have the ability to play well, but also churn out amazing content". Teenagers being able to post their accomplishments and skills can get them recognized and followed by recruiters and famous people. The videos and pictures that they post brings them the audience that they need to go on to the next level. Doing all of these thing helps not only make their own brand but a name for their selfs in the world.

Furthermore, social media can be another tool for colleges and jobs look at before accepting or rejecting you. They may look to get better insight on you because they have seen how good your playing skills and applications were. On the other hand, social media can have a negative impact on peoples life. For example, it states that in source 1: paragraph 9 it states that because of online materials "a college may learn about a potential problem from and outside source". This is why everything you do or say shouldn't be put out there.

In today's world social media can either make you or break you. Social media should play a role in a person's real life opportunities excpecially when dealing with sports and/or colleges. Posting things on the media can always help you in the future so it would be good for teenagers to watch what they post and share.

A-4

Grade 10 Writing ARG

Lithocode: 770004667984

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

- A position is stated (*Social media should play a role in a person's real life opportunities. This could have a good or bad effect on them in the future*) that is insufficiently sustained within the task.
- The organizational structure is repetitive, disrupting advancement of ideas. Supporting ideas are grouped around social media and its ability to influence sports opportunities and job or college acceptance.
- Basic external transitions are used to order paragraphs (*To begin with; Furthermore*), and internal transitions attempt to connect some ideas (*For instance; not only; On the other hand; For example*).
- Introduction and conclusion are present but simplistic.

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

- Development demonstrates a partial and incomplete understanding.
- Ineffective elaborative techniques are demonstrated. Attempts to develop support rely heavily on source ideas with little extension (*The videos and pictures that they post brings them the audience that they need to go on to the next level*).
- Evidence from source is partially integrated but somewhat supports the point being made (*young athletes need to have the ability to play well, but also churn out amazing content*).
- One counterclaim is offered (*social media can have a negative impact on peoples life. For example, it states that in source 1: paragraph 9 it states that because of online materials "a college may learn about a potential problem from and outside source"*) but not refuted with evidence (*This is why everything you do or say shouldn't be put out there*).
- Although appropriate citations are present (*source 3:paragraph 35; source 1: paragraph 9*), this alone does not elevate the Development score.

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

- Vocabulary and word choice are basic (*good or bad effect; seen how good*), demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled. Limited variety and complexity are demonstrated, particularly in original sentences.
- Relatively few errors are present in standard English conventions (*all of these thing; their selfs; expecially*), with much of the language coming from the source.
- Tone and voice do little to enhance or detract from the overall Language score.

A-5

Grade 10 Writing ARG

Lithocode: 770002099041

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media should play a role in a person's real-life opportunities. It can help the get a person more opportunities and it can help admissions and employers sort out applicants.

Social media can cause a person to get more real life opportunities. As it says in source 3 "the video community helps these guys while they're in high school get that audience". As that can more create career and school opportunities for that young player. Social media help many companies to grow in source 3 it details "the rise of basketball-focused media companies like ballislife and overtime which have dedicated increasing resources to covering the high-school market..." This evidence shows that companies profit off of using social media. Social media can be used in many ways and in this way a person can get a job and even go to college

Social media can help college admissions and employers sort out applicants. Many high school students and job finders have a history or a problem that does not line up with the college or the job that they're looking for that should mean the employers or admin should not accept them so they would be no problems. In source 2 "one-third have disciplined or fired an employee for inappropriate content." Social media is like another layer for a background check. Many workplace misconducts could be avoided by a simple social media check. In source 1 "admissions officials also said they had occasionally rejected applicants or revoked their acceptances, because of online materials"

This can help colleges sort the good and the bad.

a counter is that thing that people did or said in the past or as a child on social media shouldn't hurt them now. Well this claim is supported by source "last week's media firestorm over incendiary tweets by a former Cleveland clinic resident wasn't the first time years-old post resulted in a career-destroying climax". It's easy to say that the person shouldn't post bad things but it's not that easy if someone did or said a bad thing it's smart for whoever is the boss is to fire or not accept them so the employee can't do it with the company. That's why many companies don't want to hire people that went to prison.

In conclusion all your real life opportunities is based on your life chooses. So if you choose to do something bad or good on social media it should affect your opportunities in life.

A-5

Grade 10 Writing ARG

Lithocode: 770002099041

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

- A position is taken (*Social media should play a role in a person's real-life opportunities. It can help the get a person more opportunities and it can help admissions and employers sort out applicants*) and insufficiently sustained within the task.
- The organizational structure is repetitive, disrupting the advancement of ideas.
- Transitions attempt to connect ideas with little variety (*As that; and in this way; Well this claim; So if*).
- The introduction and conclusion are brief, repetitive, and somewhat ineffective.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration ineffectively develops the argument with attempts to extend on source ideas (*This evidence shows that companies profit off of using social media. Social media can be used in many ways and in this way a person can get a job and even go to college; Social media is like another layer for a background check. Many workplace misconducts could be avoided by a simple social media check*).
- Evidence is partially integrated from multiple sources.
- Counterclaims are insufficiently addressed (*a counter is that thing that people did or said in the past or as a child on social media shouldn't hurt them now*).
- Evidence is appropriately cited (*As it says in source 3; In source 2*).

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

- Vocabulary and word choice are basic and imprecise (*post bad things; said a bad thing; if you choose to do some thing bad or good on social media it should affect your opportunities in life*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled.
- Inconsistent use of correct grammar, punctuation, capitalization, and spelling demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent.

A-6

Grade 10 Writing ARG

Lithocode: 770004665856

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Imagine, you're a job recruiter and you find the perfect person for the job with a good resume, you got curious and decide to check their social medias to see what they post and how they act on there, only to see that they are not what you thought they were, what would you do? would you still give them the job just because they have a perfect resume or would you not give them the job because of how they act on social media and show themselves in public?. Social media should play a role in a person's real life opportunities because its one way of finding someone true colors and also a way for someone to put themselves out there for opportunities.

To begin, social media should play a role in a person's real life opportunities because its one way of finding someone true colors. Example, in source 2 paragraph 20 stated that "according to the survey, and one-third have disciplined or fired an employee for inappropriate content." this shows that in social media some people show their true colors on how they talk and act, and what they post. Another example, might be in source 1 paragrage 9 were its says that "Admissions officials also said they had occasionally rejected aplicants, or revoked their acceptances, because of online materials." Again showing that what someone post and how they act on social media shows on their true self and behaviors. It also shows how you can find more about someone through social media.

Another reason why social media should play a role in a person's real life opportunities because its also a way for someone to show themselves out there for opportunities. example in source 3 paragraph 33 "The video community helps these guys while they're in high school get that audience,". Showing that social media is a way for people to their self out there and to seeks oportutiniies while they still young. Another example is in source 3 paragraph 41 where Roy Clarke stated that " Social media is all me endorsing myself getting myself out there,.....Everything we do on social media... I'm just trying to make myself seen. I want to show people what i can do. I'm thinking who is going to see this,who is going to see I'm most likely college -ready." This prove my point that social media is a way for people to show their self out for opportunities wether its for a job or school.

While some may argue that social media should not play a role in a person real life opportunities because its an invasion of privacy and that its private matters. Like in source 2 paragraph 17 "Young people might think posts and tweets can remain private." showing that people posting inappropriate content thinking its private and it won't ever get out but that's not the case because now theres many resources, also if you don't want your privacy to be invated don't post what you don't want others to see.

Lastly Social media should play a role in a person's real life opportunities because its one way of finding someone true colors and also a way for someone to put themselves out there for opportunities. Even if some may disagree its a invasion of privacy.

A-6

Grade 10 Writing ARG

Lithocode: 770004665856

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

- A position is taken (*Social media should play a role in a person's real life opportunities because its one way of finding someone true colors and also a way for someone to put themselves out there for opportunities*) and insufficiently sustained within the task.
- The organizational structure is repetitive with weakly formulaic body paragraphs, disrupting the advancement of ideas.
- Transitions attempt to connect ideas with a basic variety (*To begin; Example; Another example; Again showing; It also shows; Another reason, example; Even if*).
- A scenario introduces the topic, setting up the position and two supporting reasons. The conclusion ineffectively repeats those reasons and provides a nod back to the counterclaim.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration ineffectively attempts to develop the argument with basic extensions on source quotes (*this shows that in social media some people show their true colors on how they talk and act, and what they post; Again showing that what someone post and how they act on social media shows on their true self and behaviors. It also shows how you can find more about someone through social media*).
- Evidence from multiple sources is partially integrated.
- A counterclaim is insufficiently addressed (*While some may argue that social media should not play a role in a person real life opportunities because its an invasion of privacy and that its private matters*) with an attempt at rebuttal (*also if you don't want your privacy to be invated don't post what you don't want others to see*).
- Evidence is appropriately cited (*in source 2 paragraph 20 stated that*).

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

- Vocabulary and word choice are basic (*one way of finding; also a way*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled.
- Inconsistent use of correct grammar, punctuation, capitalization, and spelling demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent.

A-7

Grade 10 Writing ARG

Lithocode: 770004702467

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media should not play a role in a persons real life opportunitites. Because of social media, students can post things which can affect them in the future depending on how bad it is. Although we use social media to help us get bigger it can still impact us in a negative way.

To start off with, students can be applying to a school they have always been wanting to go to. Come to find out that once they apply, they immediately get rejected due to their online post. It may have been a post that is offensive, racist, or even inappropriate in general. This shows how much social media can affect individuals. According to the text *Tweets can haunt teens, young adults years later*, it states, "Cajigas, who teaches social media in the university's School of Communication, said her experience shows that teens and young adults commonly post things online that will come back to haunt them..." Everyone always post something that they think was not bad but in reality it might have affected a lot of people. This is something that can happen to everyone. Every student needs to be careful on what they post because it can affect their education or even jobs they might want in the future. Friends might even post something of someone as a joke but others can still take it the wrong way. Once an individual posts or tweets something that may not be as offensive, not only can it destroy their carreer, it can cause long term damage for upcoming job opportunitites.

On the other hand, others may say social media can help with real life opportunities, and even dream careers. Referring to the article *The Instagram Stars of High-School Basketball*, it mentions that "high school athletes, armed with their own cellphones, started posting clips of themselves and friends doing dunks and trick shots, and cobbling together their own highlight reels for youtube." It also states that "everything we do goes on social media... I'm just trying to make myself seen." The media can benefit others and help them get higher in their careers. However we cannot always rely on it. Even though someone became a rising star because of social media. The past will always find a way to come up to surface. For example, lets say a basketball player worked his way to the NBA because he posted clips of his basketball skills in highschool. He was doing so good until a post he made years ago gets attention. This post contained offensive and inappropriate words. Because of this, his career can be deeply impacted in a negative way. No matter how good we are doing, social media will find a way to ruin us.

To summarize, the media should not participate in an individuals real life opportunities. People can post things that is bad and they won't even know it. This can impact them and not in a good way. Some people may think that social media can provide us with plenty of oppurtunitites, but it still not as benefical as they think.

A-7

Grade 10 Writing ARG

Lithocode: 770004702467

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

- A position is provided but insufficiently sustained within the task (*Social media should not play a role in a persons real life opportunites*).
- The organizational structure is inconsistent. Ideas are grouped into two body paragraphs (one that attempts to support the claim and a second paragraph that attempts to counter it).
- Transitional strategies are basic and repetitive. Basic external transitions order paragraphs (*To start off with; On the other hand; To summarize*), and internal transitions attempt to connect ideas (*This shows; It also states; For example*).
- An introduction and conclusion are present but simplistic. Both state the position (restated in the conclusion) along with some general comments about what can happen as the result of using social media.

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

- Development demonstrates partial and incomplete understanding of the topic.
- Ineffective elaborative techniques are demonstrated. Attempts to extend ideas show limited understanding with repetitive extensions (*Every student needs to be careful on what they post because it can affect their education or even jobs they might want in the future*) and ineffective commentary (*This shows how much social media can affect individuals; The media can benefit others and help them get higher in their careers*).
- Source-derived evidence is partially integrated but unevenly supportive.
- A counterclaim is insufficiently addressed in the second body paragraph (*others may say social media can help with real life opportunities, and even dream careers*) but not rebutted with evidence (*The media can benefit others and help them get higher in their careers. However we cannot always rely on it*).
- Appropriate citations are present (*According to the text Tweets can haunt teens, young adults years later; Referring to the article The Instagram Stars of High-School Basketball*).

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

- Vocabulary and word choice are basic (*things; Everyone always post; doing so good; No matter how good we are doing; post things that is bad; and not in a good way*), demonstrating partial command of the expression of ideas.
- Sentence structure is partially controlled with some attempts at complexity (*Once an individual posts or tweets something that may not be as offensive, not only can it destroy their carreer, it can cause long term damage for upcoming job opportunites*).
- Inconsistent use of correct grammar (*post* for posts; *is* for are; *it* for it's), punctuation (missing apostrophes and commas) and spelling (*opportunites; carreer*) demonstrates a partial command of standard English conventions.
- Although tone and voice are approaching grade-appropriate, they do little to enhance or detract from the overall Language score.

A-8

Grade 10 Writing ARG

Lithocode: 770004709048

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

People post a lot of interesting things on social media and it can tell you a lot about the person. They can post their awards, experiments, art, and so much more. These things stand out to colleges and employers. People can tell their employers and colleges about their social media and they can go look at it. Also, people can stand out by these post. Now a day the best way for athletes to get their name out is by posting to social media. Social media can play an important role in someones life and should play a role in a persons real life opportunities.

To start, people can recomend social media post to employers or colleges, to show their achievments. It states "Sometimes prospective students themselves ask an admissions office to look at blogs or videos they have posted" (Singer 7). These post really make you stand out to an employer or college. Them seeing a persons name on a positive online post will make them think differently about the person and their chances of getting what they want go up a lot. Now yes, you could say that this is an invasion of privacy. It says "the idea that admissions officers would convertly nose around the social media post of prospective students seems more chilling" (Singer 3). But these post are good and can help people get into what they want. Social media post allow people to stand out more from the crowd.

Second, social media post are the best way for athletes to stand out now a day. It says "While they're all generally at the top of their game, Porter says that the most beloved players aren't determined by their ranking. There's some algorithm between their athleticism, personality, and impact on social media" (Lorenz 34). It use to be that skill was the only way a player could get their name out. But now players can aslo be a good creator for social media. Posting a cool clip during a game will make colleges interested in a player. It could be said that "the pressure to be perfect can be overwhelming" (Lorenz 42). But, players dont have to be perfect and they can find a balance between posting and real life. It will all be worth it when they are getting offers from several colleges.

To conclude, social media should defiently play a role in a person real life opportunities. People can stand out by telling employers or colleges to look at their social media post. It really makes the person stand out. Another reason is that athletes have a good way to get their name out. They can post too social media and gain the interst of colleges. Social media can help people in many ways and its an important part of people lives and needs to be considered in a persons real life opportunites.

A-8

Grade 10 Writing ARG

Lithocode: 770004709048

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

- A position is provided and somewhat sustained (*Social media can play an important role in someones life and should play a role in a persons real life opportunities*).
- The organizational structure follows two basic reasons from the introduction (*People can tell their employers and colleges about their social media ... people can stand out by these post; the best way for athletes to get their name out is by posting to social media*).
- Transitions attempt to connect ideas within and among paragraphs (*Also; To start; Now yes; But these; Second; It use to be*).
- The introduction provides a preview of supporting reasoning to set up the position, and the conclusion provides a repetitive recap of those same ideas (*People can stand out; It really makes the person stand out; athletes have a good way to get their name out*).

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to support the argument without going into much depth on either supporting reason (*These post really make you stand out to an employer or college. Them seeing a persons name on a positive online post will make them think differently about the person and their chances of getting what they want go up a lot*).
- Evidence from sources is partially integrated.
- Counterclaims are addressed in each body paragraph and partially rebutted (*Now yes, you could say that this is an invasion of privacy ... But these post are good and can help people get into what they want; It could be said that "the pressure to be perfect can be overwhelming" (Lorenz 42). But, players dont have to be perfect and they can find a balance between posting and real life. It will all be worth it when they are getting offers from several colleges*).
- Appropriate citation is provided (*Singer 7; Lorenz 34*).

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

- Vocabulary and word choice are basic (*interesting things; These things; Now a day; athletes have a good way to get their name out*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled.
- Inconsistent use of correct grammar (*these post; its*), punctuation (*someones life; a persons; dont*), capitalization, and spelling (*recomend; defiently*) demonstrates a partial command of standard English conventions.
- Tone and voice do little to add to or detract from the overall Language score.

A-9

Grade 10 Writing ARG

Lithocode: 770004660874

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media *should* play a role in a persons real life opportunities because it can reveal who they really are behind a screen. When you're behind a screen, there is no one to judge you in that moment since you're now also behind a username not completely revealing your identity. This can give a user the idea of having no consequences when they post something, which can quickly show who you are as a person.

Social media is a resource that college admissions and employers can use to find out the true ideology and morals that a person follows. When students submit applications to attend a university, they're trying their best to show that they're worthy of attending the school, although that means they're also hiding all the other things that could make them look bad. For instance, "Admissions officials also said they had occasionally rejected applicants, or revoked their acceptances, because of online materials" (Singer, 9). This comes to show that some students will have two completely different personalities; one that represents good morals to suck up to a college, and one that reveals who a person is when they think they're consequence free. In a company, an employee is now someone that represents the company. With that said, employers would not appreciate someone that expresses offensive behaviour online since other people, such as clients, can see and create an impression on who the company is. Because of this, "Half of all employers monitor employees' social media profiles, according to the survey, and one-third have disciplined or fired an employee for inappropriate content" (Ashworth, 20).

Social media can be used to express what someone is passionate about. There are some things that students don't have the ability to share in a college application, and this is where posting content can be a good thing. An example of this is told by Will Hummel, an admissions officer, "Last year, we watched some animation videos and we followed media stories about an applicant who was involved in a political cause," (Singer, 8). This student is now representing their love for animations and fighting for what they think is right. Another example of this is used in sports. Before social media was a thing, becoming the next NBA star would have taken much more work just to be recognised. Now players can post their skills online and get attention for it. "These clips spread like wildfire, amplified by the rise of basketball-focused media companies" (Lorenz, 32).

Some may say that someone who posted something offensive as a teen does not represent who they are today. Although this may be true, it does not excuse the fact that the person expressed inappropriate or offensive behaviour online with the idea of having no consequences. That person could very well hold those ideas inside without publicly expressing them because of known consequences. "I would think that the lesson is, don't post anything on Twitter you wouldn't say in a live interview" (Ashworth, 22).

As you can see, social media is a tool that should play a role in peoples real life opportunities because it can allow you to understand that what you do behind a screen represents what you believe and gives other people the impression on who you are.

A-9

Grade 10 Writing ARG

Lithocode: 770004660874

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

- A position is focused on the task and generally maintained throughout (*Social media should play a role in a persons real life opportunities because it can reveal who they really are behind a screen*).
- The organizational structure is logical, based on two ideas that provide focus for the stated position and allow for a sufficient advancement of the argument (*Social media is a resource that college admissions and employers can use to find out the true ideology and morals that a person follows; Social media can be used to express what someone is passionate about*).
- Purposeful transitional strategies, such as topic sentences, advance ideas logically (*Social media is a resource that college admissions and employers can use to find out the true ideology and morals that a person follows; Social media can be used to express what someone is passionate about*). Internal transitions connect ideas from one sentence to the next within paragraphs (*although that means; For instance; This comes to show; With that said; Because of this; Another example*).
- The introduction brings to light the sense that there are no consequences when posting behind a username, and the conclusion restates the importance that what others see on your posts is what represents you, contributing to a sense of completeness.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration extends ideas with focused reasoning and examples to support the argument (*This comes to show that some students will have two completely different personalities; one that represents good morals to suck up to a college, and one that reveals who a person is when they think they're consequence free*).
- Evidence from multiple sources is integrated and lends credibility to the argument.
- A counterclaim is addressed (*Some may say that someone who posted something offensive as a teen does not represent who they are today*) and rebutted with logic (*Although this may be true, it does not excuse the fact that the person expressed inappropriate or offensive behaviour online with the idea of having no consequences. That person could very well hold those ideas inside without publicly expressing them because of known consequences*).
- Evidence is appropriately cited (*Singer 7; Ashworth, 22*).

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

- Expression of ideas is clear with generally appropriate vocabulary for the task (*username; revealing; ideology; morals; worthy of attending; consequences; offensive*).
- Sentence structure is varied, demonstrating language facility (*As you can see, social media is a tool that should play a role in peoples real life opportunities because it can allow you to understand that what you do behind a screen represents what you believe and gives other people the impression on who you are*).
- Although there are a couple of minor spelling errors present (*inappropriate; behaviour*), grade appropriate command of standard English conventions is demonstrated.

- An academic tone is generally used throughout.

A-10

Grade 10 Writing ARG

Lithocode: 770002053081

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media is the foundation of our generation, children all around use it to share their thoughts, photos, and even videos, but all that turns against in the future and it could haunt adults throughout adulthood. Social media plays a negative role in education opportunities, it can also have a negative impact on job opportunities, but the platform can also have a positive role in a person's future. Social media should not play a role in a person's real-life opportunities.

Primarily, social media plays a negative role in educational opportunities. According to "They Loved Your G.P.A. Then They Saw Your Tweets" by Natasha Singer, "30 percent of the admissions officers said they had discovered information online that had negatively affected an applicant's prospects." These applicants were looked at in a negative way because of a post they made on an online platform in the past. Social media is being observed to learn more about applicants and this could ruin admissions and gets them rejected because of a post made in the past that should not be put against them in the process of applying to a college. Singer also states, "Admission officials also said they had occasionally rejected applicants, or revoked their acceptances, because of online materials." These officers set aside all the positive qualities and academic achievements the applicant made and focused on their online materials that don't relate to their academics at all. Officers all around the world are wrongfully rejecting these students because of the social media platform. Social media should not play a role in a person's academic opportunities.

Furthermore, Social media has a negative impact on job opportunities. For example, social media is being monitored by employers all around the world and that ruins an employee's whole job opportunity because of a tweet or post made in their teenager years. "Tweets can haunt teens, young adults years later" by Alan Ashworth states, "half of all employers monitor employees' social media profiles, according to the survey, and one-third have disciplined or fired an employee for inappropriate content." Employers are observing an employees online material and firing or rejecting their applications because of what they put online back in their teenage years. Employees should not be losing their jobs over something they have done in the past because these people are doing their jobs appropriately and employers don't have issues with them and social media should not be the thing that ruins that. Ashworth also says, "Posts far less offensive... may not destroy a career, but they can play into a prospective employer's hiring decision and cause considerable long-term damage. Posts on social media that are looked upon by employers can cause damage to a person's job opportunity or completely destroy the opportunity. This is not right and things that are put online by these people when they were still children should not be put against them and their futures because of social media. Employers should not discipline or fire an employee because of what they post or posted in the past online.

On the other hand, the platform can also have a positive role in someone's future. Social media can be observed in a positive way and could shape a person's brand and build their future. In "The Instagram Stars of High-School Basketball" by Taylor Lorenz, Lorenz states a quote from the president and founder of Ballislife, Matthew Rodriguez, "The video community helps these guys while they're in high school get that audience." Social media gives high-school athletes an audience and that helps build up their brand and that should be looked upon and should play a role in a person's life. This audience can help put people on a higher level and can bring them to success in their

role in a person's life. This audience can help put people on a higher level and can bring them to success in their future. Although, Alan Ashworth states, "teens and young adults commonly post things online that will come back to haunt them." Whatever these people are posting to their audience stays public forever and can always be put against them when they are down. These posts that are making these people popular could still be put in a negative way when monitored by officials because high-schoolers are not always thinking about what their posts can do to them in the future because all they are seeing at the time is how popular they are becoming because of the things they put online to the audience. Social media can always have a negative role on people's lives in the future.

Ultimately, social media should not play a role in a person's real-life opportunities. Posts made in the past by adults or students can haunt them forever and can ruin their job opportunities and school opportunities when it shouldn't even be monitored because what people post online usually is not something they would say or act on in real life.

A-10

Grade 10 Writing ARG

Lithocode: 770002053081

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

- A position is focused on the task and generally maintained throughout (*Social media should not play a role in a person's real-life opportunities*).
- The organizational structure is logical and allows for the advancement of the argument, sufficiently focusing on two main ideas in the body paragraphs (*Social media plays a negative role in education opportunities, it can also have a negative impact on job opportunities*).
- Purposeful transitional strategies connect ideas within and among paragraphs. Paragraphs begin with transitions (*Primarily; Furthermore; On the other hand*) that lead to topic sentences. Internal transitions create cohesion within paragraphs (*even; also; For example; This is; Although; Whatever*).
- A sufficient introduction succinctly explains the topic, previews the direction of the essay, and states a position about social media use in future opportunities. The conclusion concisely summarizes ideas, contributing to a sense of completeness.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration extends ideas with commentary to support the argument (*These officers set aside all the positive qualities and academic achievements the applicant made and focused on their online materials that don't relate to their academics at all*).
- Evidence integrated from multiple sources lends credibility to the argument.
- A counterclaim is addressed and refuted (*On the other hand, the platform can also have a positive role in someone's future; These posts that are making these people popular could still be put in a negative way when monitored by officials*).
- Evidence is appropriately cited (*Source 2; Source 3*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*foundation; adulthood; ruin admissions; wrongfully rejecting; discipline*).
- Sentence structure is varied, demonstrating grade-appropriate language facility (*Social media is the foundation of our generation, children all around use it to share their thoughts, photos, and even videos, but all that turns against in the future*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice are appropriate for the overall argument.

A-11

Grade 10 Writing ARG

Lithocode: 770002103624

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Whether you use social media or not, it has become a big part of many peoples' lives. Technology is becoming much more common and with that comes more exposure. Social media should play a role in a person's real-life opportunities because it helps people, such as potential employers, to see much more about a person and it allows people to build a brand around themselves or their idea much easier.

Information on social media is not private. Information that is on social media is "nearly impossible" to keep hidden from "prying eyes" (Source 2). These posts on social media are not very well hidden as a simple google search can provide an unexpected amount of information that people might think is hidden. This data that is found can be used in an application process such as applying to a college or to a job. A 2017 Harris Poll conducted for CareerBuilder found that "Nearly three-fourths of all employers" actively use social media in the screening process for candidates (Source 2). These employers might use this resource to find out more information about their applicants social lives to learn more about them. This allows the employers to use the application and the information found on social media to make a more informed decision that will benefit their company. Thus, social media platforms should play a role in a person's potential opportunities in life.

Building a brand around a product, service, or idea today is much easier than it was before social media was widely used. Before the use of platforms such as Twitter, Facebook, and Instagram, most sports player that are not in professional or college leagues "had no ability to reach a national audience" (Source 3). The lack of exposure these players experienced before social media became widely used greatly impacted their chances of being recognized by scouts. The ability to market a person's skills effectively through means such as social media platforms plays a huge role in how much exposure this person may get. One example of this can be seen with Chase Adams, a senior who plays for Marian Catholic High School (Source 3). Adams has "over 100,000 followers on instagram", has had videos go viral as early as seventh grade, and has National Basketball Association players following his social media (Source 3). Social media allowed Adams to market himself as a basketball player and gain notoriety as people with large followings decided to support him. Therefore, social media provides many benefits and should play an active role in a person's opportunities in life.

Social media may allow people to become famous with less effort or give employers more information, but is all this publicity good? People against the use of social media and its integration into the life of many may argue that this poses a threat to their privacy or makes application unfair. In the article "They Loved Your G.P.A Then They Saw Your Tweets", it mentions that most colleges "don't have formal policies" that limit how much information admission officers can use to make decisions. This means that an admissions officer that performs a google search on you and discovers information that may put your admission at stake, then you cannot do anything about it. Additionally, these colleges may not notify the applicant that they were rejected due to this information discovered through the use of social media. Though this may be the case, social media should still be involved in opportunities that may present themselves throughout your life.

Social media is a very difficult topic to discuss and debate about. It has many positive and negative aspects.

Social media should play a role in opportunities that may present themselves in a person's life because it may help an admissions officer or employer to discover information about a person that will help them in the vetting process, and it helps people build a brand around a product, service, or idea that they may have. Social media is very beneficial.

A-11

Grade 10 Writing ARG

Lithocode: 770002103624

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

- A position is taken and generally maintained throughout (*Social media should play a role in a person's real-life opportunities because it helps people, such as potential employers, to see much more about a person and it allows people to build a brand around themselves or their idea much easier*).
- The organizational structure is logical and follows the ideas outlined in the introduction. Body paragraphs focus on each supporting idea and include closing sentences to evenly advance the argument.
- Transitions purposefully connect ideas throughout (*These posts; and with that; This data; Thus; Before the use; One example; Therefore; Additionally; Though this may be the case*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction points out the inevitable widespread use of social media as well as the plan for the essay. The conclusion acknowledges complex opinions about social media use and restates the position.

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

- Logical development demonstrates understanding of topic.
- Adequate elaboration supports the argument with a combination of original writing, examples and paraphrase (*This allows the employers to use the application and the information found on social media to make a more informed decision that will benefit their company; Social media allowed Adams to market himself as a basketball player and gain notoriety as people with large followings decided to support him*).
- Evidence from multiple sources lends credibility to the argument.
- Counterclaims are addressed (*People against the use of social media and its integration in the life of many may argue that this poses a threat to their privacy or makes applications unfair*) and refuted using source ideas.
- Evidence is appropriately cited (*Source 2; Source 3*).

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

- Integration of appropriate vocabulary demonstrates clear expression of ideas (*exposure; social lives; informed decision; active role; publicity; stake; vetting*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Technology is becoming much more common and with that comes more exposure*).
- Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are academic and appropriate for the overall argument.

A-12

Grade 10 Writing ARG

Lithocode: 770002063466

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

You're finally in the job interview that you've been waiting for all your life. You were almost sure you would get the job, there was nothing holding you back. The employer shows you a post from your Instagram from years ago and tells you that you just can't work for them because of it. Whether people like it or not, social media can play a role in a person's real life experiences, but it definitely shouldn't. Social media can destroy one's plans for the future, and can affect the way they're treated in life.

To begin with, the role that social media plays in your life can negatively impact your job opportunities or a student's college applications. In "They Loved Your G.P.A. Then They Saw Your Tweets." by Natasha Singer, she points out that "30 percent of the admissions officers said they had discovered information online that had negatively affected an applicant's prospects." If a student makes a silly mistake one day, and decides to post something inappropriate, this could affect them for the rest of their life. Social media shouldn't be a way of determining how well a student is, or how well they will perform their duty. Alan Ashworth, in his article "Tweets can haunt teens, young adults years later", states that "Nearly three-fourths of all employers use social media to screen candidates," he also explains that "in 2006, only 11 percent of employers did so." This shows that not only is it much harder to get a good job or get into college, but now the number of employers checking social media is drastically higher, and this shows how unfair it is to the people/students looking to get into a good job/college.

In addition, not only is social media making it more difficult for us to have the opportunities that we want, but it can also affect how a person is treated. Besides treated unfairly during college admissions or job interviews, teachers at school or your boss at work might treat you unfairly too. Even when you need a huge opportunity-like getting into college basketball-social media can play a role that nobody wants it to play. In "The Instagram Stars of High-School Basketball" by Taylor Lorenz, he introduces a high school basketball player named Roy Clarke, and Matthew Rodriguez, founder of Ballislife. Lorenz states "the pressure to be perfect can be overwhelming... the current generation is held to almost impossible standards." Kids these days have to be extra conscientious about the things they say or do because it can be posted on social media, affecting their future career. Another quote in Lorenz's article is "When I was younger coming up, I didn't have social media, so I was able to make mistakes and say stupid things. Folks outside my state didn't see." This just further proves the way social media has changed and impacted us negatively. This justifies why it should not play a role in a person's opportunities in life.

On the other hand, while these good points were made, opposers may say that social media should play a role in a person's real life opportunities because it can, in some ways, help a person's career. For example, a singer can become famous through social media, like Justin Bieber. Bieber became famous through Youtube and has been booming in his career ever since. In Lorenz's article, Matthew Rodriguez states "The video community helps these guys while they're in high school get that audience," While this may be a good point, there is definitely a way to refute it. A singer, or basketball player, may have become famous thanks to social media, but it can ruin their career as well. Posts that the celebrities have posted before can negatively affect their career, just like it can negatively affect a student's chance of getting into college or a person's chance at getting a job they've always

wanted. Whether its a celebrity, or an average person, social media is always there, and anyone can find just about anything, and haunt someone with it, affecting their opportunities in life. Therefore, the way that social media can ruin a life trumps the positivities of it.

In conclusion, social media should definitely not play a role in a person's real life opportunities. Going old school should be how it's done, that way everyone has a fair chance. Social media can ruin one's plans for the future, and can negatively impact the way they're treated in life. A person should not be judged, or determined by a silly post on social media. They should be judged on their work ethic and how they want to prove themselves. Before social media was invented, people had to prove themselves without it. So therefore, that is how we should continue to make decisions regarding them.

A-12

Grade 10 Writing ARG

Lithocode: 770002063466

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

- A position is focused on the task and generally maintained throughout (*Whether people like it or not, social media can play a role in a person's real life experiences, but it definitely shouldn't*).
- The organizational structure is logical and advances the argument with clearly focused reasoning against social media playing a role in real-life opportunities (*negatively impact your job opportunities or a student's college applications; can also affect how a person is treated*).
- Transitions purposefully connect ideas within and among paragraphs (*To begin with; If a student; This shows that not only is it; but now the number; In addition, not only is social media making it more difficult ... but it can also; Besides; Even when; For example; While this may be a good point; just like it can negatively affect; Whether its; Therefore*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction provides an imaginary scenario about a past social media post costing someone a job, setting up the position and forecasting the main supporting ideas. The conclusion reiterates the position against social media use in future opportunities and encourages “old school” methods of making decisions about opportunities.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration expands ideas to appropriately support the argument throughout (*If a student makes a silly mistake one day, and decides to post something inappropriate, this could affect them the rest of their life; Kids these days have to be extra conscientious about the things they say or do because it can be posted on social media, affecting their future career*).
- Evidence from multiple sources lends credibility to the argument.
- A counterclaim is addressed (*opposers may say that social media should play a role in a person's real life opportunities because it can, in some ways, help a person's career*) and refuted (*A singer, or basketball player, may have become famous thanks to social media, but it can ruin their career as well*).
- Evidence is appropriately cited using source titles and author names.

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*nothing holding you back; destroy one's plans; perform their duty; drastically higher; extra conscientious; This justifies; work ethic*).
- Varied sentence structure demonstrates grade-appropriate language facility (*While this may be a good point, there is definitely a way to refute it; Posts that the celebrities have posted before can negatively affect their career, just like it can negatively affect a student's chance of getting into college or a person's chance at getting a job they've always wanted*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice are appropriate for the overall argument.

A-13

Grade 10 Writing ARG

Lithocode: 770004702340

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

Social media should definitely not play a role in a person's real life opportunities. Not only could it prevent them from achieving a successful life through getting into a great school or being hired by a job interviewer, but it could also cause harmful repercussions on the person if another finds a video or a tweet posted online offensive. The life of a person on social media should be left private, and that person should be judged on the actions they do and the words they say in real life not on an online platform.

For some seniors in high school, college is one of the first biggest achievements they can accomplish in their early adult life, and they may start joining clubs or work on improving their grades to seem more appealing in order to gain admission to the college of their choice. Despite these efforts, however, one look at a person's social media may be enough for colleges to revoke a student's admission. In a survey done by a Kaplan telephone questionnaire, 31 percent of 381 college admissions officers said that "they had occasionally rejected applicants, or revoked their acceptances, because of online material" (Singer, p. 9, 2013). Many students in high school have access to social media and use it regularly. The content that is posted on social media may be offensive to some, but what has to be realized is that the people who are saying or posting this content are 15,16, or 17 years old, and they are going through the process of growing and learning. By applying to college, they are trying to better themselves, and they should not be penalized for something that they said online as a young student. They should receive the opportunity to grow and learn from their mistakes.

The digital footprint that high schoolers leave behind doesn't just affect their likelihood of being admitted into college, but it can also impact their adult career. Julie Cajigas, the associate professor at the University of Akron says that "teens and young adults commonly post things online that will come back to haunt them" (Ashworth, p. 16, 2019). With nearly three fourths of employers screening potential candidates using social media, it's becoming increasingly common for what young adults have posted on social media as a teen to be the cause of the end of their career or be what prevents them from getting a job. Employers have even "disciplined or fired an employee" over posts that were considered "far less offensive" than others (Ashworth, p.19-20, 2019). Twitter tweets or Instagram posts have the power to destroy a career and decrease a person's chances at getting hired in the workplace. Since social media isn't the most trustworthy source to obtain information about someone, it should not be considered or be a true reflection of the interviewee in the hiring process.

From another perspective, some people may say that social media helps students in high school receive the popularity and the audience they need to achieve big life goals. In the case of Chase Adams, a 17 year old basketball player who has over 100,000 followers on Instagram, a viral video he made has gotten him "followed by NBA players he grew up admiring and local celebrities like the rapper G Herbo" (Lorenz, p. 37, 2018). Now, Adams has the opportunity to create his own brand and become successful. And while this is a beneficial view on social media, how a student is portrayed on videos or posts are much more likely to affect someone badly in real life. Matthew Rodriguez, the

president and founder of Ballislife, says that "the current generation [of students] is held to almost impossible standards"(Ashworth, p. 42, 2018). Even Adams admits that athletes who have gained a large base of followers have to watch what they say, what they post, how people record them, and they have to have a sense of caution whenever they are being recorded.

Using social media can both benefit students and unpleasantly disrupt their life. What is posted often reflects the mind of a teen who is developing and still learning, and they should be allowed the mistakes of their adolescence without being scrutinized for it years after. Instead, they should be given the opportunity to learn from those mistakes and grow into a better and kinder human being.

A-13

Grade 10 Writing ARG

Lithocode: 770004702340

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

- A position is focused on the task and generally maintained throughout (*Social media should definitely not play a role in a person's real life opportunities*).
- The organizational structure is logical and allows for advancement of the argument. Two ideas outlined in the introduction provide focus for the organization (posts could prevent students from getting into their choice of college and a digital footprint could impact careers).
- Purposeful and varied transitional strategies connect ideas within and among paragraphs. External strategies include topic sentences and transitional sentences between paragraphs to smoothly connect the ideas in each (*The digital footprint that high schoolers leave behind doesn't just affect their likelihood of being admitted into college, but it can also impact their adult career*). Internal transitions are varied (*Despite these efforts; And while this is beneficial on social media; Even; Instead*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction provides context by noting a few of the negative consequences that could happen if social media is used to decide a person's real-life opportunities. The conclusion states why social media should not be used to determine a student's future (*What is posted often reflects the mind of a teen who is developing and still learning, and they should be allowed the mistakes of their adolescence without being scrutinized for it years after*).

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration supports the argument appropriately with source evidence, examples, and thoughtful original writing (*Since social media isn't the most trustworthy source to obtain information about someone, it should not be considered or be a true reflection of the interviewee in the hiring process*).
- Relevant, smoothly integrated evidence from multiple sources lends credibility to the argument.
- A counterclaim is addressed (*...some people may say that social media helps students in high school receive the popularity and the audience they need to achieve big life goals*) and refuted with source ideas (*how a student is portrayed on videos or posts are much more likely to affect someone badly in real life. Matthew Rodriguez, the president and founder of Ballislife, says that "the current generation [of students] is held to almost impossible standards"*).
- Evidence is appropriately cited (*Singer, p. 9, 2013*).

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

- Integration of academic vocabulary demonstrates a clear expression of ideas (*repercussions; penalized; perspective; scrutinized*).
- Varied sentence structure demonstrates grade-appropriate language facility (*Not only could it prevent them from achieving a successful life through getting into a great school*

or being hired by a job interviewer, but it could also cause harmful repercussions on the person if another finds a video or a tweet posted online offensive).

- Grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice are appropriate for the overall argument.

A-14

Grade 10 Writing ARG

Lithocode: 770005289050

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

In the modern era, engaging in social media platforms has become the status quo. Contemporary debate revolves around how they should be used in everyday life. Despite its growing popularity, social media should not play a role in a person's real-life opportunities because it can unfairly rob one of their chances at success. It also give rise to legal issues as well as the overwhelming pressure to live up to infeasible standards.

To commence, social media should not play a role in an individual's real-life opportunities because it may indirectly condone the unjust actions of institutions like those of universities and workforces. Some students who are at the peak of adulthood, perhaps in their senior year in high school, and are aiming towards their next step in life may overlook the fact that their digital footprint may hinder their chances to succeed. They automatically assume that with all the work that college admissions officers have to do for each individual who applies, the schools do not put forth extra effort to execute a brief background check and scavenge a student's social media profile. The claim made by those students is not entirely accurate, especially seeing as "30 percent of the admission officers said they had discovered information online that had negatively affected an applicant's prospects" (Source 1). Upon first glance, 30 percent may not seem particularly worrisome, however, the source was published about a decade ago, and it can only be fair to presume that the percentage increased drastically. Thus, now more colleges than before inspect an applicants social media profile. In addition, the statement did not specify whether what the officers saw changed their judgement on potential candidates or not. As for whether decisions are made based on what they see on the media is a decision the institution have to make. But, Source 1 later on highlights that admissions officials admitted to have rejected applicants because of what they learned about them online. Overall, the way colleges and even employers use social media to gather information is unethical and unfair to those seeking opportunities for their future.

Moreover, the aforementioned cases of inconsistent and biased treatment that originates from the dependence on social media can also go hand in hand with underlying legal issues. According to Source 2, "one-third [of employers] have disciplined or fired an employee for inappropriate content. There are legal restrictions to the ations a company can take against employees who post online" Ashworth (2019). The concern that employers have regarding what their workers are up to outside of office hours is beyond understandable. Especially in cases like harassment, cyberbullying, illegal advertising and sponsoring. But at the same time, it is the employers that make the choice to become involved in the personal life of their workers, which is something they themselves can get condemned for. Obviously, disciplinary action can be avoided. The author of Source 2 advised that individuals should refrain from posting anything they would not say to anyone in a real-life scenario. The dangers of using social media to determine a person's place in life are simply too great, which is yet another reason why social media should not play determine a person's real life oppurtunities.

However, the other side of the coin reveals that social media paved the way for success in some populations. Namely, young athletes. Changes began to take place earlier this century for basketball players in America. The author of Source 3 revealed that, "Short-form video began to proliferate on social networks and more digitally native high-school athletes [...]" While they're all generally at the top of their game, Porter says that the most beloved players aren't determined by their ranking" Lorenz (2018). By poking holes in this philosophy, a person can find that this method used by basketball players might actually be shallow. It became less about the athlete's ability to perform in the sport and more about his or her ability to generate content. The superficial tendencies that is allowed by social media is one of the many factors for the surge in

mental health issues among teens. For one thing, there is now the pressure to live up to redundant expectations. Source 3 also mentions a young man named Chase Adams, who plays college basketball. By the words of Adams, "You're held on a higher pedestal with more followers [...] you have to keep your guard up and be careful what you do in everyday life." This new idea is bound to have detrimental consequences, impacting some more than others. Evidently, the best way to avoid internal and external conflict is by not utilizing social media to decipher a person's role in real-life.

In closing, maintaining the separation of one's online identity from their real-life personality is imperative for the well-being and good health of the community. The legalities, limitations, and unrealistic standards that are caused by the exploitation of social media is not a force to be reckoned with.

A-14

Grade 10 Writing ARG

Lithocode: 770005289050

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

- The position is focused on the task and consistently maintained throughout (*social media should not play a role in a person's real-life opportunities because it can unfairly rob one of their chances at success*).
- The organizational structure strengthens the response and allows for the advancement of the argument. Ideas progress from unethical treatment of those seeking opportunities to the potential legalities of using social media to make important decisions.
- Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion (*To commence; Moreover; Upon first glance; Overall; But at the same time; which is yet another reason*).
- An effective introduction and conclusion enhance the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes original writing combined with paraphrasing, text evidence, and examples appropriate to support the argument. Higher level thinking is demonstrated as support leans toward legal implications of using social media for the purposes mentioned, strengthening their argument (*...highlights that admissions officials admitted to have rejected applicants because of what they learned about them online. Overall, the way colleges and even employers use social media to gather information is unethical and unfair to those seeking opportunities for their future; the aforementioned cases of inconsistent and biased treatment that originates from the dependence on social media can also go hand in hand with underlying legal issues*).
- Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument throughout.
- Counterclaims are addressed in the last body paragraph (*However, the other side of the coin reveals that social media paved the way for success in some populations. Namely, young athletes*) and refuted with logic and source ideas (*this method used by basketball players might actually be shallow. It became less about the athlete's ability to perform in the sport and more about his or her ability to generate content; "You're held on a higher pedestal with more followers [...] you have to keep your guard up and be careful what you do in everyday life." This new idea is bound to have detrimental consequences, impacting some more than others*).
- Evidence is appropriately cited (*Source 1; Ashworth, 2019*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*infeasible standards; indirectly condone; unethical and unfair; aforementioned cases; superficial tendencies; imperative*).
- Sentence structure is skillfully varied and contributes to the fluidity of ideas.
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- An informed, confident, and academic tone and voice strengthen the overall argument.

A-15

Grade 10 Writing ARG

Lithocode: 770002032046

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

From the discovery of electricity to the first mobile phone, technology is something that has taken over the foundation of humanity. People rely on it constantly- turning on the lights, making a pot of coffee, posting about their cats. The introduction of social media opened a realm of possibilities. Through platforms such as Twitter or Snapchat, people are able to connect with others across the globe and share their life experiences. Thoughts and opinions can be openly shared and spread. Why should this be viewed as a bad thing? The posts students make in their teenage years should not be held against them in job interviews or college applications. Social media should not be used to determine the success and future of students; reviewing these posts is a waste of time and subjects students to unfair treatment over their past expressions.

Nearly every student has social media nowadays; it has become so normalized, in fact, that most modern smartphones come with platforms like Facebook preprogrammed. Reviewing every student's social medias would be a waste of time for colleges or employers. This is a point made by author Natasha Singer in the article "They Loved Your G.P.A. Then They Saw Your Tweets." Singer explains how most college officials simply do not have the time to review the media behind every student. "Most (officials) said their school received so many applications to review- with essays, recommendations, and, often, supplemental portfolios- that staff members wouldn't be able to do extra research online," (5). Considering a student's admissions to a university is a tedious, time-consuming process. Administrators must look over hundreds of individual essays, portfolios, et cetera. This alone is a system so taxing, it takes weeks upon weeks to complete. Adding the task of searching each individual social media platform and reviewing every digital footprint would be an excessive, unnecessary hassle. Additionally, with the outbreak of hundreds of social media platforms, finding and studying every post on every platform would be virtually impossible. University of Akron's associate professor Julie A. Cajigas, when interviewed by author Alan Ashworth, briefly covered the broadness of social media, and how every post is open to anyone's access. "You lose control of your statements once they are published on Twitter... Nothing that you have posted is ever private... and it lives forever," (18). Despite the "private" label on social media pages, the truth is, every post made on the internet is accessible. This should make it easier for these posts to be studied, right? Wrong. If anything, this makes the process harder. Reviewing the posts, both privatized and public, of each student on every social media platform someone has used throughout their lifetime (Instagram, Snapchat, Youtube, and TikTok, to name just a few) would be excessively taxing. To do this for every student they assessed, employers and administrators alike would be overwhelmed with posts and platforms, to a point where they wouldn't be able to review every application they received. Ultimately, the analysis of students' social media activity would be wasteful and unnecessary.

Alternatively, studying students' social medias is subjecting them to criticism that is unfair. Social media platforms have been around for just over a decade now, and the posts being made could be years old. The behavior and actions of children differ greatly from that of young adults- it goes without saying, people change as they age. "Material that the employer finds offensive may not be actionable. It might not even be offensive to most people," (Ashworth, 21). Exposure and knowledge of the world are both things that greatly influence people, and the statements and posts made in their adolescence may have been misinformed or immature. When reviewing someone's application to a college or a job, these things should not alter their overall results. If an official is directly speaking to a child, and the child says something unprofessional or silly, these statements are not going to be held against them in the future. Why should the appearance of these expressions change their impact? One way this tactic is used is in the reviewing of young athletes on social media. Kids might use social media to show off their skills and draw the attention of larger companies. But the audiences receiving this media tend to forget that the kids onscreen are just that- kids. This problem has become so evident that Matthew Rodriguez, founder of Ballislife (a basketball-centered media platform), even acknowledges the harsh treatment of aspiring athletes online. This is mentioned in an interview with Taylor Lorenz, author of "The Instagram Stars of High-School Basketball". "They're not afforded the excuse of being a kid anymore... When I was younger, coming up, I didn't have social media, so I was able to make mistakes and say stupid things. Folks outside my state didn't see it, (43). A teen athlete might have worked his entire life practicing to be a part of the NBA, but if he makes one statement that isn't perfect or professional, his training is for naught. By putting themselves out there, students are exposing themselves to a harsh world of criticism, where they have no choice but to grow up fast. They don't have the opportunity to be themselves or post things for fun on social media. Officials shouldn't deny students a potential of a successful career and future because they don't like the way they present themselves online.

Despite the former, some still believe that social media should be used in the determinations of a student's future success. They feel that using these platforms can be beneficial, and even nudge students in the right direction when it comes to college submissions. Again, the subject of student athletes is risen. Many aspiring athletes use platforms like Instagram or Youtube to showcase their skills in whatever sport they prefer. "Short-form video began to proliferate on social networks and more digitally native high-school athletes... started posting clips of themselves and friends doing dunks and trick shots..." (Lorenz, 32). Though this may be true, it does not change the fact that these videos can be viewed under the wrong light. The athletes are criticized and judged for their skills, and can be deemed as unprofessional. The benefits do not outweigh the risks in this case. Social media should not be a key factor in determining the success of students in job or college venues.

A-15

Grade 10 Writing ARG

Lithocode: 770002032046

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

- A position is focused on the task and consistently maintained throughout (*Social media should not be used to determine the success and future of students; reviewing these posts is a waste of time and subjects students to unfair treatment over their past expressions*).
- The organizational structure strengthens the response through tightly focused development in the body paragraphs that skillfully extend the arguments outlined in the introduction.
- Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion (*in fact; This alone; Adding the; Additionally; If anything; alike; to a point; When; If an; By putting; where they have*).
- An effective introduction sets up context for the topic and lays out a clear plan for the argument, and while a clear conclusion is not provided, the response ends with a counterclaim, rebuttal, and a restatement of the position.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration appropriately enhances the argument with skillfully developed analysis (*Administrators must look over hundreds of individual essays, portfolios, et cetera. This alone is a system so taxing, it takes weeks upon weeks to complete. Adding the task of searching each individual social media platform and reviewing every digital footprint would be an excessive, unnecessary hassle*).
- Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument throughout.
- Counterclaims are addressed and rebutted in the final paragraph (*Some still believe that social media should be used in the determinations of a student's future success*).
- Evidence is appropriately cited (*Ashworth, 21; 18*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*realm; life experiences; normalized; preprogrammed; excessively taxing; wasteful; subjecting; misinformed; naught; harsh world of criticism*).
- Sentence structure is skillfully varied and contributes to the fluidity of ideas (*Reviewing the posts, both privatized and public, of each student on every social media platform someone has used throughout their lifetime...would be excessively taxing*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- An academic tone and voice convey a consistent command of the topic, strengthening the overall response.

A-16

Grade 10 Writing ARG

Lithocode: 770005268207

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not social media should play a role in a person's real-life opportunities.

Response:

In modern society, communication around the world has never been easier, through social media. The unprecedented increase in the use of social media over time has resulted in information spreading faster than ever before, with the consequences following. Given that this information is so easy to access, its use has become highly scrutinized in several applications, such as in determining a person's opportunities. An individual's social media presence can very quickly show several aspects of their character, which is why several groups use it to determine decisions made in real life. Social media should play a role in a person's real-life opportunities because it allows members of society to build their brand and spread positive information about themselves, allows quick insights into a person's character to determine their suitability for an opportunity, and also encourages the development of mature world views and knowledge on the digital footprint.

To begin with, social media currently plays a massive role in allowing a person to publicize themselves. According to the source "The Instagram Stars of High-School Basketball," different types of social media, both mainstream and specific, can allow prospective basketball players to share their skill with the world and potential scouts (Lorenz 32). Taylor Lorenz describes in detail how media services like YouTube and Instagram, as well as activity-specific ones like Ballislife and Overtime allow these rising stars to create content of their sport and generate an online following. A premier example of this in action is Marian Catholic High School senior Chase Adams, who possesses over 100,000 followers on Instagram (Lorenz 36). The use of Instagram allowed Adams to spread content of his playing to the whole country, which likely opened up avenues and potential career paths in basketball for him later on. This rapid brand building is quite the paradigm shift from pre-social media publicity, as back then it was highly challenging to break through the local audiences to reach a wider range of viewers. Now, social media allows rising athletes to reach a larger number of people, including those scouts who allow them to obtain opportunities in higher levels of their sport. Another large benefit of social media is that it promotes individual endorsement. High school junior Roy Clarke notes, "Social media is all me endorsing myself, getting myself out there...I don't have to rely on a team to brand myself" (Lorenz 41). This statement truly demonstrates how social media increases opportunities for individual players, without them having to rely on others to be successful in the world. Social media allows potential future scouts for sports to see each individual player's characteristics and skills without much difficulty creating a scenario in which said scouts can better judge the players for opportunities. All in all, the use of social media in brand-building is a key factor of its importance in real-life opportunities.

Furthermore, social media can be used to discern a person's character and monitor their fit for a particular position in life. According to the source "Tweets Can Haunt Teens, Young Adults Years Later," posts made on social media tend to create a very visible digital footprint that almost never remains private (Ashworth 17). Certain aspects of social media usage tend to be visible to the public, and almost all of the remainder can be found through some simple research. Ashworth also discusses that the potential consequences of the aforementioned digital footprint may reach surprisingly far, particularly in finding opportunities in the workplace (Ashworth 19). Based on a 2017 Harris Poll, nearly three-fourths of all employers use social media to screen potential candidates (Ashworth 20). Given that social media allows nearly all of an individual's life to be posted and spread online, it follows that a person's social media trail can reveal much about their character traits. Due to this, social media quickly allows employers to discover potential positive and negative traits of their future hires or current workers that can motivate decisions about their employment. Particular, social media can help find potential inappropriate behaviors of employees, or past incidents that may cause a potential hire to become a bad candidate. The usage of social media in the workplace is key to finding good employees as it reveals so much about them as human beings. In addition, the source "They Loved Your G.P.A. Then They Saw Your Tweets," describes how this is used in the college admission process also. While many colleges don't openly admit to monitoring a potential student's digital footprint, says Natasha Singer, several do sporadically check on the applicant's posts to find any potentially negative content that may cause the applicant to become a poor choice for admission (4). Overall, because social media is so useful in discovering an individual's character, it logically follows that it should be used in determining if their traits are suitable for a given opportunity.

Some may argue that utilizing social media in a person's real-life opportunities provides insights into their character that may not be entirely correct. For example, Source 1 describes that the impulsiveness of most teenagers often leads them to make poor decisions involving social media that could have long-lasting consequences (Singer 3). However, the benefits of this far outweigh the potential costs of this monitoring. This screening of social media promotes students to become more skilled in managing their own digital footprint, which is a valuable skill for the future. Singer also notes that students in high school tend to grow more shrewd about their social media presence, often keeping negative information about themselves out of the public eye. This teaches the students about how to manage external information and keep a good digital footprint, which may help them in the future. In addition, social media's use in real-life opportunities encourages the development of a more mature mindset in teenagers. Source 3 notes the difficulties of posting content and garnering large groups of followers, namely the scrutiny that comes with fame (Lorenz 38). Chase Adams mentions the high level of scrutiny that he undergoes daily, with all the aspects of his life being monitored and curated for the public. Later on, Adams is likely to learn how to manage this public image and develop a stronger mindset about how to survive as an adult in the world. Both of these skills discussed aid greatly in the development of an individual, and social media ensures that students and adults both develop these skills and can achieve greater opportunities in the future.

In conclusion, social media's involvement in real-life opportunities is very important and should continue because it allows brand-building from potential position-seekers, allows insights into a person's character for employment and other screenings, and also promotes strong mindsets and teaches digital footprint management to aspiring opportunity-finders. It is absolutely key that social media continues to be integrated into real-life opportunities, as the quick spread of information can have several positive consequences and allow society to improve and develop as a whole. Perhaps in the future social media will be even further involved in life, and its benefits, too, can spread to all people.

A-16

Grade 10 Writing ARG

Lithocode: 770005268207

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

- A position is focused on the task and consistently maintained throughout (*Social media should play a role in a person's real-life opportunities because it allows members of society to build their brand and spread positive information about themselves, allows quick insights into a person's character to determine their suitability for an opportunity, and also encourages the development mature world views and knowledge on the digital footprint*).
- The organizational structure strengthens the response through a tightly focused, skillful plan of development, showcasing a clear command of the task from beginning to end. Supporting ideas are previewed in the introduction and provide the structure.
- Transitional strategies purposefully connect ideas within and among paragraphs. Each paragraph begins with basic transitions (*To begin with; Furthermore; In conclusion*) that lead into clear topic sentences. Varied internal transitions create cohesion (*as well as activity-specific ones; which likely opened up; Another large benefit of social media; the aforementioned digital footprint; Due to this; In addition; Overall; Both of these skills; as the quick spread of information*).
- An effective introduction sets up the topic, and the conclusion provides a sense of completeness, enhancing the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates thorough understanding of the topic.
- Elaboration conveys effective and thoughtful examples and analysis, layering original writing with selective evidence (*This rapid brand building is quite the paradigm shift from pre-social media publicity, as back then it was highly challenging to break through the local audiences to reach a wider range of viewers; Given that social media allows nearly all of an individual's life to be posted and spread online, it follows that a person's social media trail can reveal much about their character traits. Due to this, social media quickly allows employers to discover potential positive and negative traits of their future hires or current workers that can motivate decisions about their employment*).
- Selective, relevant evidence is smoothly integrated from multiple sources.
- Counterclaims are fully addressed and logically refuted using text evidence, reframing the concerns as a positive for the future and an opportunity for growth.
- Evidence is appropriately cited with article titles (*According to the source "The Instagram Stars of High-School Basketball,"*) and parenthetical references (*Lorenz 36*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*unprecedented; scrutinized; paradigm shift; potential consequences*).
- Skillful use of varied sentence structure contributes to fluidity of ideas. More complexity and variety in sentence control is demonstrated throughout.
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Only a few minor errors are present.

- Tone and voice demonstrate a thoughtful and academic command of the topic, strengthening the overall response.