

B.E.S.T. Writing Anchor Sets

Spring 2026 – Grade 4



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.stm>. For questions about this document, please contact Assessment@fldoe.org.

Florida Anchor Key

Grade 4	ARG			Item 37644	Bicycles
Paper	P/S	D	L	Name	Lithocode
A-1	1	1	1		47000166
A-2	1	1	1		47002430
A-3	1	1	1		770004767211
A-4	2	2	2		47001462
A-5	2	2	2		47000015
A-6	2	2	2		47002113
A-7	2	2	2		770004704385
A-8	2	2	2		770004705955
A-9	3	3	3		770004684762
A-10	3	2	3		770004680156
A-11	3	3	3		47002685
A-12	3	3	3		47002138
A-13	3	3	3		770005380598
A-14	4	4	4		770005348747
A-15	4	4	4		47001720
A-16	4	4	4		770004752265

A-1

Grade 4 Writing ARG

Lithocode: 47000166

Score: 1/1/1

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Yes i think you should. be more bike freindly Because if you don't own a car and you own a bike if your not bike freindly your bike will break and then you have to walk everywhere.

A-1

Grade 4 Writing ARG

Lithocode: 47000166

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

- A claim is present that is related to the prompt (*Yes i think you should. be more bike freindly*) but demonstrates little awareness of the task.
- No organizational structure is demonstrated.
- Minimal transitions are used (*Because; and; if*).
- Introduction and conclusion are absent.
- Response is too brief to demonstrate knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Both a lack of development and lack of understanding of the topic are demonstrated.
- Elaboration consists of ideas vaguely related to the topic of bike-friendliness (*if your not bike friendly your bike will break*), leading to confusion and demonstrating a lack of knowledge of elaborative techniques.
- Evidence from the sources is absent.
- Appropriate citations are lacking.
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear.
- Sentence structure is confusing as the response consists of a single run-on sentence.
- A density and variety of severe errors in punctuation, capitalization (*i; Because*), and usage(*your/you're*) demonstrates a below grade-level command of standard English conventions.
- Tone and voice are minimally discernible (*your bike will break and then you have to walk everywhere*).
- Brevity with errors demonstrates a lack of command of language skills.

A-2

Grade 4 Writing ARG

Lithocode: 47002430

Score: 1/1/1

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Im wirting an opinion essay abut making a Place for Bikes? I thike to rid a bike because it is fun to rid a bike and for people cannot get stuck in traffic. and with more people we need more bikes and with more bike less traffic. and with more cars you need to start it and you need to wast money for the cars and in bikes you Don't need to west money on it. And kids can go to shcool in a bike. And adults.to. and people can use bike. To go bike riding and you have helmt.

A-2

Grade 4 Writing ARG

Lithocode: 47002430

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

- A confusing claim is provided (*Im wirting an opinion essay abut making a Place for Bikes? I thike torid a bike because it is fun to rid a bike*), demonstrating lack of awareness of the task.
- No discernible organizational structure is present.
- Transitions are minimal (*because; and; for*).
- Both an introduction and a conclusion are absent.
- Brevity is a factor in demonstrating minimal knowledge of purpose, structure, and task.

1 – Development – Below grade-level performance demonstrated

- A lack of understanding of the topic is demonstrated.
- Elaboration consists of confusing ideas loosely based on information from the sources (*for people cannot get stuck in traffic; with more people we need more bikes and with more bike less traffic*), demonstrating lack of knowledge of elaborative techniques.
- Evidence from sources is confusing (*in bikes you Don't need to west money on it*).
- Appropriate citations are lacking.
- Brevity is a factor in demonstrating minimal knowledge of elaboration, topic, and task.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague, unclear, and confusing (*with more cars you need to start it and you need to wast money for the cars*).
- Sentence structure is confusing.
- A density and variety of severe errors in sentence formation, punctuation, and spelling demonstrates a lack of command of standard English conventions.
- Tone and voice are minimally discernible (*it is fun to rid a bike; And adults.to. and people can use bike. To go bike riding and you have helmt*).
- Brevity with errors demonstrates a lack of command of language skills.

A-3

Grade 4 Writing ARG

Lithocode: 770004767211

Score: 1/1/1

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

I think that Cities should become more bike-friendly.

My first reason is according to source one Bikes are cheap, small, and easy to park.

My second reason is that some cities build bike lanes The Netherlands is a country that loves bikes. There is a city in Denmark called Copenhagen that has five times as many bikes than cars. One time I tried to park my friend's bike and there were no spots.

A-3

Grade 4 Writing ARG

Lithocode: 770004767211

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

- A simple claim is given, relying on prompt language (*Cities shold become more bike-friendly*).
- A rudimentary organizational structure is seen in stating two reasons to support the claim.
- Transitional words and phrases are present (*I think that; My first reason; My second reason; and*) but the progression of ideas remains unclear.
- Introduction consists of a one-line claim, and no conclusion is given.
- Brevity is a factor in demonstrating minimal knowledge of purpose, structure, and task.

1 – Development – Below grade-level performance demonstrated

- A lack of understanding of the topic is demonstrated in the use of source material without meaningful connections or explanation.
- Elaboration consists of isolated source ideas that do not build to a coherent argument (*Bikes are cheap, small, and easy to park*).
- Evidence from the sources is present (*The Netherlands is a country that loves bikes*) but does little to support the claim.
- Evidence is appropriately cited (*according to source one*).
- Brevity is a factor in demonstrating minimal knowledge of elaboration, topic, or source.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are basic (*think; first; second; one time; no spots*).
- Sentence structure is simplistic and somewhat confusing (*My second reason is that some cities build bike lanes The Netherlands is a country that loves bikes*).
- A variety of errors are present in spelling (*shold; bulid; citie; Coperhagen; tryed*), capitalization (*Cities; denmark; one time*), punctuation (a missing period after *bike lanes*), usage (*as many bikes than/as cars*) and grammar (*there was/were no spots*).
- Tone and voice are minimally discernible, with a single instance of voice attempted (*one time I tried to park my friends bike and there was no spots*).
- Brevity with errors demonstrates a lack of command of language skills.

A-4

Grade 4 Writing ARG

Lithocode: 47001462

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

There is no contest everybody knows that Bikers need safe routes to travel on. Cities should become more bike-friendly in many reasons.

Bikers need safe routes to take a bike through the high speed roads. Source 2 says that bike lanes that use physical barriers such as curbs, cut the risk of accidents in half on high speed roads. Bikers need safe routes to take a bike through the high speed roads such as people do.

There are tons of benefits when biking. Source 3 says that cycling is an easy way to slice through busy traffic. Source 3 also says that Biking is good for the environment. Bikes don't create pollution like cars and buses do. Biking is a hero to the environment.

Those are some reasons why people think cities should become more bike friendly.

A-4

Grade 4 Writing ARG

Lithocode: 47001462

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

- A claim is provided that responds directly to the prompt (*Cities should become more bike-friendly*), but it is insufficiently sustained within the task.
- A simplistic organizational structure is present with two body paragraphs of grouped ideas (*Bikers need safe routes; benefits when biking*).
- Transitions attempt to connect ideas but with little variety (*everybody knows; such as; also; Those are some reasons why*). Topic sentences are used to begin the body paragraphs.
- A simplistic introduction and conclusion are present.

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

- Development demonstrates partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on sources and is repetitive (*Bikers need safe routes to travel on; Bikers need safe routes to take a bike through the high speed roads; Bikers need safe routes to take a bike through the high speed roads such as people do*).
- Evidence is partially integrated from two sources and generally supports the claim (*bike lanes that use physical barriers such as curbs, cut the risk of accidents in half*).
- Evidence is appropriately cited (*Source 2 says; Source 3 says; Source 3 also says*).

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

- Vocabulary and word choice are basic, demonstrating a partial command of expression of ideas.
- Sentence structure is simplistic and partially controlled (*There is no contest everybody knows that Bikers need safe routes to travel on*).
- Inconsistent use of correct sentence formation and usage (*Cities should become more bike-friendly in many reasons*) demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent with limited instances of voice attempted (*There is no contest everybody knows; Biking is a hero to the environment*).

A-5

Grade 4 Writing ARG

Lithocode: 47000015

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

In my opinion we should be aloud to have bike lanes and heres my resons why.

Frist reson why there arn't as many recks. Whitch is better for bikers and drivers. Because I don't know about you but I don't want people getting hurt at all.

Second reson why there is a lot less traffic. Thats really good because people who are coming home or going to work don't have to be stuck in traffic.

Lastly there is a lot less Pollution. And that's really good because I know I love Earth and my home and Pollution can destroy it all.

And to come to a conclushion I think we should have bike lanes. because it's less Pollution, not as many recks, the side walks are less croded, and last but lest there is less traffic.

A-5

Grade 4 Writing ARG

Lithocode: 47000015

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

- A claim loosely related to the prompt is stated in the introduction (*we should be aloud to have bike lanes*) but insufficiently sustained.
- The organizational structure is repetitive and simplistic, disrupting the advancement of ideas. Three brief body paragraphs each provide a reason to support bike lanes (*there arn't as many recks; there is a lot less trafic; there is a lot less Pollution*).
- Basic transitions attempt to connect ideas (*In my opinion; heres my resons why; Frist reson why; Because; Second reson why; because; Lastly; And to come to a conclushion; and last but lest*).
- A one-sentence introduction provides the claim, and a slightly more developed conclusion restates the claim and summarizes the argument.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration relies heavily on paraphrased text ideas. Original writing is present and partially develops ideas to extend the text and support the argument.
- Evidence is related to the topic but somewhat disconnected from supporting the claim as evidence is often unexplained (*we should be aloud to have bike lanes; there arn't as many recks*).
- Appropriate citations are lacking.

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

- Vocabulary and word choice are basic (*heres my resons why; many; better; I don't know; I don'twant; really good*), demonstrating a partial command of expression of ideas.
- Sentence structure is simplistic and partially controlled (*Whitch is better for bikers and drivers*).
- Inconsistent use of correct punctuation (*heres* for *here's*; *thats* for *that's*), spelling (*resons; Frist; arn't; recks; whitch; trafic; destoy; conclushion; croded; lest*), and usage (*aloud* for *allowed*) demonstrates a partial command of standard English conventions.
- Tone and voice are minimally discernible with a touch of personal voice that attempts to engage the reader (*I don't know about you but I don't want people getting hurt at all*).

A-6

Grade 4 Writing ARG

Lithocode: 47002113

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

In my opinion, I think cities should become more bike-friendly. If you think not then read this essay, I hope it will change your mind.

My first paragraph is about it is safer. It is safer because it has less traffic for accidents. (Source 1) For example, in Netherlands there is no traffic because there is almost no cars and buses. There is less accidents for cars to crash (Source 1) In addition, people on the sidewalk stay safe too.

My second paragraph is about less cars and buses. If there are less cars and buses that cause less pollution. (Source 3) For instance, in Netherlands there are less pollution than the United Sates. We will prevent air pollution. (Source 3) For example, in China there is a lot of fresh air.

In conclusion, I hope you like my essay and I think cities should be more bike-friendly.

A-6

Grade 4 Writing ARG

Lithocode: 47002113

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

- An on-task claim is stated (*I think cities should become more bike-friendly*) but insufficiently sustained throughout.
- A simplistic organizational structure is present with like ideas grouped into two body paragraphs (*My first paragraph is about it is safer. It is safer because it has less traffic for accidents; My second paragraph is about less cars and buses. If there are less cars and buses that cause less pollution*).
- Transitions attempt to connect ideas (*In my opinion; If you think not; My first paragraph; because; For example; In addition; My second paragraph; For instance; For example; In conclusion; and*).
- An introduction and conclusion are present but repetitive and simplistic.

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

- Development demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources and provides loosely related information that shows a misunderstanding of the text (*in Netherlands there are less pollution than the United States; For example, in China there is a lot of fresh air*).
- Evidence from sources is generally relevant and supportive of the argument (*it is safer; in Netherlands there is no traffic because there is almost no cars and buses. There is less accidents for cars to crash*), though only partially integrated.
- Evidence is appropriately cited (*Source 1; Source 3*).

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

- Vocabulary and word choice are basic, demonstrating a partial command of expression of ideas (*think; hope, safer; less; stay; because; a lot; like*).
- Sentence structure is simplistic (*My first paragraph is about it is safer; My second paragraph is about less cars and buses; In conclusion, I hope you like my essay*).
- Inconsistent use of correct grammar (subject/verb agreement errors: *there is/are almost no cars and buses; There is/are less accidents for cars to crash; in Netherlands there are/is less pollution*) and a plural error (*that cause/causes*) demonstrate a partial command of standard English conventions.
- Tone and voice are somewhat appropriate to the task, including both an academic tone (*My first paragraph is about it is safer. It is safer because it has less traffic*) and a personal voice to engage the reader (*If you think not then read this essay, I hope it will change your mind*).

A-7

Grade 4 Writing ARG

Lithocode: 770004704385

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Wooh,whooh thats the sound of bikes sooming down their own safe lane. Cities should become more bike freindly for many reasons read on to hear some of them.

To start off with, in cities theirs so much traffic so one of the reasons that cities should make more bike lanes is because instead of being stuck in all that traffic, if bikers had their own lane they could just soom right on by that traffic jam. Once i was going to a gymnastics meet and we had to cut through a city and we got cougth in a traffic jam and while waiting their I saw at least 5 bikers soom right by all the stuck cars in their own lane!

Lastly The more bike freindly the cities get the more bikers your going to get so if you make more bike lanes then more people are going to want to bike and if those people are new too biking they are going to need to buy the bike and or the helmet. When i first started to learn how to bike my dad and mom bought me my very first bike and my very first helmet.

In conclusion, traffic, and building more lanes getting more bikers, are just some of those many reasons that cities should become more bike freindly to all of those city bikers.

A-7

Grade 4 Writing ARG

Lithocode: 770004704385

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

- An on-task claim is stated in the introduction (*Cities should become more bike freindly*) bu tinsufficiently sustained.
- A simple organizational structure consists of two body paragraphs of grouped ideas. The first argues that more bike lanes mean less traffic and less traffic jams. The second body paragraph addresses the idea that as cities become more bike friendly, more people will become interested in biking, resulting in more people new to biking.
- Transitions with some variety attempt to connect ideas (*for many reasons; read on; To start off with; one of the reasons; because; Once; and; and while; Lastly; so if, then; and or; In conclusion; just some of those many reasons*).
- An introduction establishes interest in the topic and draws the reader in, while also foreshadowing the idea of bike lanes (*Wooh, whoo thats the sound of bikes sooming down their own safe lane*). A conclusion repeats the claim and summarizes the main points of the argument.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument with paraphrased source ideas (*The more bike freindly the cities get the more bikers your going to get*), original analysis (*if those people are new too biking they are going to need to buy the bike*) and personal anecdotes (*When i first started to learn how to bike my dad and mom bought me my very first bike and my very first helmet*). However, the attempts to extend the text are ineffective.
- Evidence in the form of paraphrased text (*if bikers had their own lane they could just soom right on by that traffic jam*) is somewhat supportive of the argument and partially integrated.
- Appropriate citations are lacking.

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

- Vocabulary and word choice are basic (*many reasons; so much; make more; i was going; I saw; going to want to bike; started to learn how*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled (*The more bike freindly the cities get the more bikers your going to get so if you make more bike lanes then more people are going to want to bike and if those people are new too biking they are going to need to buy the bike and or the helmet*).
- Inconsistent use of correct spelling (*sooming; freindly; cought*), punctuation (*thats; gymnastics/gymnastics'*; missing comma after *Lastly*), capitalization (*i*;

The) and usage (*theirs*/there's; *their*/there; *your*/you're; *too*/to) demonstrates a partial command of standard English conventions.

- Use of personal anecdotes add a touch of friendly voice to an otherwise academic tone; however, tone and voice are somewhat inconsistent.

A-8

Grade 4 Writing ARG

Lithocode: 770004705955

Score: 2/2/2

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Should cities become bike friendly? Well I say yes and that is because they are able make this world a better place. With the bike lanes, there have been less accidents happening on our roads.

In some cities, they have bike lanes and they both help earth and humans as it causes less traffic to make roads safer and as it says in the text "Watching videos of almost 13,000 riders at intersections in five big U.S. cities, researcher didn't see a single accident". Bikes also doesn't pollute the air like cars do, so you can always inhale fresh air when you walk outside.

Bikes can help you save money because it doesn't cost tons of money like cars do, plus you don't have to pay for gas every once and while and in the text it says "One study showed that cycling just 12 miles every day instead of driving would save a person about \$1,700 per year".

And again, I think cities should become bike friendly as it helps both humanity and earth itself and creates no pollution in the air to harm other animals or humans and can save us a ton of money.

A-8

Grade 4 Writing ARG

Lithocode: 770004705955

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

- A claim is found in the introduction in the form of a rhetorical question and answer (*Should cities become bike friendly? Well I say yes*).
- A simple organizational plan is seen in the grouping of two body paragraphs. The first paragraph deals with how bike lanes help the earth (*Bikes also doesn't pollute*) and humans (*less traffic to make roads safer*), and the second focuses on how bikes save money.
- Transitions are used with some variety to connect ideas (*and that is because; and they both; as it causes; also; so; when; because; like; plus; And again*).
- An introduction provides an on-task claim and a bridge to the first body paragraph (*With the bike lanes, there have been less accidents happening on our roads*). A conclusion summarizes the main points of the argument.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument by combining paraphrased source ideas, quoted text, and original writing to extend text ideas (*Bikes also doesn't pollute the air like cars do, so you can always inhale fresh air when you walk outside*).
- Evidence chosen is relevant and supportive of the argument (*Watching videos of almost 13,000riders at intersections in five big U.S. cities, researcher didn't see a single accident*) but only partially integrated.
- Evidence is appropriately cited (*it says in the text; in the text it says*).

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

- Vocabulary and word choice are mostly basic (*make; help; safer; air; animals; save*) with some more precise words used (*inhale; tons; humanity*).
- Sentence structure is partially controlled with some awkward phrasing and run-on sentences (*In some cities, they have bike lanes and they both help earth and humans as it causes less traffic to make roads safer and as it says in the text...*).
- Errors in grammar (*doesn't pollute/don't pollute*), usage (*once and while/once in a while*), and punctuation (*Well I say yes and that is because*) demonstrate a partial command of standard English conventions.
- A casual, academic tone and voice are present but somewhat inconsistent.

A-9

Grade 4 Writing ARG

Lithocode: 770004684762

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Imagine this, a world that is safer, smarter, and healthy this is the world we want and can live in. That is why I think cities should become more bike friendly.

Cities should use protective blockings to keep bikers and people who drive vehicles safe. According to article one, when cities have below ground heated tunnels bikers can still ride when it is chilly outside. Source one also states that, an on top of water route gets the bikers off the streets. Picture this, more space on roads and bikes are away from having dangerous collisions with cars. The author informs us in Bike Lanes and Busy Roads that, barriers can cause less danger with other vehicles. Imagine, less accidents with vehicles means that ambulances can handle more calls for help.

Cities having bikes makes it better for people and the Earth. In Making a Place for Bikes, it tells us that cars lower their speed and are more likely to have more caution and be more careful with bikers around. Imagine, in a world with less harm we could relax and chill and be like dogs have a "pupacino" with our buds. It states in source three that bikes make no pollution which means less harm to the Earth and people can save more money using a bike instead of a car. Picture this, now with a vehicle you are not very wealthy but with a bike you are rich like a king.

Here's some food for thought- wouldn't the world be a better place with more bikes and less cars which means less pollution, more exercise, more money, and more fun. That is why bikes should be more welcomed in cities.

A-9

Grade 4 Writing ARG

Lithocode: 770004684762

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

- A clear claim is stated in the introduction (*I think cities should become more bike friendly*) and generally maintained throughout.
- An adequate organizational structure allows for the advancement of the argument with main ideas presented in two body paragraphs. The first argues that a more bike-friendly city will keep people safer, while the second discusses how having bikes in cities is better for people and the Earth.
- Varied transitional strategies are used to connect ideas within and among paragraphs. Topic sentences are used to define body paragraphs (*Cities should use protective blockings to keep bikers and people...safe*) and transitional words and phrases are used within paragraphs (*That is why I think; Picture this; Imagine; means that; more likely; and; with; which means; but with; That is why*).
- A sufficient introduction and conclusion not only introduce the claim and summarize the argument but cleverly bookend the idea that the world would be a better place with more bikes and fewer cars (*Imagine this, a world that is safer, smarter, and healthy this is the world we want and can live in*).

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

- Logical development demonstrates an adequate understanding of the topic.
- Elaboration includes paraphrased text ideas and original writing that is appropriate in supporting the argument and extending the text (*less accidents with vechiles means that ambulances can handle more calls for help*).
- Relevant evidence, integrated from all three sources, lends credibility to the argument (*an on top of water route gets the bikers off the streets; bikes make no poullution*).
- Evidence is appropriately cited (*According to article one; Source one also states; The author informs us in Bikes Lanes and Busy Roads; In Making a Place for Bikes, it tells us; It states in source three*).

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

- Academic vocabulary and precise word choice demonstrate a clear expression of ideas (*protective blockings; colisions; informs; ambulances; handle more calls; lower their speed; have more caution; relax and chill*), as well as using figurative language to enhance the essay (*be like dogs have a “pupacino” with our buds; you are rich like a king; Here’s some food for thought*).
- Errors are present in spelling (*veichles; colisions*), yet generally words are spelled correctly. Errors in punctuation include a missing period in the first line of the introduction, the use of a period rather than a question mark in the conclusion (*Wouldn’t the world be a better place...*), and missing commas. Despite the

errors, overall, a grade-appropriate command of standard English conventions is demonstrated.

- A persuasive, friendly tone and a humorous, engaging voice are appropriate for the task.

A-10

Grade 4 Writing ARG

Lithocode: 770004680156

Score: 3/2/3

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

When you first look at bikes it might not go along with cars in a city but if you really look at it they should belong. They should belong because bikes can drive like cars, it can be fun for kids, and lastly bike lanes can make traffic safer. This is why bikes can be like cars.

First, bikes can go around like cars in many ways. There can be a nice and calm bike only lane. It will be only for bikes and for people to walk and enjoy their lives! Then with that there can be shortcuts to other places. Also bikes can be like cars or better than cars because they don't need gas and it would be a lot cheaper. Then some of the people that are carless because of gas they can just buy a bike or rent one! Everybody in the world will now have at least a bike!

Second, bikes can be really fun for kids. They will have a lot of fun because they can use a bike to always see their friends. They would be having fun with them in only a couple minutes. It is also a great use of transportation for kids to go to school. Kids can also use it to get many more places than just school! Kids can get to a quick store, their parents house, and many more places! I really wish that more people think that cars and bikes can be the same.

Lastly, bike lanes can make traffic safer and more calm. That will make other people not get in so many accidents. Cars drive slower and more careful next to bike lanes. Since they slow down it is a lot easier for cars to pay attention. The bikers ride on the road instead of the sidewalk so the people also are safe on the sidewalk and in their nice cars. That will make the world a better place. I really hope everyone agrees with bicycles being similar to cars.

In conclusion, bikes can be like cars in many ways. It can be like cars because bikes can go around like cars, bikes can be fun for kids, and bike lanes make traffic way way safer. That is why cars and bikes should be alike and have their own streets.

A-10

Grade 4 Writing ARG

Lithocode: 770004680156

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

- An unusually phrased claim present in the introduction (*When you first look at bikes it might not go along with cars in a city but if you really look at it they should belong; bikes can be like cars*) is never-the-less generally focused on the task and maintained throughout.
- A logical organizational structure consists of three body paragraphs that allow for the advancement of the argument. Each paragraph explores an idea foreshadowed in the introduction (*bikes can drive[function] like cars; bikes can be really fun for kids; bikes lanes can make traffic saffer*).
- A variety of transitional strategies connect ideas (*When you first look; but if; because; This is why; First; in many ways; Then with that; Also; or; and; Then; Second; Lastly; Since; so; That will; Inconclusion; That is why*).
- A sufficient introduction sets the scene, and a sufficient conclusion summarizes the main points of the argument.

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

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration includes paraphrased text ideas combined with original explanation (*Since they slow down it is a lot easier for cars to pay attention*), analysis (*people that are carless because of gas they can just buy a bike or rent one*), and extending details (*Kids can get to a quick store, their parents house, and many more places*).
- Relevant evidence from a single source supports the argument (*it is also a great use of transportation for kids to go to school*).
- No citations are provided in this response. With appropriate citation, the response would have received a score of 3 in Development.

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

- Use of precise academic vocabulary (*enjoy their lives; shortcuts; at least; carless; transpotation; calm; a couple minitues*) contributes to a clear expression of ideas.
- Sentence structure is both simple (*This is why bikes can be like cars*) and complex (*When you first look at bikes it might not go along with cars in a city but if you really look at it they should belong*), demonstrating a grade-appropriate language facility.
- Errors in spelling (*saffer; minitues; transpotation; accedents; bycicals*), punctuation (missing commas; missing apostrophe in *parents*), and usage (*better then/better than; more carefull/more carefully*) are present, but overall, a grade-appropriate command of standard English conventions is demonstrated.

- A casual academic tone and a positive voice (*people to walk and enjoy their lives!; Everybody in the world will now have at least a bike!; That will make the world a better place*) are appropriate to the task.

A-11

Grade 4 Writing ARG

Lithocode: 47002685

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Bikes! Bikes! BIKES! Should cities become more bike-friendly? I feel they should not become more bike-friendly because the bike can break down, making more lanes is not cheap and Operation Seattle had to shut down. Those are three reasons why cities should not become more bike-friendly.

First of all, the bike can get destroyed. Source #3 mentioned that, an issue when riding bikes for transportation is that problems might happen when bikes break down or don't work how they're supposed to. Imagine if your bike was destroyed and that was your only way to get home. That would be terrible. The text also mentioned that, strong winds or strong thunderstorms can't always be predictable. Bikes can get destroyed because of cities becoming more bike-friendly.

To keep the ball rolling, when the workers make more bike lanes it is expensive. Source #3 mentioned and I quote, "making a city bike-friendly is not cheap." The bike lane is so expensive that, that much money might feed a family of 20 for a WEEK! Source #3 also mentioned that, some cities had to bump up taxes to get the money to build the bike lanes. Making bike lanes are very expensive.

Last but not least, Seattle shut down. The text mentioned and I quote, "operation had to shut down in Seattle because there were not enough riders." Seattle had to shut down due to not enough riders.

In conclusion, cities should NOT become more bike-friendly because all of the above. Moral of this, stay safe when you are on a bike.

A-11

Grade 4 Writing ARG

Lithocode: 47002685

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

- A claim is stated in the introduction in opposition to cities becoming bike-friendly (*I feel they should not become more bike-friendly*), focused on the task, and generally maintained throughout.
- A logical organizational structure is built on three reasons cities should not become more bike-friendly (*bikes break down; making more lanes is not cheap; Seattle had to shut down*), allowing for advancement of the argument. The third body paragraph, which discusses the failed Seattle operation, is less clear.
- Varied transitional strategies connect ideas within and among paragraphs (*I feel; because; Those are three reasons why; First of all; or; Imagine if; also; To keep the ball rolling; Last but not least; and I quote; I conclusion; because all of the above*).
- A sufficient introduction starts with an attention-grabber (*Bikes! Bikes! BIKES!*) and proceeds to state the claim and foreshadow three reasons in support. A conclusion firmly restates the claim and provides a sense of completeness (*Moral of this, stay safe when you are on a bike*).

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

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration combines quoted text evidence (*“making a city bike-friendly is not cheap”*), paraphrasing (*strong winds or strong thunderstorms can’t alway be pradtictable*), rhetorical techniques (*Should cities become more bike friendly?*), and original writing (*The bike line is so expensive that, that much money might feed a family of 20 for a WEEK!*) to appropriately support the argument.
- Relevant evidence is integrated from one source and adequately supports the argument.
- Evidence is appropriately cited (*Source #3 mentioned; The text also mentioned; Source #3 mentioned and I quote; Source #3 also mentioned; The text mentioned and I quote*).

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

- Integration of academic vocabulary is present (*making more lanes is not cheap; The text mentioned and I quote; bump up taxes; Moral of this*), demonstrating a clear expression of ideas.
- Varied sentence structure (*Bikes! Bikes! BIKES! Should cities become more bike-friendly?*) demonstrates grade-appropriate language facility.

- Although occasional spelling errors are present (*distroyed; issu; pradictable*), overall, grade-appropriate command of standard English conventions is demonstrated.
- An argumentative tone and voice are appropriate for the task (*Imagine if your bike was destroyed and that was your only way to get home. That would be terrible*).

A-12

Grade 4 Writing ARG

Lithocode: 47002138

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Hey you, what do you think about cities becoming more bike-friendly? In my opinion cities should become more bike friendly. Here are my three reasons why. You get alot of exercise, it is good for the environment and Bikes are cheap to buy or rent. Keep reading to find out more about my reasons.

The first reason why is because its good exercise for you. For exsample if you are driving in a car you don't get exercise to make you healthy and strong. When you are biking you will get a lot of exercise and you will be more healthy than people who drive all the time. I found this in Source one pharghrap two. Go on to read my second reason of why I think cities should be more bike-friendly.

The second reason I think cities should be more bike friendly is because it is good for the enviornment. For exsample when you are biking you are not hurting the enviornment by causing pollution. But when you are driving every where you are hurting the enviornment by causing pollution. If you are driving a bus it's the same thing you are also causing pollution to the earth we call home. I found this infomation in Source three pharghrap twenty-three. Read on to find out more about my last reason why I think cities should be more bike-friendly.

The last reason why I think cities should be more bike-friendly is because bikes are way cheaper than cars. You would not want to buy a car that cost a lot of money then will get hit by another car and never work again. If you buy a bike for a cheap price and it gets dammaged you can just buy another cheap one. You proably would not even spend money on a car that will last long when you know bikes can bring you places too and they cost less than cars. do. I found this in Source one pharghrap two.

Now you know what I think about cities becoming more bike-friendly. What do you think about cities becoming more bike friendly? You might not agree with me but you might. But it dose not matter because it is our opinion and we can choose are own.

A-12

Grade 4 Writing ARG

Lithocode: 47002138

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

- A claim is provided in the introduction, focused on the task, and generally maintained throughout (*In my opinion cities should become more bike friendly*).
- A logical organizational structure groups ideas into three body paragraphs based on reasons to support bike-friendly cities foreshadowed in the introduction (*you get alot of exercise; good for the environment; bikes are way cheaper than cars*).
- Varied transitional strategies connect ideas (*Hey you, what do you think; In my opinion; Here are my three reasons why; Keep reading to find out more; The first reason why is because; For exsample; Goon to read my second reason of why; The second reason I think; because; But when; If; also; Read onto find out more about my last reason why; The last reason why I think; Now you know what I think*) both within and among paragraphs.
- A sufficient introduction uses a rhetorical question and answer format to both draw the reader in and to introduce the claim. A less skillful conclusion nonetheless ties up the essay and contributes to a sense of completeness.

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

- Ideas are developed logically, demonstrating understanding of the topic.
- Adequate elaboration includes a combination of paraphrased text ideas (*when you are biking you are not hurting the enviornment by causing pollution*) and original writing that extends text ideas (*You would not want to buy a car that cost a lot of money then will get hit by another car and never work again*).
- Relevant, integrated evidence from multiple sources lends credibility to the argument.
- Evidence is appropriately cited (*I found this in Source one phargraph two; I found this information in Source three phargraph twenty-three; I found this in Source one phargraph two*).

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

- Use of academic vocabulary demonstrates a clear expression of ideas (*healthy and strong; causing pollution; the earth we call home; gets dammaged; spend money on; cost less; cheap price*).
- Varied sentence structure demonstrates grade-appropriate language facility.
- Although an error in usage (*are* for *our*) and multiple errors in spelling are present (*exersise; exsample; enviornment; dammaged; proably; phargraph; dose*), overall, grade-appropriate command of standard English conventions is demonstrated.

- A friendly tone is established and maintained while a personal voice works to engage the reader (*Hey you, what do you think ... You might not agree with me but you might*).

A-13

Grade 4 Writing ARG

Lithocode: 770005380598

Score: 3/3/3

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Biking is amazing for everyone! Biking is the best way to travel. Biking is very helpful in many ways. One is that it can save a lot of money. There is a study shown that when someone bikes 12 miles per day, it can save them a whopping \$1,700 a year. That's incredible! Biking is not only important for us but the environment too because biking helps create less pollution and helps save money.

Biking can reduce large amounts of pollution all around the world. In source 3, paragraph 23, it states, "Bikes don't create pollution like cars and buses do." Biking helps to reduce gas coming from cars and buses which causes pollution. When gas is burned in cars, filthy air comes from the exhaust which can cause lung and heart diseases. Biking helps with plants, animals, and humans to not die out from pollution. In source 3, paragraph 23, it informs, "Every time a person chooses riding a bike over riding in a car, it helps prevent air pollution in that person's town." This evidence proves that when somebody rides a bike, it can make a difference by preventing pollution in that person's town. Pollution is way more dangerous than you may think. Pollution can kill anybody! For example, when there is a town with many cars, it increases the risk of plants, animals, and even us humans of dying. But, when all of those people stuck in traffic ride a bike, it can help reduce the pollution in the town.

Secondly, Biking can also save money for the people riding a bike. In source 3, paragraph 24, it highlights, "Biking can help people who travel to and from work save money." Biking helps with people saving money. People save money by riding bikes because when you own a car, you'll have to pay for gas and the car payment will be very expensive. As a result, owning a car does not save money for people. Biking is the best way to travel so that you, me, and many other people could save a bunch of money. In source 3, paragraph 24, it explains, "One study showed that cycling just 12 miles every day instead of driving would save a person about \$1,700 per year." Like I said before, biking can save a lot of money. Saving money from biking helps pay bills, food, clothes, needs, and wants. For example, when you ride a bike, it helps pay for the things you need, like medicine, food, clothes, shelter, etc.

In conclusion, Biking is very important for its very helpful reasons. Biking is important because it helps reduce pollution in towns and helps save money for many people when they travel using a bike. Help by using bike today!

A-13

Grade 4 Writing ARG

Lithocode: 770005380598

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

- A general claim in favor of bikes (*Biking is very helpful...*) is focused on the task and maintained throughout.
- The organizational structure is logical, consisting of two fully developed body paragraphs, the first centered on the idea that biking can reduce pollution and the second on the idea that biking saves money. Ideas sufficiently advance the argument.
- Topic sentences define each body paragraph, and varied transitional strategies connect ideas (*in many ways; not only; but; because; This evidence proves; For example; But, when; Secondly; As a result; Like I said before; In conclusion*).
- A sufficient introduction sets up the claim and foreshadows the argument, while a sufficient conclusion summarizes and ends with a call to action and sense of closure (*Help by using bike today!*)

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

- Development of ideas is logical and demonstrates understanding of the topic.
- Adequate elaboration consists of text evidence, paraphrasing (*when all of those people stuck in traffic ride a bike, it can help reduce the pollution in the town*), original analysis (*When gas is burned in cars, filthy air comes from the exhaust which can cause lung and heart diseases*), and details (*helps pay bills, food, clothes, needs and wants*), which extend text ideas and support the argument.
- Relevant evidence (*Bikes don't create pollution like cars and buses do*) is integrated and lends credibility to the argument.
- Evidence is appropriately cited (*In source 3, paragraph 23, it states; In source 3, paragraph 23, it informs; In source 3, paragraph 24, it explains*).

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

- Academic vocabulary and precise word choice (*car payment; reduce large amounts; gas is burned; filthy air; exhaust; lung and heart diseases; evidence proves; increases the risk; shelter*) demonstrate a clear expression of ideas.
- Varied sentence structure demonstrates grade-appropriate language facility (*That's incredible! Biking is not only important for us but the environment too because biking helps create less pollution and helps save money*).
- A few errors are present in spelling (*enviornment; pullotion; poeple*), usage, and capitalization (*Secondly, Biking*), yet the density of errors is low, and a grade-appropriate command of standard English conventions is demonstrated.
- An academic tone and enthusiastic voice are appropriate for the argument.

A-14

Grade 4 Writing ARG

Lithocode: 770005348747

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

When ever you are stuck in traffic and you see a bike rider whiz by don't you think how lucky that person is never needing to be stuck in traffic? Cycling is the best! You never have to wait in traffic, it reduces pollution, saves money, and gives you a healthy life style. Isn't that great?

Being stuck in traffic is the worst! You have to sit in your car all day waiting to get where you want. When you finally get to where you needed to go you hop back into another hour of traffic. This is a different story for cyclist. Cyclist never have to deal with traffic and can get to where they need to be with ease. It is not hard at all to become a cyclist. In fact, the author of source three states, "Racks of bikes are set up around the city, and people can rent a bike when they want. They can pay by the hour and drop off their bike at any other bike share location when they are done." So easy! This is why more citys should become bike friendly.

Not only does cycling have a good impact on us but it also has a good impact on our ecosystem. Cycling reduces pollution. When there is to much pollution the air gets hard to breath and more people start to cough. This is really annoying. You may even want to move out of the city. One of the reasons there is so much pollution in the air is because of cars. The author of source three even says, "Bikes don't create pollution like how cars and buses do." Most cars need gasoline to work and it gets into our air. Cycling does not reqiour any gasoline, and the more people who ride bikes the cleaner our air would be. I predict, that in the future our air will be super clean because most of us would be riding bikes instead of using cars. This is another reason why citys should become bike friendly.

Some people are so busy they don't even have time to work out. Bikes are a great help with this problem. If you were to ride a bike everywhere you needed to go you would remain healthy because you are constantly working out. Just going to the supermarket or the coffee shop can give you a little workout. Many people have to go to many different places throughout the day. These minature workout can add up to one long workout and can help you maintain your healthy life style! As if riding bikes couldn't get better, bikes also cut costs! When you don't have to pay for gas you save a lot of money. Gas is very expensive these days because of inflation. The prices are as high as 5 dollars per gallon! Thankfully, if you are a cyclist you don't have to pay this price. This is how riding a bike will save you a ton of money. In fact, the author of source three mentions," One study showed that cycling just 12 miles every day instead of driving would save a person about \$1,700 per year." You can use this money for things you need in your daily life like food and clothes.

In conclusion, citys should get more bike friendly. Less traffic, reduces pollution, healthy life style, and saves money! What more reasons do you need to be convinced? Becoming a bike friendly city is one of the best ideas i've ever heard. Every city should become more bike friendly!

A-14

Grade 4 Writing ARG

Lithocode: 770005348747

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

- An exclamatory sentence in the introduction functions as the claim (*Cycling is the best!*), which is affirmed in the conclusion (*citys should get more bike friendly*). The claim in favor of bikes in general and by extension more bike-friendly cities is focused on the task and consistently maintained.
- The organizational structure strengthens the response as ideas advance smoothly through the body paragraphs to the conclusion (*Less traffic, reduces pollution, healthy life style, and saves money!*), allowing for a clear and convincing argument.
- Varied transitional strategies connect ideas (*don't you think; This is a different story; and; In fact; This is why; Not only; but it also; You may even; One of the reasons; because; I predict; This is another reason why; Thankfully; This is how; In conclusion*) and enhance the progression of the argument. Topic sentences are used to define paragraphs, and summarizing sentences are used to close the first two body paragraphs. The topic sentence in the second body paragraph serves as a bridge, skillfully connecting it to the first body paragraph (*Not only does cycling have a good impact on us but it also has a good impact on our ecosystem*).
- An effective introduction enhances the essay by using a narrative to draw the reader in, succinctly introducing the main points of the argument and ending with a rhetorical question to keep the reader engaged (*Isn't that great?*). An effective conclusion confirms the claim, recaps the argument, and ends on a persuasive note (*what more reasons do you need to be convinced?*).

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes a combination of text evidence (*Racks of bikes are set up around the city, and people can rent a bike when they want*), paraphrasing (*Cyclist never have to deal with traffic and can get to where they need to be with ease*), original writing that extends text ideas (*When there is to much pollution the air gets hard to breath and more people start to cough*), and exclamatory and rhetorical techniques (*The prices are as high as 5 dollars per gallon!*).
- Relevant evidence is smoothly integrated from one source, lending credibility to the argument.
- Evidence is appropriately cited (*the author of source three states; The author of source three even says; the author of source three mentions*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens ideas (*healthy life style; cyclist; with ease; impact; ecosystem; gasoline; predict; remain; constantly; miniature workout; maintain; cut costs; inflation*).
- Skillful use of varied sentence structure contributes to the fluidity of ideas, including a smooth mix of exclamatory, interrogative, and simple and complex declarative sentences (*I predict, that in the future our air will be super clean because most of us would be riding bikes instead of using cars*).
- Use of standard English conventions demonstrates a consistent command of the communication of ideas.
- Academic tone and a consistent, engaging voice strengthen the overall argument.

A-15

Grade 4 Writing ARG

Lithocode: 47001720

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

As my head bonks on my steering wheel, I see a biker whizz past the traffic jam. If only I had rode my bike, I wouldn't be stuck. In my opinion, I think cities should be more bike-friendly. There are too many cars! Then, there would not be traffic! Bikes should have safer places to ride. Bike lanes, bike paths, etc. There are many reasons why we should have bikers stay safe. Also, bikes are better for the environment. Cars are big, so we can't squeeze through the traffic. That's my opinion.

Here is something. Obviously, bikes are smaller than cars. So, they're cheaper. Cars cost a LOT of money. Bikes, well, they're only like 50 bucks. (By "only" I'm comparing it with the car's cost.) You can also save money, too. The passage stated, "One study showed that cycling just 12 miles every day instead of driving would save a person about \$1,700 per year." A bike is kind of like a "smart-car." Well, almost. A bicycle doesn't need gas. So, they don't need to stop, & the biker doesn't need to worry how much longer it'll last. Bikes are good exercise for you. You can simply just squeeze past traffic, or go on the bike lane, where still no cars are allowed to go. But, some cheat. People who ride a motorcycle sometimes go on the bike lane, & once again, they squeeze through the traffic. I CANNOT believe that's legal!! Totally not safe for those bikers! So that is why bikers should wear helmets.

But I've seen cyclists do the craziest things!! For instance, I saw a teenager on a bike lane, yet, had no helmet, had no hands on the handlebars, & wait for it.....he was looking down while texting with both hands! How & why? People are trying to keep bike lanes safer. We don't want people getting hurt. Bike-friendly cities, people! Actually, some are improving with being safer with bikers. Something that caught my eye in the passage was, "Cars slow down & drive more carefully next to bike lanes." People also make lanes for bicycles because the walkers need to be safe, too. Now that bikes have their own lanes, they won't have to ride on the sidewalk, which means people who walk on the sidewalk won't get hit by bikes! Whew! The more bikers there are, the less traffic there is!

Biking instead of driving is way better for the environment. For example, driving a car or bus creates air pollution, & bikes don't. If you ride a bike, it won't create the air pollution. Riding a bike is very fun. You can practice doing magnificent tricks on a bike & possibly get a job. Acting in the circus, doing jokes, anything to do with a bike. Always enjoy a quiet, peaceful morning with it. If you wake up, get dressed, & bike daily in the morning, you can get healthy. You can also rent a bike if you don't have one. Also, you can practice with other people if you are a beginner. The passage clearly noted, "Racks of bikes are set up around the city, & people can rent a bike when they want." Good job, bikes.

I could go on & on about bike-friendly cities. There is so much to learn about how to keep bikes safe & common. But you might have a different opinion. Still, though, it doesn't really matter. All I'm trying to say is my opinion about bike safety. But here is a fact: bikes can sometimes be a really big help to us. Maybe someday in the unknown future, bikes we will just ride bikes.

A-15

Grade 4 Writing ARG

Lithocode: 47001720

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

- A claim is provided, focused on the task, and consistently maintained throughout (*I think cities should be more bike-friendly*).
- The organizational structure strengthens the response and allows for the advancement of the argument. Ideas progress smoothly one to the next through each body paragraph (*bikes are smaller than cars. So, they're cheaper. Cars cost a LOT of money. Bikes, well they're only like 50 bucks*).
- Varied transitional strategies tightly connect ideas (*In my opinion; Then; There are many reasons why; Also; That's my opinion; Here is something; Obviously; Well, almost; So; But; So that is why; For instance; How & why?; Actually; Something that caught my eye; too; Now; which means; For example; If; I could go on & on; Still; All I'm trying to say; But here is a fact*), enhancing the progression of the argument.
- An effective introduction uses narrative language to draw the reader in (*As my head bonks on my steering wheel, I see a biker whizz past the traffic*), and the conclusion enhances the essay by providing a satisfying close (*Maybe someday in the unknown future, bikes we will just ride bikes*).

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes a combination of original writing (*I've seen cyclists do the craziest things!! For instance, I saw a teenager on a bike lane, yet, had no helmet, had no hands on the handlebars*), paraphrased text ideas (*People also make lanes for bicycles because the walkers need to be safe, too*), quoted text evidence (*"Cars slow down & drive more carefully next to bike lanes"*), and details and examples (*You can practice doing magnificent tricks on a bike & possibly get a job*) to appropriately support the argument.
- Relevant evidence integrated from multiple sources lends credibility to the essay.
- Evidence is appropriately cited (*The passage stated; Something that caught my eye in the passage was; The passage clearly noted*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic language (comparing; smart-car; legal; improving; caught my eye; magnificent; possibly; unknown future) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*People also make lanes for bicycles because the walkers need to be safe, too. Now that bikes have their own lanes, they won't have to ride on the sidewalk, which means people who walk on the sidewalk won't get hit by bikes!*).

- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates a consistent command of the communication of ideas.
- A friendly yet persuasive tone and an engaging voice strengthen the overall argument.

A-16

Grade 4 Writing ARG

Lithocode: 770004752265

Score: 4/4/4

Prompt:

Write an argumentative essay about whether or not cities should become more bike-friendly.

Response:

Non-Beneficial Bikes

Do you ever ask yourself, "Would I be making a better choice if instead of riding a car, I rode a bike around?" Well, to your astonishment, riding a bike is not exactly the best way of transportation. Many problems would start to spring up in unison if riding a bike, was your first option for your transportation coming from one place and going to another. Riding a bike is not the most safe, takes lodes of time and money to produce bike shares, and a very dangerous, unpredictable part of riding a bike, is the rapidly changing types of specific weather.

For starters, many do not take safety into consideration when they have the option to ride a bike. Normally, the first thing that comes to mind is, "Riding a bike is healthy!" whilst ignoring, or simply not being aware of, the other downsides of riding a bike. For example, the sheer amount of caution which needs to be put into bike safety. As stated in source three, "A recent study in Boston showed that only 20% of bike riders ride with helmets. That means most riders in heavy traffic are not protected in the event of an accident." This is a very serious matter, for the only thing stopping bikers from veering into the other lane, is normally, a single colored or white line, making bikers more ceceptable to injury, and putting the driver in danger. Bike shares, a way cites are trying to make it easier for people to ride bikes, often attract numerous new, inexperienced bikers who may not know many traffic laws. They may not know what to do such as, what speed to go, making others at risk of being hurt.

Futhermore, bike shares and bike lanes require lots of time, effort, and money. There are many things that need to be taken into consideration when building a bike lane such as, whether to use barriers to block lanes off or not, and how much room should be put into the lanes. Colored lines are more pronounced therefore, more drivers and bikers alike, can see them. Little things like this can go a long way, which is why they need to be carefully picked. Bike lanes can also be very pricy and expensive. As stated in source three "Fort Worth, Texa, for instance, spent \$598,000 on its first bike share progarms." This is a lot of money for only one bike share program. imagine the amount of bike share progams, paying that much, around the globe.

Last but not least, biking can be very dangerous because of mother nature's, unpredictable weather. You may be thinking, "You can just watch the news and find out there." but, the news can't always perfectly predict the weather. Sometimes, they say one thing but, the other happens, so, in this case, the news can't always be reliable. Holding an umbrella is also very dangerous because of the fact that to hold an umbrella, you need to take one of your hands off of the handle, which can result in injury if you cannot go in a straight line with one hand off the handle. You could quickly go into traffic if you aren't paying attention. Weather such as rain can also rust parts of your bike, which can make it ten times harder to peldel. This can be dangerous because, if you don't pay attention, there is risk of falling off your bike as soon as you hop on.

In short summary of what was previously stated, biking is not the best option for transportation because, it is not exactly the safest version of transportation, bike shares require loads of time and money, and biking is dangerous because of nature's unpredictable, changing weather. Biking is not the best way of transportation, and it is highly encouraged that you find another means of reliable transportation.

A-16

Grade 4 Writing ARG

Lithocode: 770004752265

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

- A uniquely worded claim is stated in the introduction (*riding a bike is not exactly the best way of transportation*), focused on the task, and consistently maintained throughout.
- The organizational structure strengthens the response with three fully developed body paragraphs exploring the disadvantages of bike riding. The first paragraph discusses the unsafe aspects of bike riding; the second centers on the expense in time, effort, and money of making cities bike friendly by building bike lanes and bike share programs; and the third focuses on the specific dangers of riding in bad weather.
- Varied transitional strategies connect ideas and enhance the progression of the argument (*Do you ever ask yourself; Many problems would start to spring up; For starters; the first thing that comes to mind is; For example; That means; This is a very serious matter; whilst ignoring; There are many things; therefore; little things like this; In short summary*).
- An effective introduction personalizes a rhetorical question to draw the reader in and foreshadows the argument against bikes. An equally effective conclusion summarizes the high points of the argument and closes with a strong statement to the reader (*it is highly encouraged that you find another means of reliable transportation*).

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes quoted text evidence (*“Fort Worth, Texa, for instance, spent \$598.000on its first bike share programs”*), paraphrased text ideas (*Bike shares, a way cites are trying to make it easier for people to ride bikes, often attract numerous new, inexperienced bikers*), rhetorical techniques, and original analysis (*Holding an umbrella is also very dangerous because of the fact that to hold an umbrella, you need to take one of your hands off of the handle, which can result in injury if you cannot go in a straight line with one hand off the handle*).
- Evidence taken primarily from Source 3 is relevant to the argument and smoothly integrated.
- A counterclaim is acknowledged in the first body paragraph (*Normally, the first thing that comes to mind is, “Riding a bike is healthy!”*) and successfully rebutted (*whilst ignoring, or simply not being aware of, the other downsides of riding a bike. For example, the sheer amount of caution which needs to be put into bike safety*), which goes beyond grade-level expectations.
- Evidence is appropriately cited (*As stated in source three*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of a variety of academic vocabulary strengthens and furthers ideas (*astonishment; spring up in unison; first option; produce; rapidly changing; specific; Normally; sheer amount; veering; numerous; require; more pronounced; reliable; unpredictable*).
- Skillful use of varied sentence structure contributes to a fluidity of ideas (*Little things like this can go a long way, which is why they need to be carefully picked*).
- Use of standard English conventions demonstrates a consistent command of the communication of ideas.
- A strong academic and persuasive tone and voice strengthen the argument.