

B.E.S.T. Writing Anchor Sets

Spring 2026 – Grade 5



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

Florida Anchor Key

Grade 5	ARG			Item #38179	Student Responsibilities
Paper	P/S	D	L	Name	Lithocode
A-1	1	1	1		51202016
A-2	1	1	1		51201921
A-3	1	1	1		770004722968
A-4	2	2	2		770005448224
A-5	2	2	2		51201718
A-6	2	2	2		51201527
A-7	2	2	2		51202270
A-8	2	2	2		770004681229
A-9	3	2	3		51200160
A-10	3	3	3		770004742212
A-11	3	3	3		51201989
A-12	3	3	3		51202155
A-13	3	3	3		770004748736
A-14	4	4	4		51201508
A-15	4	4	4		770005081533
A-16	4	4	4		51201567

A-1

Grade 5 Writing ARG

Lithocode: 51202016

Score: 1/1/1

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

We all schools don't do the same thing. Why we do diffect thing in diffect staast's.

Why we have Janitors. Why De Costa don't have Janitors.

And why Japanese Don't clean there class room's.

School help us get ready for the future. Schools helps us with thing like real life skills. Schools helps with responslises. School help us with essay. Why don't Japaneses have Janitise. They clean there class room. Why do de costa Do the same. Why don't they don't have Janites.

I think all school's should do almost the same thing with cleaning class room's.

A-1

Grade 5 Writing ARG

Lithocode: 51202016

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

- A claim, provided at the end of the response, is confusing (*I think all school's should do almost the same thing with cleaning class room's*) and demonstrates minimal awareness of the task.
- Little or no discernible organizational structure is demonstrated.
- Limited transitions do little to connect ideas (*like*).
- No clear introduction or conclusion is present.
- Brevity is a factor in demonstrating little knowledge or understanding of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- A lack of understanding of the topic and a lack of development are demonstrated.
- Elaboration is confusing, and ideas are undeveloped (*Schools helps us with thing like real life skills; School help us with essay*).
- Evidence from the sources is vague and confusing (*Why De Costa don't have Janitors; Japanese Don't clean there class room's*).
- Appropriate citations are lacking.
- Brevity is a factor in demonstrating little knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear, vague, and confusing (*We all schools don't do the same thing*).
- Sentence structure is simplistic and often confusing (*Why we have Janitors; Why don't Japaneses have Janitise*).
- A variety of severe errors obscure meaning and demonstrate a lack of command of standard English conventions.
- Tone and voice are inappropriate to the task.
- Brevity with errors demonstrates a lack of command of language skills.

A-2

Grade 5 Writing ARG

Lithocode: 51201921

Score: 1/1/1

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

.Do you think kids should have these schools? In my opinion i think kids shouldn't have this because they let them do all the work for nothing! Student don't have all the same opportunities with garden schools, either. If students who struggle in classes are encouraged to work in a school garden. you know, i probably do chores at home but at school! thats kind of a bummer. more schools are preparing students for the future by giving them opportunities to practice live skills such as how to solve problems, be creative, work with others, and communicate well.

A-2

Grade 5 Writing ARG

Lithocode: 51201921

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

- An ambiguous and confusing claim is provided (*In my opinion i think kids shouldn't have this because they let them do all the work for nothing!*), demonstrating minimal awareness of the task.
- Minimal discernible organizational structure is provided.
- Limited transitions are provided in an attempt to connect ideas (*because; either; If; you know; but; thats kind of a; such as*).
- No clear introduction or conclusion is present.
- Brevity is a factor in demonstrating little knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Development and understanding of the topic are minimal.
- Elaboration consists of weak attempts to develop the argument. Ideas are undeveloped and confusing (*If students who struggle in classes are encouraged to work in a school garden. you know, I probably do chores at home but at school! thats kind of a bummer*).
- Evidence from the sources is vague. The last sentence appears to be original but uses wording directly from the prompt (*more schools are preparing students for the future by giving them opportunities to practice live skills such as how to solve problems, be creative, work with others, and communicate well*).
- Appropriate citation is lacking.
- Brevity is a factor in demonstrating little knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*i think kids shouldn't have this because they let them do all the work for nothing*).
- Sentence structure is simplistic and somewhat confusing (*If students who struggle in classes are encouraged to work in a school garden. you know, i probably do chores at home but at school! thats kind of a bummer*).
- A density and variety of errors demonstrate a lack of command of standard English conventions.
- Tone and voice are immature, inconsistent, and inappropriate to the task.
- Brevity with errors demonstrates a lack of command of language skills.

A-3

Grade 5 Writing ARG

Lithocode: 770004722968

Score: 1/1/1

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

In my essay I will talk about how you can learn,chores,and cook here is one reason it helps gain responsibility. But I hope you learn something in the rest of my essay.

It also provides real life skills such as cooking,sewing,woodwork, and growing plants.In source 1 "A Diffrent kind of school day". States "Kim De Costa is the executive director at armidillo. She thinks it is important for students to be responsible." Also it help people work together and learn about one another. And also care about our envirnment.

I hope I changed your opinion and help your enviornment bye.

A-3

Grade 5 Writing ARG

Lithocode: 770004722968

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

- An ambiguous and confusing claim is provided in the first sentence (*I will talk about how you can learn, chores, and cook here is one reason it helps gain responsibility*), demonstrating minimal awareness of the task.
- Minimal discernible organizational structure is demonstrated.
- Limited transitions are provided in an attempt to connect ideas (*But; It also provides; Also it help; And also*).
- A brief introduction and a concluding sentence provide a minimal framework for the response (*I hope I changed your opinion and help your environment bye*).
- Brevity is a factor in demonstrating little knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Development and understanding of the topic are minimal.
- Elaboration consists of weak attempts to develop the argument (*Also it help people work together and learn about one another. And also care about our environment*).
- Evidence from the sources is vague (*Kim De Costa is the executive director at armidillo. She thinks it is important for students to be responsible*).
- Evidence is appropriately cited (In source 1 “A Diffrint kind of school day”), but citation alone does not elevate the Development score beyond a 1.
- Brevity is a factor in demonstrating little knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are somewhat vague and confusing (*I hope I changed your opinion and help your environment bye*).
- Sentence structure is somewhat simplistic (*But I hope you learn something in the rest of my essay*).
- Inconsistent use of correct grammar (*Also it help people; And also care about our environment*), punctuation, capitalization (*armidillo*), and spelling (*somthing; provides; Diffrint*) demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent.
- Brevity with errors demonstrates lack of command of language skills.

A-4

Grade 5 Writing ARG

Lithocode: 770005448224

Score: 2/2/2

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Kid,s being taught life skills at school no way. Should or should not kid,s be taught life skills at school.

I think kid,s should learn life skills at school so they know how to do thing,s as an adult. Armadillo said in source1 paragraph 4" she thinks it is important for students to be responsible, appreciate the envirnment, and learn life. plus, when students work together on a shared goal, it teaches them how to work in ways that don't necessarily happen inside the classroom."

Kid,s also need to know how to do stuf by your self you also need to know in paragraph 11 source 2" it is very important to be able to work competently with your hands." It is also important to know how to deal with other people and communicate with other people.

That is why i thnk kid,s should learn life skills at school because it is very inportant and you need to know how to do thing,s like communicate with other people.

A-4

Grade 5 Writing ARG

Lithocode: 770005448224

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

- A claim is stated in the first body paragraph (*I think kid,s should learn life skills at school so they know how to do thing,s as an adult*).
- The organizational structure is skeletal yet advances the claim with reasoning and text in support of life skills being taught at school.
- Transitions attempt to connect ideas with little variety (*so; also; That is why*).
- The introduction provides ineffective context and repeats the prompt as a question. The conclusion repeats the claim and provides a simplistic recap of ideas.

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources with loosely related original writing (*It is also important to know how to deal with other people and communicate with other people*).
- Evidence from two sources is partially integrated and related to the topic (*it is very important to be able to work competently with your hands*).
- Appropriate citations are used (*in paragraph 11 source 2*) but do not elevate the Development score beyond a 2.

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

- Vocabulary is imprecise and basic, demonstrating a partial command of expression of ideas (*you need to know how to do thing,s*).
- Sentence structure is awkward and partially controlled (*Kid,s being taught life skills at school no way; Kid,s also need to know how to do stuf by your self you also need to know*).
- Inconsistent use of correct grammar, punctuation, spelling (*stuf; becase*), and capitalization (*plus; i*) demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent for the overall argument.

A-5

Grade 5 Writing ARG

Lithocode: 51201718

Score: 2/2/2

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Have you ever though that you can learn about the real word or life skills?, I have! In my opinion I think that you should be taught life skills.

In school have you learn about gardening? Maybe you have! But have you ever planted them. If you go to school, did you know that you can use math to help build your gardens. If you learned about food or gardening at a young age when you are older you will have a better understanding of food and gardening. also a seasonal ingredient is a nicely materials and will be available in gardens.

When you are a little kid you can be responsible but when you get older you will get more responsible. Some schools They make the student clean the schools! If you were at a school that you had to clean would you like that? Some kid at school have to run power saw, lathes and industrial sewing machines. Some school you have to do alot of stuff that is why you need to be responsible.

In conclusion, In my opinion you should be taught life skills.

A-5

Grade 5 Writing ARG

Lithocode: 51201718

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

- A claim is present in the introduction (*In my opinion I think that you should be taught life skills*) yet insufficiently sustained within the task.
- The organizational structure has two general topics (*gardening; be responsible*), yet the uneven progression and inconsistency disrupt the advancement of ideas.
- Transitions attempt to connect ideas with little variety (*But; did you know that; If you learned; when you are older; also; When you are; but when you; that is why you; In conclusion*).
- The introduction and conclusion are simplistic and repetitive.

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources and includes basic and repetitive attempts to extend ideas (*If you learned about food or gardening at a young age when you are older you will have a better understanding of food and gardening; If you were at a school that you had to clean would you like that*).
- Evidence from two sources is partially integrated and related to the topic (*Some schools They make the student clean the schools; Some kid at school have to run power saw, lathes and industrial sewing machines*).
- Appropriate citation is lacking.

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

- Vocabulary is imprecise and basic, demonstrating a partial command of expression of ideas (*Some school you have to do alot of stuff that is why you need to be responsible*).
- Sentence structure is simplistic and partially controlled with some awkward phrasing (*also a seasonal ingredient is a nicely materials and will be available in gardens*).
- Inconsistent use of correct grammar (*In school have you learn about gardening*), punctuation, and capitalization demonstrates a partial command of standard English conventions.
- Tone and voice, although curious and conversational, are inconsistent for the overall argument.

A-6

Grade 5 Writing ARG

Lithocode: 51201527

Score: 2/2/2

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Should we be taught life-skills at school? Or have normal classes? I think we should be taught life-skills.

Firstly, cooking seems important to learn. As “Preparing Students” mentions, “Students can use math to help plant gardens.” This reveals, you could use crops for cooking, and you could learn math and fractions, too. Source “Different School Day” shows, “Students prepare and serve each other meals.” For example, the students are being nice and they are learning how to cook. Cooking seems important.

Moreover, tool working is important. Source “School in Sweden” describes, “By sixth grade, students can run power saws and lathes.” Imagine using a power saw! According to “School in Sweden”, “Students are expected to develop project ideas and etc.” This means that students would make something. As you can see, tool working is important.

In conclusion, cooking and tool working are important, and we should learn these skills.

A-6

Grade 5 Writing ARG

Lithocode: 51201527

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

- A claim is present in the introduction (*I think we should be taught life-skills*) yet insufficiently sustained within the task.
- The basic organizational structure has two general topics (*cooking; tool working*), yet the repetitiveness disrupts the advancement of the ideas.
- Transitions attempt to connect ideas with a basic variety (*Firstly; This reveals; For example; Moreover; This means; As you can see, In conclusion*).
- The introduction and conclusion are simplistic yet provide the claim as well as a recap of main supporting ideas.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources with minor attempts to extend ideas and summarize source evidence rather than sufficient explanation (*This reveals, you could use crops for cooking, and you could learn math and fractions, too; Imagine using a power saw!; This means that students would make something*).
- Evidence is partially integrated from all three sources to provide support for the argument (*Students can use math to help plant gardens; Students prepare and serve each other meals; By sixth grade, students can run power saws and lathes*).
- Appropriate citations are provided in the form of source titles.

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

- Vocabulary is basic, demonstrating a partial command of expression of ideas (*Cooking seems important; As you can see, tool working is important; cooking and tool working are important, and we should learn these skills*).
- Sentence structure is somewhat simplistic and repetitive (*Moreover, tool working is important; As you can see, tool working is important*) with some attempts at more complex sentences.
- Overall, grade-appropriate command of standard English conventions is demonstrated.
- A positive tone and attempt at an academic voice are somewhat appropriate for the overall argument.

A-7

Grade 5 Writing ARG

Lithocode: 51202270

Score: 2/2/2

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Have you ever heard about gardening schools? It is what you think it is, but a little more disappointing.-life skills.

In gardening schools students get taught life skills for thier future such as, moping, understanding of diet, cooking, etc. the basic stuff. They still get taught the basic corriculum of math, ELS, social studys, etc. But should kids be learning all these things at a kind of young age? Little kids such as 8 and down maybey, but 9 and up yes so they can learn how to be independent when the grow up.

Like I said at the end of the paragraph above some students do it for the future such as college, "Students who want to attend college might have to learn thier basic school skills elsewhere. These are the same skills assume should be learned in school." This is good so when they go to college they dont need thier parents to help them live life in college.

My second reason of going to gardening schools weather its good or not is that they learn gardening skills hence the name gardening school. "Students grow thier own school gardens and follow a "Edible corriculum." These skills help as a adult you can have fresh vegetables and not have to buy them. thats helpful right?

My final reason why gardening schools are good to teach life skills is because in Japan some gardening school's students make means for other students, and thats kind. "Japanese students dont just clean thier classrooms, either. They also prepare serve each other meals. This is becomeing more popular in schools across the U.S."

So in my opinion going to a gardening school isent that bad-I mean it can get boring after a little while just sitting there moping, but its good for the future! okay. goodbye...

A-7

Grade 5 Writing ARG

Lithocode: 51202270

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

- A claim is present in the introduction (*But should kids be learning all these things at a kind of young age? Little kids such as 8 and down maybe, but 9 and up yes so they can learn how to be independent when they grow up*) yet insufficiently sustained within the task.
- The organizational structure has three general topics (*students do it for the future; they learn gardening skills; because in Japan some gardening school's students make means for other students*), yet the repetitiveness and inconsistency disrupt the advancement of ideas.
- Transitions attempt to connect ideas with some basic variety (*It is what you think it is; They still; But; so; Like I said; My second reason; My final reason; also; So in my opinion; I mean it can get*).
- The introduction provides context on gardening schools and provides the claim, and the conclusion reemphasizes the claim that *“going to a gardening school isent that bad”* and *“its good for the future”*. Together, the introduction and conclusion provide a framework for the response.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration is repetitive and ineffective, providing incomplete attempts to explain and develop the argument (*This is good so when they go to college they dont need thier parents to help them live life in college; These skills help as a adult you can have fresh vegetables and not have to buy them. That's helpful right*).
- Evidence from sources is partially integrated and related to the topic (*Students who want to attend college might have to learn thier basic school skills elsewhere; Students grow thier own school gardens and follow a “Edible corriclum”*).
- Appropriate citations are present in the form of direct quotes from the sources.

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

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*This is good so when they go to college they dont need thier parents*).
- Sentence structure is somewhat simplistic and partially controlled (*My second reason of going to gardening schools weather its good or not is that they learn gardening skills hence the name gardening school*).
- Inconsistent use of correct grammar, punctuation (*dont; isent*), capitalization, and spelling (*thier; moping; maybe*) demonstrates a partial command of standard English conventions.
- Tone and voice are informal and inconsistent for the overall argument (*okay. goodbye*).

A-8

Grade 5 Writing ARG

Lithocode: 770004681229

Score: 2/2/2

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

What is life learning skills? life learning skills are important skills we need to learn to be prepared for the real world. such as cooking, sewing, how tools work, how to be more mature, learning how to communicaten with others, and etc. these are important to learn because they can help you with alot in life when ur independent. they are also very fun and easy to learn. students should be taught life learning skills.

first of all, students are becoming more responsible each year as they grow. according to the text, "kids are used to gaining more and more responsibility each year as they grow older, both at home and at school." this means, at home and school they are expecting for us to be more mature and responsible as we grow older until we are at the point when were old enough to take care of our selfs. in source 1 paragraph 1 its says, "some students have even more responsibilities at school" this means adults in school like teacher and the principals expect better progress from when you were a kid to now or in others words they are expecting better from how you use to be. students should be taught life learning skills.

secondly, some schools do cleaning jobs and gardening as a afterschool activity. according to the text "students meet a couple times a week in teams to clean different areas of their school. students do things like sweep and mop and clean the bathrooms." this means, schools have kids do cleaning jobs so they can learn how to clean their mess or help others to clean theirs. according to the text, "students clean pretty much any surface in their school. they dont seem to mind the work beacause it has always been part of their daily routine, even from a very young age." this means, students in japan have to clean their school but they are used to it beacuse its a daily routine for them. students should be taught life learning skills.

last of all, students should be taught life learning beacause it helps them with the real REAL world unlike what we really learn in school which only help us with a little in the world. but I really hope that schools finally changes their minds and teach us helpful classes where we learn and become prepared for the furture.

A-8

Grade 5 Writing ARG

Lithocode: 770004681229

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

- A claim is presented in the introduction (*life learning skills are important skills we need to learn to be prepared for the real world*) yet insufficiently sustained within the task.
- The organizational structure has two general topics (*becoming more responsible; cleaning*), yet it is inconsistent and disrupts the advancement of ideas.
- Transitions attempt to connect ideas with some basic variety (*first of all; this means; secondly; this means; last of all*).
- The introduction begins with a “hook” as a direct question and answers with a claim and explanation on what is meant by life learning skills and why they are important to learn. The conclusion restates the claim and emphasizes that “*students should be taught life learning because it helps them with the real REAL world*”.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration is repetitive, providing incomplete attempts to develop the argument (*this means, at home and school they are expecting for us to be more mature and responsible as we grow older until we are at the point when were old enough to take care of our selfs; this means, schools have kids do cleaning jobs so they can learn how to clean their mess or help others to clean theirs*).
- Evidence from sources is partially integrated and related to the topic.
- Appropriate citations are present (*in source 1 paragraph 1 its says; according to the text*).

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

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*learning how to communicaten with others*).
- Sentence structure is partially controlled and at times awkward in attempting complex sentences (*last of all, students should be taught life learning beacause it helps them with the real REAL world unlike what we really learn in school which only help us with a little in the world*).
- Inconsistent use of correct grammar, punctuation, spelling, and especially capitalization demonstrates a partial command of standard English conventions.
- The tone and voice are somewhat academic, yet at times informal, as if in conversation with a peer (*these are important to learn because they can help you with alot in life when ur independent*).

A-9

Grade 5 Writing ARG

Lithocode: 51200160

Score: 3/2/3

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Do you like school? Do you like what people teach you? Well I'm going to tell you what I think. I think students should be taught life skills at school because, it will help kids physically and mentally, A Program helps students keep track of their diet and how to stay healthy, and schools are now helping kids with gardens.

My first reason why I feel strongly that students should be taught life skills at school because, it will help kids physically and mentally. The process will teach them how to work together. And it will also teach them how to appreciate everything. The author of the article A Different Kind of School Day says, "She thinks it is important for students to be responsible, appreciate the environment, and learn life skills". And, "When students work together on a shared goal, it teaches them how to work together in ways that don't necessarily happen inside the classroom." That is my first reason why I feel that students should be taught life skills at school.

My second reason why I believe students should be taught life lessons at school because, a program helps students keep track of their diet and how to stay healthy. Did you know that each subject could help them with things people do everyday. Schools have students to be connected to the world. The author of the article Preparing Students for the Future says, "The program develops an understanding of food and diet. Edible school yards also want students to feel connected to their local communities and the world." And, "Students can write recipes in reading class. They can use math to help them build their gardens. They can study where different crops come from in social studies." That's my second reason why I believe students should be taught life skills at school.

My last reason why I prefer students should be taught life skills at school because, schools are now helping kids with gardens. They have courses. And it helps kids with their everyday lives. The author of the article A Different Kind of School Day says, "Schools have even started developing their own courses around school gardens." And, "At WeGrow schools in New York City, for example, students spend one day each week planting and harvesting crops at a farm."

Thats my last reason why I prefer students should be taught life skills at school.

In conclusion, I feel that students should be taught life lessons in school because, it will help kids physically and mentally. A program helps students keep track of their diet and how to stay healthy, and schools are now helping kids with gardens.

A-9

Grade 5 Writing ARG

Lithocode: 51200160

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

- The claim provided in the introduction is focused and generally maintained throughout (*I think students should be taught life skills at school*).
- The organizational structure is logical and allows for the advancement of the argument with a main topic for each body paragraph outlined in the introduction (*help kids physically and mentally, A Program helps students keep track of their diet and how to stay healthy, and schools are now helping kids with gardens*).
- Transitional strategies connect ideas within and among paragraphs with external topic sentences, internal transitions (*And it will also; Did you know; And it helps kids; In conclusion*), and paragraph concluding statements.
- A sufficient introduction and conclusion contribute to a sense of completeness.

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

- Development demonstrates a partial understanding of the topic.
- Elaborative attempts to develop the argument are ineffective and provide incomplete and loosely related information to support ideas (*Did you know that each subject could help them with things people do everyday. Schools have students to be connected to the world*).
- Evidence from multiple sources is partially integrated and related to the topic (*She thinks it is important for students to be responsible, appreciate the environment, and learn life skills; The program develops an understanding of food and diet. Edible school yards also want students to feel connected to their local communities and the world*).
- Evidence is appropriately cited (*A Different Kind of School Day; Preparing Students for the Future*), but this alone does not elevate the Development score beyond a 2.

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*physically and mentally; appreciate everything; stay healthy; connected to the world*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*My last reason why I prefer students should be taught life skills at school because, schools are now helping kids with gardens. They have courses. And it helps kids with their everyday lives*).
- Overall, grade-appropriate command of standard English conventions is demonstrated.
- A formal tone and voice are appropriate for the overall argument (*The process will teach them how to work together*).

A-10

Grade 5 Writing ARG

Lithocode: 770004742122

Score: 3/3/3

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Did you know that in many parts of the world students not only learn your average reading, science, and math, but also life skills. In America, students should also be taught life skills at school because it teaches them teamwork and it helps teach students practical skill that they'll use for the rest of there life.

The first reason is, it teaches students how to work together. This is shown in the text "A Different Kind of School Day" when it states "Plus, when students work together on a shared goal, it teaches them how to work together in ways that don't necessarily happen in the class room." Students are able to team up in these tasks and tackle the goal together. I remember a time when I ran into some of my classmates out of school. We did a community clean up at the beach. We teamed up and cleaned up alot of that beach because we worked together. If we learn this in school it will hapen more often this in the real world think of the beter world we could live in.

The scecond reason for why students should learn life skills at school is that it teaches practical skills. According to the text "Going to School in Sweden" it says "Practical skills traditional handicrafts are highly valued. A majority of Swedes feel it is very important to be able to work competently with your hands." Let me ask you two questions answer honestly. First, When was the last time you needed to use geometry not counting school? Now answer me when was the last time you needed to cook and eat? I hope you can tell you can't eat geomety but you can eat something you cook. Apliy this with most school subjects and you can see that you don't really need them.

With all the evidence together and you can see schools really should teach life skills. Do to it teaching team work and practical skills. Now maybe you'll consider to use that voice of yours to spread the word to schools around the nation about how importent teaching life skills really is.

A-10

Grade 5 Writing ARG

Lithocode: 770004742122

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

- The claim is provided in the introduction (*In America, students should also be taught life skills at school because it teaches them teamwork and it helps teach students practical skill that they'll use for the rest of there life*), focused on the task, and generally maintained throughout.
- The organizational structure is logical and allows for the advancement of the argument that students should be taught life skills in school, focusing on two main supporting reasons (*teaches them teamwork; helps teach students practical skill*).
- Varied transitional strategies connect ideas within and among paragraphs (*The first reason is; If; Let me ask you; First; Now answer me; With all the evidence together*).
- A sufficient introduction provides the claim and outlines the direction for the argument, while the conclusion sufficiently reiterates the claim and supporting reasons, contributing to a sense of completeness.

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing with evidence, explanations, anecdotes, and rhetorical techniques to appropriately support the argument (*Students are able to team up in these tasks and tackle the goal together. I remember a time when I ran into some of my classmates out of school. We did a community clean up at the beach; I hope you can tell you can't eat geomety but you can eat something you cook*).
- Relevant evidence from multiple sources is generally integrated and lends credibility to the argument.
- Evidence is appropriately cited (*This is shown in the text "A Different Kind of School Day"; According to the text "Going to School in Sweden"*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*practical skill; tackle the goal together; community clean up; use that voice of yours; around the nation*).
- Sentence structure is varied and demonstrates grade-appropriate language facility. (*Let me ask you two questions answer honestly. First, When was the last time you needed to use geometry not counting school?*).
- Although there are errors present in grammar (*there* instead of *their*), spelling (*averge; alot; hapen; often; scecond; Apliy*), and punctuation (missing commas), the overall writing demonstrates grade-appropriate command of standard English conventions.

- The tone and voice are appropriate for the overall argument. The tone is conversational and humorous, and the voice is personal and confident in engaging the audience and making a clear argument.

A-11

Grade 5 Writing ARG

Lithocode: 51201989

Score: 3/3/3

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

To be taught or not to be? Some schools now are not only teaching academic skills but real life skills too like gardening and cooking. While some may think that is weird, I think it is helpful and smart. I think this because teaching the children real life skills can teach them responsibility and prepare them for their future. If you aren't interested yet, read on to find out why I think teaching kids real life skills in school is good and efficient.

For starters, I think teaching students real life skills is a great way to teach them cooperation. In Source 1 (A different school) Armadillo makes students clean their schools together and the kids make a bond making them work together better. They are also cooking and serving food to each other. So by teaching and making their students do this, the kids can cooperate better and they are better shaped for what they have to do in the future.

Another reason I think students should be taught real life skills is because doing so teaches them responsibility. In Source 2 "going to school in Sweden", the author says that in Sweden, at the beginning of first grade, students are required to learn woodworking and sewing. By sixth grade, they already know how to power saws, lathes, and industrial sewing machines. After they leave middle school they know how to and are required to know how to develop project ideas, draw a plan. They are taught how to choose and carry out their own work methods, then by the time they leave school, they know how to construct things and sew other things and that would definitely make them seem responsible and they learned all this stuff in school.

Lastly, I think students should learn real life skills in schools because it prepares them for their inevitable futures. In Source 3 "Preparing students for the future" the author says that "Schools in California have started a "edible curriculum" a program that develops a understanding of food and diet." By doing this students plant gardens over the state and they also

develop their own recipes and food. This prepares them for the future because when they are gardening, they are learning how to do something that could be a crucial way to get food for themselves.

Those are the reasons why I think teaching students real life skills is a very smart and good thing to do. Doing so can teach them how to be responsible. It can also prepare them for the future that awaits them. Also because it can teach students how to work and cooperate better with others. I think those are good reasons.

A-11

Grade 5 Writing ARG

Lithocode: 51201989

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

- The claim provided in the introduction is focused and generally maintained throughout (*I think this because teaching the children real life skills can teach them responsibility and prepare them for their future*).
- The organizational structure is logical and allows for the advancement of the argument with three main topics organized by paragraph (*teach them cooperation; teaches them responsibility; prepares them for their inevitable futures*).
- Transitional strategies connect ideas within and among paragraphs with topic sentences and internal transitions (*not only teaching academic skills but real life skills too; While some may think; If you aren't; They are also; So by teaching; After they leave; By doing this; because when; It can also*).
- A sufficient introduction and conclusion contribute to a sense of completeness.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration includes original writing with paraphrasing (*By doing this students plant gardens over the state and they also develop their own recipes and food*), text evidence, and examples (*They are taught how to choose and carry out their own work methods, then by the time they leave school, they know how to construct things and sew other things and that would definitely make them seem responsible and they learned all this stuff in school*) to support the argument.
- Relevant, integrated evidence from all three sources lends credibility to the argument.
- A counterclaim is acknowledged in the introduction, which goes beyond grade-level expectations (*While some may think that is weird, I think it is helpful and smart*).
- Evidence is appropriately cited.

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*cooperation; construct; inevitable*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*This prepares them for the future because when they are gardening, they are learning how to do something that could be a crucial way to get food for themselves*).
- Overall, grade-appropriate command of standard English conventions is demonstrated.

- An academic tone and friendly voice are appropriate for the overall argument (*Those are the reasons why I think teaching students real life skills is a very smart and good thing to do*).

A-12

Grade 5 Writing ARG

Lithocode: 51202155

Score: 3/3/3

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Do you think that kids should learn life skills at school? I do! In my opinion, kids need to know about how to process in life. Parents make a lot of kids do chores. Don't you think that students need to know how to work in groups? Let's find the answers.

As I said before, kids need to know about how life works. It's not all laziness and fun. You have to work to make money! According to Source 3 it tells that students would try to escape from challenges by doing something easy, like sewing. That's not what life is going to be! If you quit from one job because it's too challenging, your former boss will contact other bosses and tell them, "Hey, You got to avoid this worker. They're lazy." It will also show up in your records. Then, you'll end up in a trailer! Who wants that? Someone I know actually is living in a trailer right now!

Do your parents give you chores? Most parents do. Parents give their kids chores to help them learn that to get money, you have to work. In some countries, like Japan, schools make students clean and cook. That might sound weird, but those schools give students an experience what the word "work" means. According to Source 1, it says that kids usually do cleaning and cooking, while the adults do dangerous work. So while parents give their kids chores, schools give students duties. This helps students be more responsible and aware of their surroundings. One time, I went to this place and we got to grow our own food!

IMPORTANT: Students need to be able to work in groups as well as working independently. Take it from me, I don't like working in groups! I think it slows me down. But, when I started working, in FLAME, with my business team, I could see that it's better when you work with a great group cause that gets more things done. When I think about it, I feel like I'm actually working at a job! When we go on the field trip to Biz Town, then it will be like we ARE adults working. We're gonna buy food, make appointments, work to earn money, it's gonna be fun!

Now that we know about all this, let me ask you again, do you think that kids should learn life skills at school? I still think so because kids need to know how to be successful in life, learn how to earn money, and be able to work in teams. Do you know why teams are important? “Cause we’re better together! Stronger side by side...”- From decendants song, “Better together.”

A-12

Grade 5 Writing ARG

Lithocode: 51202155

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

- The claim provided in the introduction is focused and generally maintained throughout (*Do you think that kids should learn life skills at school? I do! In my opinion, kids need to know about how to process in life*).
- The organizational structure is logical and allows for the advancement of the argument with main topics organized by paragraph (*kids need to know about how life works; Parents give their kids chores to help them learn; Students need to be able to work in groups as well as working independently*).
- Transitional strategies connect ideas within and among paragraphs with topic sentences and internal transitions (*If; also; Then; That might sound; So while; This helps; One time; Take it from me; But; When I think about it; Now that we know about all this, let me ask you again; I still think so*).
- A sufficient introduction and conclusion contribute to a sense of completeness.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing with paraphrasing, text evidence, examples (*I don't like working in groups! I think it slows me down. But, when I started working, in FLAME, with my business team, I could see that it's better when you work with a great group cause that gets more things done*), narrative (*Hey, You got to avoid this worker. They're lazy*), and rhetorical questions (*Who wants that?; Do your parents give you chores?*) to appropriately support the argument.
- Relevant, integrated evidence from multiple sources lends credibility to the argument (*it tells that students would try to escape from challenges by doing something easy, like sewing; it says that kids usually do cleaning and cooking, while the adults do dangerous work*).
- Evidence is appropriately cited (*According to Source 3; According to Source 1*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*This helps students be more responsible and aware of their surroundings*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*It's not all laziness and fun; In some countries, like Japan, schools make students clean and cook. That might sound weird, but those schools give students an experience what the word "work" means*).
- Overall, grade-appropriate command of standard English conventions is demonstrated.

- An academic tone and enthusiastic voice are appropriate for the overall argument (*Now that we know about all this, let me ask you again, do you think that kids should learn life skills at school?*).

A-13

Grade 5 Writing ARG

Lithocode: 770004748736

Score: 3/3/3

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Have you ever, cleaned your school, or cooked yourself and even your classmates a meal at school? Your probaly thinking no, why would I? Well, that may sound wierd to some, but certain places acually do clean and cook for their school!

First of all, your probaly wondering where? Who would do something so... odd? Well, the answer to that question is, Armadillo Technical Institute in Phoenix. The school Armadillo Technical Intitute has no janitors, as it states in sorce 1 paragraph 2, "Students meet a couple times a week in teams to clean different areas of there school. Students do things like sweep and mop and clean the bathrooms." the school says they want kids to learn, "real-life skills." I think thats pretty smart to teach kids to learn more than just reading and math at a young age.

Second of all, not only Armadillo Technical Institute does more than just basic school activities. In Sweden there schools believe in teaching students real life skills as well. As it states in source 2 paragraph 9, " Sweedish parents and educators believe it is more important that young children play rather than learn academic skills. Parents say beginning serious schooling too early robs children of their childhood." Therefore as it states in source 2 paragraph 1, " Many kindergartners formally begin to learn reading skills, but in Sweden most children learn to read in first grade, which begins when children are seven." Well I think thats smart. Children should be able to play and be themselves for as long as possible because once they reach a certin age learning will become more stressful as they grow and reach the next grade, and parents, and teachers will start expecting more of them. I wish I lived in sweden when I was in kindergarten!

Third of all, all of these schools are great at teaching student mechanical skills and cleaning and cooking skills but what about being outdoors. At some point students will have to take care of plants to weather its just watering there parents plants or working somewhere enviremental either way i think students should know how to atleast water plants corectly also if they know how to cook shouldn't they know nutritional values. Which is exactly why I think chef Alice Waters idea to have student grow there own garden and follow an "edible curriculum" is a great idea! As it states in source 3 paragraph 13, " The program developes an understanding of food and diet. Edible school yards also wnat students to feel connected to to their local communities and the world." I think thats amazing, to teach kids about nutrition while also connecting them to their local communities.

In conclusion, personally I think teaching student real-life skills at a younger age is very smart, rather than them learning it later when they are more busy with school work. This gives students more time to focus on school in the future when they have homework and not a lot of time at home to do it. When students are older they will most commonly be enrolled in some sort of sport activity or after school clubs. And if they hadn't learned real life skills at a young age they would have to at a older age at home which takes time they could be doing those other after school activities.

A-13

Grade 5 Writing ARG

Lithocode: 770004748736

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

- The claim in favor of students being taught life skills in school is implied throughout and most clearly stated in the conclusion (*In conclusion, personally I think teaching student real-life skills at a younger age is very smart*).
- The organizational structure is logical and allows for the advancement of the argument; one idea leads to the next in interacting with each source in turn, and each paragraph supports the claim that schools should teach life skills (*I think thats pretty smart to teach kids to learn more than just reading and math at a young age*).
- Varied transitional strategies connect ideas within and among paragraphs (*Well; First of all; not only; as well; Therefore; but what about; also; Which is exactly why*).
- The sufficient introduction begins with a rhetorical question as a “hook” to engage the reader, (*Have you ever, cleaned your school, or cooked yourself and even your classmates a meal at school?*), and the conclusion summarizes the argument, which contributes to a sense of completeness.

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of text evidence, paraphrasing, explanations, examples, and rhetorical questions to support the argument (*Children should be able to play and be themselves for as long as possible because once they reach a certin age learning will become more stressful as they grow and reach the next grade, and parents, and teachers will start expecting more of them*).
- Relevant evidence is integrated from all three sources.
- There is a nod to a counterclaim present in the introduction that acknowledges the other side of the argument (*Your probaly thinking no, why would I?*).
- Evidence is appropriately cited (*As it states in source 2 paragraph 9*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*mechanical skills; expecting more; enrolled*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Which is exactly why I think chef Alice Waters idea to have student grow there own garden and follow an "edible curriculum" is a great idea!; I think thats amazing, to teach kids about nutrition while also connecting them to their local communities*).

- Despite a smattering of errors in grammar, punctuation, capitalization (*i*) and spelling (*probaly; Sweedish; enviremental*), overall, grade-appropriate command of standard English conventions is demonstrated.
- The tone and voice are engaging and curious (*Who would do something so...odd? Well, the answer to that question*) and appropriate for the overall response.

A-14

Grade 5 Writing ARG

Lithocode: 51201508

Score: 4/4/4

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Imagine being in a classroom, not understanding the material. You're yearning to ask the teacher to explain again, but she just doesn't seem to notice your waving hand. Then, she calls out "Time for cleaning! Don't you do enough of that at home? By joining these groups of schools teaching life skills, you are reducing valuable classtime. This doesn't bring any good-if what you're doing doesn't work, you're disappointed, if your're struggling in class, they take you out. In my opinion, I disagree with students being taught like skills at school.

First and foremost, I'd like to explain the disappointment that one of these life skills taught at some schools would make. According to the source, "Preparing Students for the Future" writer Rory Tasslemeyer explains that "Students grow their own school gardens and follow an "edible curriculum". "However, if students focus so much on the garden and in the end it doesn't grow any crops, many students will feel disappointment. I recall one day, two years ago, in my backyard I decided to grow daisies, and posies and flowers of that sort. I put my all into that garden, digging, planting, watering, but the garden couldn't be. It just didn't grow. I felt so sorrowful, for I had worked countless hours and I felt as though it was for nothing. If a large amount of the curriculum is invested in life skills, if after putting your heart and soul into it, it doesn't work, you feel terrible. This is one reason as to why I believe that students shouldn't be taught life skills at school.

It wouldn't be fair if I didn't also mention that students who struggle in classes are actually encouraged to stop and clean, garden, sew, or anything like that. Focusing on schoolwork at school should be your number one priority. In the source, "A Different Kind of School Day," the writer, Carsten Phillips says that in Armadillo Technical Institute, "Students do things like sweep and mop and clean the bathrooms." What if one, or even more of the students in the class don't understand the material being taught to them? Will the teachers just take them outside to garden, which they can do in their spare time, or clean, tidy, and work, which they're most likely used to doing at home. Can't everyone else agree that classes are more important? I

have a friend who bears the name Caroline. She goes to another school. One day, she decided to join a club where they taught things like sewing, woodwork, cooking, and things like that. Because of her schedule, she had to be taken out of math class; but math was her worst subject, so she started to fail math. Her parents made the decision to take her out of the club to have her focus on math. She began to pay attention, passing with flying colors. This is one of my reasons as to why I believe that life skills shouldn't be taught to students at school.

Now that I've told you my honest opinion, you can reconsider the whole life skills at school topic. They only bring struggle and disappointment. So that is why in my truest and most honest to goodness opinion, I disagree with students being taught life skills at school.

A-14

Grade 5 Writing ARG

Lithocode: 51201508

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

- The claim is focused on the task and consistently maintained throughout (*By joining these groups of schools teaching life skills, you are reducing valuable classtime ... In my opinion, I disagree with students being taught like skills at school*).
- The organizational structure strengthens the response and allows for advancement of the argument with a tight focus on a supporting idea in each body paragraph (*disappointment; struggle*).
- Varied transitional strategies include external transitions with topic sentences and internal transitions within paragraphs (*but she just doesn't; Then; By joining these groups; However; I recall; If a large amount; if after; What if one, or even more; One day; Because of her schedule; So that is why*), enhancing the progression of the argument.
- 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 a combination of original writing with paraphrasing (*It just didn't grow. I felt so sorrowful, for I had worked countless hours and I felt as though it was for nothing*), text evidence, anecdotes (*I put my all into that garden, digging, planting, watering, but the garden couldn't be*), examples (*Focusing on schoolwork at school should be your number one priority*), narrative in the introduction, and rhetorical techniques (*What if one, or even more of the students in the class don't understand the material being taught to them?*) to support the argument.
- Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument (*Students grow their own school gardens and follow an "edible curriculum"; Students do things like sweep and mop and clean the bathrooms*).
- Evidence is appropriately cited (*According to the source, "Preparing Students for the Future" writer Rory Tasslemeyer explains that; In the source, "A Different Kind of School Day," the writer, Carsten Phillips says that*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*yearning; sorrowful; grow daisies, and posies; invested in life skills; heart and soul*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*Her parents made the decision to take her out of the club to have her focus on math. She began to pay attention, passing with flying colors*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.

- A persuasive tone and confident voice strengthen the overall argument (*So that is why in my truest and most honest to goodness opinion, I disagree with students being taught life skills at school*).

A-15

Grade 5 Writing ARG

Lithocode: 770005081533

Score: 4/4/4

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Jayme! What's for dinner tonight? Real-life skills is a significant thing in life, yet, when do kids learn about it? Real-life skills can help teach many kids how to live a independent life. I think we should be taught real-life skills at school because, students can learn how to be independent, students can respect the enviroment they are in, and they can learn how to work together.

To start off, I think we should be taught real-life skills in school because, it can teach us how to be independent. In Source 1: "A Different Kind of School Day", it states, students at Armadillo Technical Institute in Phoenix, Oregon, Meet a couple times a week to clean areas of their school, like sweep and mop the bathroom. We can see here that, the school encourages students to be independent and know when to clean places. Real-life skills like that can also help students know what it feels like to be an adult, and it helps them know what to do in their adult life. Moreover, in Source 3: "Preparing Students for the Future" it states, "famous chef Alice Waters started the Edible Schoolyard project in California. It also stated that students grow their own garden. It is nice to see how Alice got involved in helping students know how to guide and lead their life. This program is also good for students because, what happens when they run out of food and all they have is, seeds, sunlight, dirt, and water. This program is good for students to know how to grow their own food when problems like that happens.

To commence, I think we should be taught real-life skills in school because, students can respect the enviroment they are in. Lets start off with a verse from Source 1: "A Different Kind of School Day", it states , "They are no janitors in the school (Armadillo Technical Institute school) There are enough students that no one has to do the same job more than a few times a year". This is good news because students can acknowledge and respect the enviroment that their in but if your're school is like most elementary schools you most likely have a janitor. Janitors clean up after you, and keep the schools enviroment clean, but then again, students think it's ok to just leave their mess how it is and just expect the janitors to clean up after them. Students don't get that lesson to clean up after themselves, be independent, and keep their enviroment clean, janitors shouldn't clean up messes that's not theirs when students have the perfect abilty to do that. Furthermore, in Source 1: "A different Kind of School Day", it states, "students don't seem to mind the work because it has always been part of their daily routine". Whatever students do like, clean, cook, or plant, they won't care! If they plan to feel for the enviroment they must do it everyday, once they get used to picking up trash and recycle they will not care. We need to love this earth, it is our only planet we can live on, don't have janitors do all the work keeping the school campus clean, picking up trash, and cleaning up after you. Respect the eviroment!

To lastly state, I think we should be taught real-life skills in school because, students can learn how to work together. In Source 1: "A Different Kind of School Day" it states, "when students work together on a shared goal, it teaches them how to

work together in ways that don't necessarily happen inside the classroom. All that this is saying that teaching students how to work together doesn't include math reading or science skills that you have to do every day. This can help students know how to be socialble. Though, independence is a must have, working together can have it's pros too. Furthermore, In Source 3 : "Preparing Students for the Future" we've already talked about how Alice assembled a program called, "Edible Schoolyard project" with students working together to plant a garden. Imagine one student planting only one single fruit. Now imagine several students planting one single fruit. Which do you think is more defined as a garden? Several students, right? Well with this example we can see how working together can be very helpful at times. Working together can also essential for our lives. When putting independence and Togetherness together, we can lead a very significant life.

To sum up, real-life skills is a important things in life. It can teach kids how to lead an independent life. I think we should be taught real-life skills in school because, kids can learn how to be independent, it feels rewarding to be independent, and kids can learn how to work together. Next time your parents say, "What do you want for dinner?" Think about how real-life skills can help you, and offer to cook.

A-15

Grade 5 Writing ARG

Lithocode: 770005081533

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

- The claim (*I think we should be taught real-life skills at school because...*) is focused on the task and is consistently maintained.
- The organizational structure strengthens the response. The three ideas outlined in the introduction are addressed in three well-developed body paragraphs, each focusing on one main point.
- Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument (*To start off, I think we should be taught real-life skills in school because, it can teach us how to be independent; We can see here that; This is good news because...*).
- An effective introduction establishes purposeful direction and engages the reader with a “hook” (*Jayme! What's for dinner tonight?*), states the claim, and outlines three supporting reasons (*learn how to be independent, students can respect the environment they are in, and they can learn how to work together*). The conclusion effectively restates the claim, connects back to the “hook,” and ends with a thoughtful “*real-life*” challenge, enhancing the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates thorough understanding of the topic.
- Effective elaboration includes original writing, skillful paraphrasing, text-evidence, examples, and explanations to illustrate why they matter (*Real-life skills like that can also help students know what it feels like to be an adult, and it helps them know what to do in their adult life*).
- Selective evidence is smoothly integrated from Source 1 and Source 3 (*when students work together on a shared goal, it teaches them how to work together in ways that don't necessarily happen inside the classroom*).
- Evidence is appropriately cited (*Source 1: "A Different Kind of School Day"; Source 3: "Preparing Students for the Future"*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*lead a very significant life; respect the environment; start off with a verse; independence is a must have*).
- Skillful use of varied sentence structure contributes to the fluidity of ideas (*When putting independence and Togetherness together, we can lead a very significant life*).
- Use of standard English conventions, even with some minor mistakes in spelling, punctuation and capitalization, demonstrates consistent command of the communication of ideas.

- The tone is enthusiastic and persuasive, and the voice is positive and confident, strengthening the overall argument (*I think we should be taught real-life skills in school because, kids can learn how to be independent, it feels rewarding to be independent, and kids can learn how to work together*).

A-16

Grade 5 Writing ARG

Lithocode: 51201567

Score: 4/4/4

Prompt:

More schools today are preparing students for the future by giving them the opportunity to practice life skills such as how to solve problems, be creative, work with others, and communicate well.

Write an argumentative essay about whether or not students should be taught life skills at school.

Response:

Most schools teach traditional skills like reading, writing, math, science, and social studies. These skills are important in some way, yes. But, some schools are teaching students life skills for the future to help students know what the real world is like. In my opinion, I think students will be more benefited learning life skills in school more than the traditional skills. It can help them not only cook and clean but also learn to work and have problem solving skills.

Schools in some places are helping students learn how to cook and clean in a young age. In fact, students that are in Armadillo Technical Institute are cooking meals for each other. But not only there. At WeGrow schools located in New York City, they get a week's time to grow and harvest their plants (A Different Kind of School Day). Doing this will be able to help them have knowledge on growing their own food and cooking and serving food when they grow older. From WeGrow schools they have prior knowledge to when they grew their own food and harvested it in only a week.

These types of schools do not only help students to cook and grow food. According to the author, Carsten Phillips, he stated, a school in Phoenix, Oregon has students meet up in a group to take care of their school by mopping, sweeping, and cleaning the bathrooms in the areas of the school. Because of these students learning how to clean areas of their school, the effect of this would be that in the future they will learn that they have to clean every one of their little messes by themselves in the future. If they did not learn and experience how to clean up things, then those students would never learn that in the real world, no maid is going to come up and clean their messes.

Besides these specific schools teaching students how to cook and clean, schools also are able to teach how to solve problems and work. In the text, A Different Kind of School Day, it states, once the students at WeGrow finish growing and harvesting their crops, they can sell them to other people at a place called WeWork, where different people have their own businesses. Then, when they grow up, those students who used to be at the school WeGrow, they will already have

previous experiences to working in a business and will have enough problem solving skills for their business to go well enough for them... to earn money. And that will be able to help them in the future.

Not only do schools teach students how to work in a business, they also let them learn skills for a business. In the text, *Going to Schools in Sweden*, it states - schools in Sweden have their students draw a plan, choose work methods, develop project ideas, and carry plans by the time that they are in 6th grade. Because of these schools doing this, students in the future will be able to have practical skills for a business. Like, having ideas for future projects or presentations, making a plan for a new business idea, choosing work methods for making charts, data, or graphs on their latest business model, and carrying plans for future working ideas. From these skills being learned at a young age, these former students will have an easier time working in a business.

Again, cooking, cleaning, working, and problem solving can help students a lot for the real world. Learning them at a young age would be even better because the life ahead them will be a lot easier. They will be able to do many things and will be more successful in their life by knowing more about the real world.

A-16

Grade 5 Writing ARG

Lithocode: 51201567

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

- The claim is consistently focused on the task (*In my opinion, I think students will be more benefited learning life skills in school more than the traditional skills*) with a consistently maintained thread throughout from beginning to end (*some schools are teaching students life skills for the future to help students know what the real world is like*).
- The organizational structure strengthens the response and allows for advancement of the argument (*It can help them not only cook and clean but also learn to work and have problem solving skills*).
- Varied transitional strategies connect ideas within (*In fact; But not only there; Because of these; If/then; Like; From these skills; Again*) and among paragraphs (*These types of schools do not only help students to cook and grow food; Besides these specific schools teaching students how to cook and clean, schools also are able; Not only do schools teach students how to work in a business, they also let them learn skills for a business*), enhancing the progression of the argument.
- 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 a combination of original writing, skillful paraphrasing, text evidence, examples, and explanations to appropriately support the argument (*Doing this will be able to help them have knowledge on growing their own food; the effect of this would be that in the future they will learn that they have to clean every one of their little messes by themselves*).
- Smoothly integrated, selective evidence from multiple sources lends credibility to the argument.
- Evidence is appropriately cited (*According to the author, Carsten Phillips, he stated; In the text, A Different Kind of School Day, it states*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*prior knowledge; previous experiences; successful in their life; real world*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*Because of these schools doing this, students in the future will be able to have practical skills for a business. Like, having ideas for future projects or presentations; Learning them at a young age would be even better because the life ahead them will be a lot easier*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.

- An engaging tone and confident voice strengthen the overall argument (*From these skills being learned at a young age, these former students will have an easier time working in a business*).