

B.E.S.T. Writing Anchor Sets

Spring 2026 – Grade 6



THE B.E.S.T. STANDARDS

Benchmarks for Excellent Student Thinking

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

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

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

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

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

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

Florida Anchor Key

Grade 6	ARG			Item #37647	Group Work
Paper	P/S	D	L	Name	Lithocode
A-1	1	1	1		65000604
A-2	1	1	1		770005085902
A-3	1	1	1		770005419887
A-4	2	2	2		770005260046
A-5	2	2	2		770004722377
A-6	2	2	2		770005325122
A-7	2	2	2		770004784540
A-8	2	2	2		65001330
A-9	3	2	3		65002652
A-10	3	3	3		770005302591
A-11	3	3	3		770004708139
A-12	3	3	3		770004685946
A-13	3	3	3		770004683551
A-14	4	4	4		770004723653
A-15	4	4	4		770005275044
A-16	4	4	4		770005273267

A-1

Grade 6 Writing ARG

Lithocode: 65000604

Score: 1/1/1

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

I think that teachers shoold asine sellf asinements because thair is a chans that the People in the groop could cheat and not Put eny effert in to the asinment But if your by your sellf the chanss of cheating is lower and you will lern more because your doing the werk by your sellf.

A-1

Grade 6 Writing ARG

Lithocode: 65000604

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

- A claim is present yet minimally sustained (*I think that teachers shoold asine self asinements*).
- No organizational structure is discernible.
- A few transition words (*because; and; But if; and*) attempt to connect undeveloped ideas.
- Both the introduction and conclusion are absent.
- Response is too brief to demonstrate knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Lack of development and minimal understanding of the topic is demonstrated.
- Elaborative techniques are brief with supporting reasons undeveloped (*People in the groop could cheat and not Put eny effert in to the asinment*).
- Evidence from sources is vague (*cheating*).
- Appropriate citations are absent.
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*self asinements; you will lern more*).
- Sentence structure is confusing.
- A high density of errors in a variety of categories of standard English conventions (punctuation, capitalization, spelling) demonstrates a lack of command of language skills.
- Tone and voice are minimally discernible.
- Brevity with convention errors demonstrates a lack of command of language skills.

A-2

Grade 6 Writing ARG

Lithocode: 770005085902

Score: 1/1/1

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

yes,I think the teacher schold assign group work why? because don't have fun working by they self chidren want to have fun with they friends and groups they can work an laugh. on paragraph 17 it said that children rated the group task the group task is more funthan working by your self and the children feel better working with other children. That why you should let children work and group some time children be sad working by they self.

A-2

Grade 6 Writing ARG

Lithocode: 770005085902

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

- A claim is present in the opening sentence (*yes, I think the teacher should assign group work*).
- Minimal organizational structure is discernible.
- Few transitional strategies are provided (*why; because; and; That why*).
- The opening sentence consists of a claim that has an affirmative answer attached to a repeat of the prompt. A final confusing sentence provides a wrap-up of ideas (*That why you should let children work and group some time*).
- Response is too brief to demonstrate knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Lack of development and minimal understanding of the topic is demonstrated.
- Elaborative techniques are brief with confusing extensions (*children want to have fun...groups they can work and laugh*).
- Limited evidence consists of a vague paraphrase of the source material.
- Appropriate citation is present (*on paragraph 17 it said that children rated the group task*).
- Response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and repetitive (*don't have fun working; want to have fun with; more fun than working*).
- Sentence structure is confusing.
- A high density of errors in a variety of categories of standard English conventions (grammar, punctuation, capitalization, spelling) demonstrate a lack of command of language skills.
- Tone and voice are minimally discernible.
- Brevity with convention errors demonstrates a lack of command of language skills.

A-3

Grade 6 Writing ARG

Lithocode: 770005419887

Score: 1/1/1

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

i think yes we should have groupwork in school becuse kids cheat and copy off of others then give them credit for the work they did it also can give kids anxiety to have to speak infont of others they can have social anxiety they can not like public speaking a lot of kids struggle with speaking infront of a crowd i do all you got to do is try to think your the only person in the room most peaple work better alone it helps them focuse on what they need to do better and get it done faster when working in groups kids tend to copy off of the other peaple in the group most kids dont even relize there cheating untill the teacher tells them it is most kids live in an envirement that is calm annd quite so there fore thats what they are used to and need that to focuse some kids need others to help them comprehend what they are learning about in school most kids gett better grades working with others other kids can help them get a good grade by not saying the answee butt yelling them hints or how to get the answee most kids need extra help on a lot off kids benifit from the help of teachers or others i know i do kids can need help in so many different ways i benifit from visual learing i am a visaul learner

A-3

Grade 6 Writing ARG

Lithocode: 770005419887

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

- A claim is provided in the first part of the initial sentence (*i think yes we should have groupwork*).
- Little organizational structure is discernible with ideas flowing from one to another with no structure on which to build.
- Internal transitional strategies are minimal as they do little to connect thoughts but rather add more ideas (*becuse; also; and; so there fore*).
- The initial claim serves as a simple introduction. No conclusion is present.

1 – Development – Below grade-level performance demonstrated

- A lack of development is demonstrated.
- Elaboration attempts to develop the argument are minimal. Each source-based thought stands alone with little support to connect or extend the argument (*most kids dont even relize there cheating...most kids live in an envirement that is calm...some kids need others to help them comprehend*).
- Evidence from sources is present but confusing (*cheat; copy off of others; credit for the work*).
- No appropriate citation is demonstrated.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague (*give them credit for the work they did*).
- Sentence structure is confusing.
- No punctuation, along with a lack of capitalization, spelling errors, and contraction difficulties demonstrates a lack of command of standard English conventions, at times obscuring meaning.
- Tone and voice are minimally discernible. The stream of consciousness of ideas lends to a more casual, inappropriate tone.

A-4

Grade 6 Writing ARG

Lithocode: 770005260046

Score: 2/2/2

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

In my opinion I think teacher's should assign group work and here's why. I think students learn more working with each other because you learn how to work together and have greater motivation. In the source "Group work gets kids more engaged in stem" it says "even with an imaginary group, children showed greater motivation for the group task compared to the individual task". That means if students work together they will show better motivation to work. Source 2 also says that "we found children showed greater motivation for whichever task they did as part of a group. On average, they showed greater motivation for the group task about forty percent of the time, equal motivation on both task about 32 percent of the time". This means that more people like working together then not working together. From all this information we can see it is better to work together. In source 1 it says "Extroverted students tend to process their thinking out loud. Brainstorming with classmates is a rewarding process for extroverts". That means people take brainstorming as a reward. It's truly great that if teachers put kids in groups we will have more fun but also get a lot of work done quicker and that's my essay on if teachers should assign group work.

A-4

Grade 6 Writing ARG

Lithocode: 770005260046

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

- A claim is stated in the opening sentence and insufficiently sustained within the task (*I think teacher's should assign group work and here's why*).
- The organizational structure includes a grouping of ideas (*learn how to work together; have greater motivation*) with some focus maintained.
- Transitions attempt to connect ideas externally (*I'n the source; From all this information*) and internally (*That means; Source 2 also says; This means; In source 1; That means*) with basic connective language.
- The initial sentences provide a claim and a simplistic structure. The ineffective conclusion repeats the claim, as well as the prompt, but adds some undeveloped ideas.

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

- Development demonstrates a partial understanding of the topic.
- Attempts at elaboration are repetitive (*people like working together then not working together...it is better to work together*) and rely heavily on the sources (*if students work together they will show better motivation to work; people take brainstorming as a reward*).
- Evidence is partially integrated (*brainstorming...is a rewarding process*) and related to the supporting ideas (*it is better to work together*).
- Appropriate citations are present, referring to a specific source by title and by source number (*I'n the source "Group work gets kids more engaged in stem" it says; Source 2 also says; In source 1 it says*).

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

- Vocabulary and word choice are somewhat basic (*work together; motivation; reward; more fun; geta lot of work done*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled, simplistic, and repetitive (*That means if students work together; This means that more people like working together; That means people take brainstorming*).
- Command of standard English conventions is somewhat inconsistent. Capitalization at the beginning of a sentence, along with end punctuation, is correctly demonstrated. However, random apostrophes (*I'n; teacher's; I't*) appear in the original writing. Other convention errors are few.
- Tone and voice do little to elevate the response.

A-5

Grade 6 Writing ARG

Lithocode: 770004722377

Score: 2/2/2

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

"Should teachers assign groupwork?" No they shouldn't.

First of all kids can cheat easily because they are all in a big group. They do this in two easy ways. They can have someone do the work for them and turn it in as there own. Or they can just copy each others answers. Thats how they can cheat of of one another.

Another reason is that its faster when its just yourself. When your in a group you can get distracted easily. When one person brings up a different topic the whole group can be thrown off topic. When your working by yourself you can focus on the task easier. And then it gets done faster.

However its the exact oposite for younger kids. Since there still young they dont cheat off of each other. And group activities are more appealing to younger kids. So that means that they wont cheat off of each other and they will get there work done faster.

So my point is that with little kids group activities should be common. But with teens and older kids they should be more rare for reasons ive mentioned above.

A-5

Grade 6 Writing ARG

Lithocode: 770004722377

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

- A basic claim answering the prompt is provided in the introduction (“*Should teachers assignn groupwork?*” *No they shouldn’t*). The claim is refined in the conclusion based on the presented argument (*group activities should be common. But with teens and older kids they should be more rare for reasons ive mentioned*).
- The organizational structure consists of an introduction, three body paragraphs focusing on separate ideas, and a conclusion.
- Transitions attempt to connect ideas within and among paragraphs, though variety is limited. External transitions (*First of all; Another reason; However; So*) are followed by a topic sentence to introduce each body paragraph idea. Internal transitions (*When; When; When; And then*) attempt to connect ideas within the paragraphs.
- A simplistic introduction and conclusion frame the response.

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

- Development demonstrates a partial understanding of the topic.
- Elaborative attempts insufficiently develop the argument (*They do this in two easy ways...Thats how they can cheat; one person brings up a different topic the whole group can be thrown off topic*).
- Evidence from the source is partially integrated (*cheat; distracted; younger kids*). Source ideas form the basis of the argument.
- No appropriate citation is provided.

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

- Vocabulary and word choice demonstrate a partial command of expression of ideas. Basic, source-based vocabulary is employed with little original wording.
- Sentence structure is partially controlled, somewhat simplistic, and repetitive (*They do this in two easy ways. They can...Or they can...Thats how they can...; When your in a group you can get distracted...When one person...When your working*).
- Use of grammar, punctuation, and spelling is somewhat inconsistent (*there own; others answers; Thats; cheat of of one another; your in a group; its the exact oposite*).
- Tone and voice do little to elevate the response.

A-6

Grade 6 Writing ARG

Lithocode: 770005325122

Score: 2/2/2

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

Teachers need to stop assigning group work. Many reasons for this, like cheating, people don't like to work together, and more.

As i said one reason is because cheating is bad and this is shown by "a group of 20 or so students at Sunny Hills High School. . . . handed in the work of others under thier own names" this shows that teachers should stop assigning work meant to be done as a group because students can cheat off of other students in their group and put thier credit on it.

Some people say that they should assign work in as groups because "You are then part of something bigger than yourself.". But this is not true because "Where does collaboration end and cheating begin?".

Another reason why teachers should not assign work in groups "Introverts, on the other hand, may find interacting with large groups of people excausting. They need alone time to recharge thier personal batteries." this shows how some people would probably not want to do the assignment and why it would be excausting to them.

Overall, Teachers should not assign group work because Introverts may find interacting with large groups excausting, People may cheat on group assignments, and because where does collaboration end and cheating begin.

A-6

Grade 6 Writing ARG

Lithocode: 770005325122

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

- A claim is provided in the introduction (*Teachers need to stop assigning group work*) and insufficiently sustained within the task.
- The organizational structure is inconsistent in advancing the argument. Two body paragraphs focus on two reasons group work should not be assigned. An attempted counterclaim paragraph is inserted between the reasons.
- Transitions attempt to connect ideas externally (*As i said one reason is; Another reason why; Overall*) and internally (*this is shown; this shows; because; But this is; this shows*) with basic connective language.
- The introduction provides a claim and a simplistic structure. The conclusion repeats the claim and loosely states the points addressed in the argument.

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

- Development demonstrates a partial understanding of the topic.
- Attempts at elaboration are ineffective and repetitive (*But this is not true because “Where does collaboration end and cheating begin?”; this shows...why it would be excasting to them*).
- Evidence is partially integrated.
- Appropriate citation is lacking. Evidence is quoted, but no reference to the specific source/author/paragraph/title is provided, nor is a general lead-in to the quote provided.

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

- Vocabulary and word choice are somewhat basic (*and more; cheating is bad; put thier credit on it*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled.
- Command of standard English conventions is inconsistent. Internal sentence punctuation is missing, but ending punctuation is present. Other convention errors are few (*i; thier*).
- Tone and voice are inconsistent with some personalization (*As i said...; Some people say*) alongside amore informational tone.

A-7

Grade 6 Writing ARG

Lithocode: 770004784540

Score: 2/2/2

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

I think teachers should assign group work because i feel like it would be better and the students would absoulety like it and heres why.

First of all, i think teachers should assing group work to their classes because i feel like it would make students more engaged of what there doing. According to the text," Even with an imaginary group, childern showed greather motivation for the group task compared to the individual task." this shows that childern are more engaged to group work than on your own work. According to the text," After wards, we asked the childern to rate how fun each task was, and how good they were at each one. On average, childern rated the group rask as more fun and said that they felt like they were way better at it." All of this explains how kids feel about group work.

Addiational, ??????this can help Extroverted students and introverted students with their socail skills. According to the text,"Extroverted students tend to process their thinking out loud. Brainstorming with classmates is a rewarding process for extroverts." According to the text,"Introverts tend to process their ideas independently. This does not ment that introverts will not share their ideas with others, but they first need time to think through them alone." This all explains that even if they feel a different way they will still commuincate with eacher other which will help with there socail skills.

Next, is that parents and teachers can also help with this matter. According to text,"Fore example, parents and teachers can use social language such as, lets figure this puzzle out together." This shows us one example what teachers and parents can do to help.

Overall, I feel like teachers should assign group class work to their class. What do you think? should they? yes or no?

A-7

Grade 6 Writing ARG

Lithocode: 770004784540

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

- A claim is provided in the simple introduction and insufficiently sustained within the task (*I think teachers should assign group work*).
- The organizational structure includes three body paragraphs focused on separate ideas (*make students more engaged; help...students with their socail skills; parents and teachers can also help*), yet the structure is inconsistent in the advancement of ideas.
- External transitions (*First of all; Addiational; Next; Overall*) are used to connect ideas. Within the body paragraphs, the transitions (*this shows; All of this; This does; This all; This shows*) attempt to connect limited ideas with basic, repetitive connective language.
- Introduction and conclusion repeat the claim with similar language (*I think teachers should; I feel like teachers should*). The conclusion ineffectively wraps up ideas with simplistic questions to the reader (*What do you think? should they? yes or no?*).

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

- Development demonstrates an incomplete understanding of the topic.
- Limited elaboration attempts to develop the argument are repetitive (*i feel like it would make students more engaged...this shows that childern are more engaged; can help...students with their socail skills...which will help with there socail skills; teachers can also help...one example what teachers and parents can do to help*).
- Evidence from the source is partially integrated and somewhat relevant in trying to advance the point in each body paragraph. A layering of evidence lends credibility to the ideas but is limited in its support.
- Appropriate citations are used throughout, employing a general lead-in followed by quoted evidence (*According to the text, “Even with an imaginary group...”*).

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

- Vocabulary and word choice demonstrate a partial command of expression of ideas (*i feel like it would be better; more engaged of what there doing; how kids feel; This all explains*).
- Sentence structure is partially controlled, lacking variety and complexity.
- Inconsistent use of capitalization (*i*), spelling (*absoulety; childern; Addiational; commuincate; socail*), and usage (*there* for *they’re*) demonstrates a partial command of standard English conventions.
- The tone and voice are limited but mostly appropriate by being academic in nature.

A-8

Grade 6 Writing ARG

Lithocode: 65001330

Score: 2/2/2

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

In my opinion, I think that teachers should assign group work in their classrooms. Group work would be helpful because it shows students that they are more motivated and encouraged to doing there work. Also it shows that group work help students stay more focused and on task when doing group work. I sure hope that they will assign groupwork now.

According to (Source 2 parragraph 16) it states that kids show more motivation for groupwork than individual work. Studies show that kids like group work 40% of the time and 28% of individual work. Also kids or students in experemnts show to have more fun and be more excited when working with other people. Hopefully we well only have group work now.

Secondly, if we don't have group work we could have some major problems. If students don't have group work kids might not get as good as a grade. Also they might not learn to be cooroprotive or not have as much fun. Another thing is that students might not have as much motivation to do there work. They also might not be as focused on there work or assignments. Now we have to have group work.

Last but not least, group work can help kids get focused with stem. According to source 2: paragraph 8 it states, that shortage of science, technology, engineering and math (Stem) professionals has been important concern in the United States, Group work has been proven to make kids more focused with stem. Group work has been helping kids love Stem. Please have group work.

In conclusion, group work helps many students. Such as with Stem, school and cooroporation. Please have teachers have group work.

A-8

Grade 6 Writing ARG

Lithocode: 65001330

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

- A claim is provided in the introduction (*In my opinion, I think that teachers should assign group work in their classrooms*).
- The organizational structure consists of three body paragraphs focusing on separate ideas (*motivation; group work...problems; kids get focused*), which inconsistently advance the claim.
- Transitions attempt to connect ideas within and among paragraphs though variety is limited (*Also; Hopefully; Secondly; Another thing; They also; Last but not least, In conclusion*). Each paragraph transitions to the next with a repetitive plea for group work.
- A simplistic introduction and conclusion frame the response.

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 (*Also kids or students in experemnts show to have more fun and be more excited when working with other people*) and is otherwise ineffective (*Also they might not learn to be cooroprotive or not have as much fun*).
- Evidence is partially integrated and related to the topic but somewhat unsupportive.
- Appropriate citation is provided (*Source 2 parragraph 16; source 2: paragraph 8*).

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

- Vocabulary and word choice are basic (*more focused; more fun; more excited*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic. The attempts to use simple sentences as wrap-up transitions tend to be repetitive, hindering the progression of ideas.
- Use of grammar, punctuation, and spelling is somewhat inconsistent (*doing there work; experemnts; Hopefully we well; cooroprotive*).
- Tone and voice are attempted in the pleas for more group work (*Now we have to have group work; Please have group work; Please have teachers have group work*).

A-9

Grade 6 Writing ARG

Lithocode: 65002652

Score: 3/2/3

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

There are many teachers that do not assign group work and many that do. I think that teachers should assign group work. One reason why is because group work gets kids even more engaged in STEM. When kids work together in STEM activities they tend to want to do more work. For example if you have an activity where you have to put one ice cube in salt water and one in normal water to see which one dissolves faster a kid working on there lonesome might not feel like putting the ice in the water. But a kid working with a partner would want to because they would feel more energized. That is only one reason why I know that teachers should assign group work.

Another reason why I feel that teachers should assign group work is because it improves social skills. When you work with people it forces you to talk to people, you can even make a close friend you would never have talked to if it was not for that project. It could also motivate people with low self hesteeme. Kids could say to them things like “great job,” your amazing at this” and “your really smart.” Working together unites people and it is mostly very interactive.

People may say “there is a line between cheating and teamwork.” But I completly disagree with that statement when it comes to team work. When you work your supposed to share your anwsers with the person your working with. Have you ever accidentally missed or got an easy question wrong, I know I have. But if you have a partner they can alert you about it. They can also help you with a question your haveing trouble with. Lots of kids don’t know they may have the same goal as others and you can help each other out with them.

I only stated a few of the thousands of overpowering reasons why I know teachers should assign group work. If you never tried it I highly recomend it, it’s very fun – trust me.

A-9

Grade 6 Writing ARG

Lithocode: 65002652

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 (*I think that teachers should assign group work*).
- The organizational structure is logical and advances the argument with two paragraphs focused on the positives of group work (*gets kids even more engaged; improves social skills*) followed by a counterclaim paragraph focusing on the negative of group work (*line between cheating and teamwork*).
- External transitions include topic sentences (*One reason why is because group work gets kids even more engaged in STEM; Another reason why I feel that teachers should assign group work is because it improves social skills*), and internal transitions connect the ideas within each body paragraph (*For example; When you work; But*).
- An introduction and conclusion provide a framework for the argument with the claim clearly stated in both. A sense of completeness is presented in the conclusion with a personal affirmation of groupwork and call to action (*If you never tried it I highly recomend it...trust me*).

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration includes original writing with extensions of source information (*ice cube in salt water; When you work with people it forces you to talk to people; It could also motivate people with low self hesteeme*).
- Various nods to evidence from sources are integrated into the argument, lending credibility to the argument.
- A counterclaim is acknowledged and refuted, which goes beyond grade-level expectations (*People may say...But I completly disagree...*).
- **No appropriate citation is provided, limiting the Development score to a 2.**

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

- Integration of academic vocabulary demonstrates a clear expression of ideas (*lonesome; energized; interractive; can alert you; overpowering reasons*).
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Grade-appropriate command of standard English conventions is demonstrated with relatively few errors overall (*hesteeme; your really smart; interractive; completly; trouble*).
- Tone and voice develop a personal approach, which is consistent throughout and appropriate for the overall argument.

A-10

Grade 6 Writing ARG

Lithocode: 770005302591

Score: 3/3/3

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

Does your school let you work in groups or partners? Do you like working in groups? I believe that working independently is better than working in groups because you won't get distracted, you're more productive, and lastly you have your own ideas and thoughts. So, would you rather work in groups or independently?

Working independently is better than working in groups because you won't get distracted. Are you an introvert or an extrovert? An introvert is the kind where you work better alone, an extrovert is when you work better in groups or with people. For example, imagine you're in a group with 3 of your friends, do you think you would actually be able to get your work done? If I was in that position, I don't think I would be able to finish all my work. When you work alone, there is not much to get distracted with. It's not just kids and teens that like to work alone, in the article "Are Two heads better than One?" it states that "A 2018 survey asked 2,107 workers from around the United States about their ideal office layout." "The survey shows that almost 43% of workers prefer a private office." The article also states "While open communication is important, too much togetherness can lead to unwanted distractions."

Working independently is better than working in groups because you will be more productive. In my opinion, while working independently, I am more productive because there is no one there to distract me from what I'm working on. For example, if I'm working with a friend, sometimes we get off topic talking about a whole other subject. In the article "Are Two heads better than One" it says "However, since introverted individuals tend to be more productive in quiet, isolated settings, open floor plans may negatively affect their performance." Also, whenever I'm doing my homework in the kitchen or in an open space, I never do my best.

Working independently is better than working in groups because so you can have your own ideas and thoughts. Whenever I'm working in groups, everybody has to share their own ideas and sometimes everyone can agree on it and you can't say your own thoughts, that can lead to misunderstanding a problem. The article "Are Two heads better than One" it states "Introverts tend to process their ideas independently. This does not mean that introverts will not share ideas with others, but they first need time to think through them alone." I think that when you have your own ideas, you can better understand what you are working on and get the correct answers by taking your time and thinking through the questions.

Although working in partners have some advantages, working independently is better because you won't get distracted, you're more productive, and lastly you have your own ideas and thoughts. If I had to work alone for the rest of my life I would be happy. So, would you rather work in groups or independently?

A-10

Grade 6 Writing ARG

Lithocode: 770005302591

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 (*I believe that working independently is better than working in groups*).
- The organizational structure is logical and advances the argument. A threefold argument (*won't get distracted; you're more productive; have your own ideas and thoughts*) is presented in the introduction and advanced in the body paragraphs.
- External transitions include topic sentences, which are structured in a similar way (*Working independently is better than working in groups because...*). A variety of internal transitions, including rhetorical questions (*do you think you would actually be able to get your work done?*) and connective language (*For example; If I was in; It's not just kids; In my opinion; because; Whenever im working*) link ideas within each body paragraph.
- A sufficient introduction and conclusion provide a framework for the argument with the claim clearly stated in both. A sense of completeness is given in the conclusion with a recap of the ideas presented, a personal affirmation, and then a repeat of the prompt question posed to the reader.

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration includes original writing with a variety of elaborative techniques (*Are you a introvert or a extrovert?; imagine your in a group; if im working with a friend sometimes we get off topic talking...; that can lead to misunderstanding*).
- Relevant evidence is integrated to develop ideas. Layering of multiple pieces of evidence adds credibility to the proposed argument.
- Appropriate citations are provided in the form of article titles (*in the artice "Are Two heads better than One?" it states*).

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

- Vocabulary and word choice demonstrate a clear expression of ideas (*independently; postion; productive; off topic; do my best; misunderstanding; taking you're time*).
- Sentence structure is varied, demonstrating grade-appropriate language facility (*In my opinion, while working independently I am more productive because there is no one there to distract be from what im working on; If I had to work alone for the rest of my life I would be happy*).

- Grade-appropriate command of standard English conventions is demonstrated. A few misspelled words (*belive; indepedently; you're; postion; advanges*) are present.
- Academic tone and voice are mixed with personal experiences and are appropriate for the overall argument.

A-11

Grade 6 Writing ARG

Lithocode: 770004708139

Score: 3/3/3

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

Do you work better in groups? According to "Are Two Heads Better than One" by Carl Harris, "Group work gets kids more engaged in STEM" by Allison Master, and "Line Between Cheating and Teamwork Trips Students" by Nick Anderson, it give two reasons why I think that teachers should assign group work in classes.

First, working in groups helps people process their ideas better . According to source one it states "Talking through their intial ideas with group members often helps extroverted students create higher- quality work." This means that when extroverts work in groups it helps them bring the best of their knowledge into their work, because they were engaging. Which means they might have a better grade. In source 2 it mentions that the kids felt like the group task was more fun and they felt that they were good at it.This states that because they were engaging and processing their ideas they thought they were better at the group task.

Next, working in groups help people feel more motivated to finish the work. In source two it states "Children worked for more time before choosing to quit the group task, and correctly placed more pices for that task." This says that the students worked more efficently in groups because they got more pieces for that task correct and they stayed longer in that task than the individual task. In source 3 it says that they don't know when the students engaging ends and when the cheating starts. This means they don't know when students are actually going to engage instead of cheating. Yes, students can cheat so you have to place some rules so they know not to cheat.If you let them work alone there would probably be a lot of missing assignments because they weren't motivated to finish it all but if you let them work in teams they will be more motivated to keep doing their work, which is what you want your students to do.

In conclusion, I gave you two reasons on why I think that teachers should assign group work in classes.Which were, working in groups helps people process their ideas better and working in groups help people feel more motivated to finish their work. Wouldn't you want to have good grades in school and be able to work on your collaboration skills?

A-11

Grade 6 Writing ARG

Lithocode: 770004708139

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

- A claim is stated in the introduction and generally maintained (*...why I think that teachers should assign group work in classes*).
- The organizational structure is logical and advances the argument in two parts (*helps people process their ideas better; help people feel more motivated*).
- External transitions (*First; Next; In conclusion*) connect the presented arguments. Varied internal transitions progress the ideas (*This means that; because; Which means; In; and; This states that because*).
- The introduction starts with a question that engages the reader (*Do you work better in groups?*) and previews that two reasons will be given to support the claim. The conclusion restates the claim and reasons that advance the argument. A final engaging question (*Wouldn't you want to have...*) mirrors the initial question, providing a sense of completeness.

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration includes a combination of text evidence with extensions of original expression (*because they were engaging. Which means they might have a better grade*). Original explanations and solutions (*you have to place some rules so they know not to cheat. If you let them work alone there would probably be a lot of missing assignments...*) support the argument.
- Relevant, integrated evidence from multiple sources in each body paragraph adds credibility to the argument. A layering of evidence under each idea deepens the development of the argument.
- A counterclaim is acknowledged in the second body paragraph (*Yes, students can cheat so you have to place some rules...*), which goes beyond grade-level expectations.
- Evidence is appropriately cited by use of specific source numbers (*According to source one; In source 2; In source 3*).

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

- Appropriate vocabulary and word choice demonstrate a clear expression of ideas (*best of their knowledge; processing; efficiently*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*This says that the students worked more efficiently in groups because they got more pieces for that task correct and they stayed longer in that task than the individual task*).
- Grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice are appropriate for the overall argument.

A-12

Grade 6 Writing ARG

Lithocode: 770004685946

Score: 3/3/3

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

Do you work in groups at your school? Teachers are trying to make group work more common among schools. I think they should. Teachers should assign group work in classes because it helps motivate students, helps students to produce higher quality work, and helps prepare them for jobs that require collaboration.

To begin with, students that work in groups motivate students to get their work done. Allison Master is part of a research team at the University of Washington's Institute for Learning and Brain Sciences. She wrote an article titled "Group work helps kids get more engaged in STEM" and did a social experiment to test whether or not group work motivates kids. Allison Master states in her article that "We found children showed greater motivation for whichever task they did as part of a group." As you can see her experiment worked, because even though she created the illusion of a group children still found more motivation when working together.

In addition, students also produce higher quality work when working in groups. Carl Harris the author of the article "Are two heads better than one?". He states that "Talking through their initial ideas with group members often helps students create higher quality work." He is correct! Sharing ideas with others in groups and gaining inspiration back from them is essential in creating high quality work. Evidently, students do create higher quality work when working together in groups.

Working in groups also prepares students for future jobs that require collaboration. People who support or participate in collaboration in school point to a future in career expectations. In the text titled "Corporate Trend" Carl Harris states "A recent survey reports that 80 percent of companies want to hire people with strong collaboration skills.". The work place is becoming more collaborative, today employers value team players. So students who begin collaborating in schools prepared themselves for when it comes to collaborating for jobs in the future.

Still some people may think that teachers should not assign group work in classes. However, their claim is invalid because Allison Master in her passage titled Group work gets kids engaged in STEM states that "On average, they showed greater motivation for the group task about 40 percent of the time, equal motivation on both tasks for about 32 percent of the time, and greater motivation for the individual task for about 28 percent of the time." Therefore meaning that the students enjoyed the group work more than the individual task and felt more motivated while doing it.

Conclusively, Teachers should assign group work in classes because it helps motivate students, helps students produce higher quality work, and prepares them for jobs that require collaboration.

A-12

Grade 6 Writing ARG

Lithocode: 770004685946

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

- A claim is provided and generally maintained (*Teachers should assign group work in classes...*).
- Organizational structure is presented in the introduction and logically advances through the three ideas on why group work is beneficial (*helps motivate students; helps students to produce higher quality work; helps prepare them for jobs*).
- Varied transitional strategies connect ideas within and among the paragraphs, including external transitions (*To begin with; In addition; Still some people; Conclusively*), paragraph topic sentences, and paragraph wrap-up connector transitions (*As you can see, ...children still found more motivation when working together; Evidently, students do create higher quality work when working together; So students who begin collaborating in schools prepared themselves*).
- A sufficient introduction with a simple question (*Do you work in groups at your school?*) hooks the reader. The introduction continues with a personal affirmation of groups (*I think they should*), the claim, and a three-pronged structural direction for the essay. The conclusion restates the claim and direction taken, contributing to a sense of completeness.

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

- Logical development of ideas flows from the introduction, through the three body paragraphs, an attempted counterclaim paragraph (beyond grade level performance), to the conclusion, demonstrating an understanding of the topic.
- Elaboration consists of original writing extending the ideas adequately in each body paragraph (*created the illusion...still found more motivation; Sharing ideas ...and gaining inspiration...is essential in creating higher quality work; students...prepared themselves for...jobs in the future*).
- Evidence from multiple sources is integrated into supporting ideas along with the counterclaim, lending credibility to the argument.
- Precise citations stating the specific author and/or title of the sources are provided (*Allison Master states in her article that...; Carl Harris the author of the article "Are two heads better than one?". He states that...; Allison Master in her passage titled Group work gets kids engaged in STEM states...*).

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

- Specific word choice (*common; illusion; correct; essential; parcipitate; invalid*) mixed with general vocabulary demonstrates an overall clear expression of ideas.
- Grade-appropriate language facility and varied sentence structure advance ideas sufficiently.

- Overall, a command of standard English conventions is demonstrated. Errors in spelling (*colaboration; enganged; wether; memebbers*) do not deter from the correct use of punctuation, capitalization, and grammar shown.
- Academic tone and voice are appropriate and consistent.

A-13

Grade 6 Writing ARG

Lithocode: 770004683551

Score: 3/3/3

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

School. Nearly everybody on the planet is able to go to it, and those people probably also know about group work and have their own experiences with it. But does it really benefit you and your classmates? This essay will go into why assigning group work to a class can benefit the students in the group no matter the age.

To start us off, group work can help students learn to work with people, even if you don't like them. As Carl Harris pointed out in article 1, "A very large amount of companies want to employ people who can work well with others". This evidence shows that being able to work with other people proficiently will have benefits in your life, even past school. And adding on to that, group work in school will help you gain that specific proficiency quicker! Another piece of evidence supporting that group work helps students is Allison Master's statement that "Making Stem social makes it lot's more entertaining for Kids". This shows that allowing children to do an activity socially will make it more engaging and fun for them, and that allows them to learn more and more because they have someone to do it with. This also means that more kids will want to do stem or even just scient in general, meaning that kids can have both a promising career while also helping the world, whether that mean by developing vaccines, helping stop global warming, etc.

Another reason that group work helps students in class is by increasing their motivation and ability to do their work. As Allison states in article 2, " Kids were more willing to do group work with others than to do work by themselves". By this Allison means that a child will put more effort into an assignment with other people than an assignment without partners, which means that teachers can give their classes group work meaning that people that would normally have little motivation to do work alone would try a lot harder with other people to work with. Allison also mentions in article two that "Kids when prompted, usually said that activities where you work with partners were a lot more fun and that they were more confident in their skills in an activity if it was a group task instead of a solo assignment". This evidence shows that kids gained more confidence if their ability to do something if it was with another person, which allows them to do better in work since they believe that they can do good in it. This also shows that children had a better time when working with others than by working alone, with means that they'll want to do and get better at something which will have benefits past elementary and even beyond college, since it means that they'll want to do and follow classes or dreams that they want because they believe that they'll have a fun time no matter what.

Working with others really is an important life skill, and practicing it either early or late in your childhood or even adulthood will have a big impact on your career and life as a whole. But you should never stop learning and improving, whether that be with a friend(s) or by yourself. That sounds kinda sappy, but either way you should learn to work with others, no matter who you are, because not even geniuses can go their whole life alone without working with someone else, no matter if it's a friend or an enemy.

A-13

Grade 6 Writing ARG

Lithocode: 770004683551

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

- The claim is stated at the end of the introduction (*assigning group work to a class can benefit the students...no matter the age*).
- Organizational structure follows a logical plan, with a topic sentence clearly stating the focus for each body paragraph (*help students learn to work with people; helps students...increasing their motivation and ability to do their work*).
- Transitions are functional and connect ideas within and among paragraphs. External transitions (*To start us off; Another reason*) begin the topic sentences of each body paragraph. Within paragraphs, a variety of transitions are used (*This evidence shows; And adding on to that; Another piece of evidence; because; This also means; whether that mean*) to advance the argument.
- A sufficient introduction and conclusion frame the ideas. An opening approach of gathering all to the common experience of group work followed by a rhetorical question draws the reader into the essay. The conclusion revisits an idea (*practicing it either early or late in your childhood or even adulthood*) referenced in the introduction (*no matter the age*), demonstrating an overall connectedness and sense of completeness.

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

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration after each piece of evidence builds each point (*This evidence shows...will have benefits in your life, even past school; that allows them to learn more and more because they have someone to do it with; more kids will want to do stem...whether that mean by developing vaccines, helping stop global warming, etc.*).
- Multiple references to the source(s) in each body paragraph lends the ideas credibility. The evidence is relevant to the topic presented and adequately integrated within each paragraph.
- Precise citations are provided (*As Carl Harris pointed out in article 1; Allison Master's statement; As Allison states in article 2; Allison also mentions in article two*).

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

- Integration of appropriate vocabulary (*benefit; classmates; proficiently; vaccines; sappy*) and word choice (*specific proficiency; promising career; a big impact*) demonstrates clear expression of ideas.
- Sentence structure demonstrates grade-appropriate language facility.
- Few errors are present in conventions, demonstrating a grade-appropriate command of standard English conventions.
- Tone and voice are generally appropriate for the overall academic setting.

A-14

Grade 6 Writing ARG

Lithocode: 770004723653

Score: 4/4/4

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

You sit at a desk, staring at a blank piece of notebook paper. You have an idea in your head, but you can't quite put it into words. As you are about to give up and put off your work until later, when you hear your teacher say "You know what, how about we work in groups." A wave of relief washes over you, because once you guys start communicating your thoughts on the assignment, you can put your idea into words, and you can elaborate on it, which gives you more and more creative ideas. Without a doubt, teachers should assign more group work within their classrooms. Because students will have better quality schoolwork when working in groups, this will have a positive impact on the students future.

Although many people may say that doing group work can become a distraction which can result in poor quality work, students who work in groups end up turning in great work. Many people prefer sharing their ideas with other people and communicating their opinions on why an answer may or may not be correct, which can help students "create higher-quality work." (Source 1). I would consider myself an extrovert, and I feel that whenever I am working within a group, I can learn new techniques from my peers. When we share how we show how we got an answer, I sometimes learn new ways of doing things that may be faster or it could make my work better quality. Additionally, group work can allow me to see how my thinking differs from other people thinking and how my work is similar to my peers. Working with my classmates can also make me feel confident in the work I'm doing, just like some children in a study who "felt like they were better at it" (Source 2) when they worked in a group. A study was done on one hundred forty one four year olds to see their engagement in STEM activities when working in groups versus working individually. The fact that these young kids agreed that doing the group activity made them feel like they were better at it shows that majority of people do better when they work with more people. Since students have great quality schoolwork when working in a group, this will positively impact their future.

Lots of people may think that students who work in groups are set up for failure because they will have to be more independent when they're older, but students who work in groups have a bright future ahead of them. When teachers set people up in a group to get work done, they expect everyone to work together and try their best, just like how "employers value team players." (Source 1). Being any type of employ requires communication; For example, at a business meeting you may need to present ideas. But if you never gained any communication skills when working through issues when you are younger, how are you expected to do better when you are older? More teamwork within classrooms can effect your teamwork throughout your whole career; most of the time, "Employers demand collaboration." (Source 3). Students who communicate, brainstorm, and collaborate are most

likely to be great team-players when they're older. Think about it this way: when you are working in a group at school, there is usually one person who starts the conversations, adds on, and presents the most ideas. Well, that person is very likely to be a great leader or boss when they grow up. This shows how communicating at school can positively effect collaborating in the future. Students who work in groups are set up or a bright, positive future.

You take a stand at the head of the table, presenting one of your many brilliant ideas on the board. You take notes as your employees present their ideas, and you get sudden deja vu of your leadership in school. You were the team player who always loved leading a group project. Today, you are the same person, but you are the boss of a large corporation. Without a doubt, teachers should assign group work within their classrooms; because students will have good quality schoolwork when working in a group, they will have a bright future.

A-14

Grade 6 Writing ARG

Lithocode: 770004723653

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

- A claim is stated in the introduction and consistently maintained (*teachers should assign more groupwork within their classrooms*).
- Organizational structure strengthens and advances the argument. The two body paragraphs advance the argument, each presenting an idea (*students... end up turning in great work; students...have a bright future ahead of them*) and then breaking the idea into multiple parts (*sharing their ideas; allow me to see how my thinking differs from other people; work together and try their best; employ requires communication*), moving smoothly among and to the next idea.
- External transitions are in the form of topic sentences that set up a counterclaim (*Although many people may say that doing group work can become a distraction...; Lots of people may think that students who work in groups are set up for failure...*) followed by a clear presentation of each idea. Internal transitions successfully connect those ideas within paragraphs (*which can; and I feel that; When we share; Additionally; can also make; just like; The fact that...shows; Since students*). A transitional sentence ends the first body paragraph in a handoff to the next idea (*Since students have great quality schoolwork...this will positively impact their future*), skillfully advancing to the topic sentence in the next paragraph.
- An effective introduction with a personalized scenario and conclusion that skillfully recaps the major ideas in a unique way frame the essay. The claim and structure are solidified in the final sentence (*Without a doubt, teachers should assign group work...because students will have good quality schoolwork...they will have a bright future*).

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes descriptive scenarios of student experiences (*I would consider myself an extrovert...I can learn new techniques from my peers; Working with my classmates can also make me feel confident*) as well as deeper analysis of the source (*But if you never gained any communication skills when working through issues when you are younger, how are you expected to do better when you are older?*).
- Relevant, smoothly integrated evidence from all three sources adds credibility. A layering of selective, pinpointed evidence (*When teachers set people up in a group...they expect everyone to work together...just like how “employers value team players.”*) is employed with each citation.
- Counterclaims are woven into each body paragraph purposefully. Successful use of counterclaims goes beyond grade-level expectations for Grade 6.
- Appropriate precise citations are provided with specific source numbers.

4 – Language – Above grade-level accomplishment demonstrated

- Descriptive word choice (*blank peice of notebook...you can't quite put it into words; A wave of relief washes over you; majority of people; bright, positive future; deja vu*) and academic vocabulary (*positive impact; correct; techniques; peers; conversations; brilliant; leadership*) strengthens and furthers ideas.
- Sentence structure skillfully advances and contributes to the overall fluidity of ideas.
- Consistent command of standard English conventions is demonstrated. Accurate punctuation, along with correct spelling, in complex sentences allows the ideas to flow uninterrupted.
- Tone and voice strengthen the overall argument. A broad awareness and authoritative tone add to the effectiveness.

A-15

Grade 6 Writing ARG

Lithocode: 770005275044

Score: 4/4/4

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

A teacher gives out an assignment like every other day you sit at your desk with the same expectation of what's gonna happen with no excitement whatsoever. Then your teacher announces that it is group work!!! You get filled with energy ready to get an A+ and share all your smart ideas. Many students can get a better grade with the option to work in groups this is a very helpful way to help students' academic skills and even have a plus when it comes to improving their social life. Teachers should most definitely assign group work in their classes.

First and foremost, teachers should assign group work in their classes because students will use group work in the future. In the text Source 1, "Are Two Heads Better than One?" it states, "People who support collaboration in school point to future career expectations. Today, employers value team players. A recent survey reports that 80 percent of companies want to hire people with strong collaboration skills." Furthermore, almost every company you can work at uses teamwork to get jobs done and learning how to do that in school can help students get jobs or become what they want to. For example, if a child's dream is to become a teacher, they will have to learn how to discuss learning plans with other teachers and they will have to go to meetings to help the teachers figure out their plans for the year. Without learning teamwork, some students' dream jobs will be harder for them to get. In the text Source 3, it states, "Dan Shepard, a biology teacher at Westminster High School, said he routinely divides his students into groups of three, four, and five. They work in laboratories together, designing experiments and sharing data." "That's the way research is done in real life," Shepard said. "To add on when students work together it can cause them to help each other and they can learn how to share their thoughts and how to take into consideration others' thoughts. Even out of school there are times when working together is important. Learning how to cooperate in your class might even make a student a better co-parent when raising a child. All in all, group work is a great preparation for the future of students and will help the next generations of adults a lot with their teamwork."

Secondly, teachers should assign group work in their classes because it motivates students to work hard. In the text Source 2, it states, "Our reason for having children believe they were part of a group was based on a simple idea: You are the part of something bigger than yourself." To further explain when students can not talk or work with someone they may not want to work and may just start off with the bad idea that their work is pointless and that they will probably end up failing. Although when they have a partner or a group they may feel like all the pressure is not just on them and they can really express themselves. In the text source 2, it states, "Even with an imaginary group, children showed greater motivation for the group task compared to the individual task." This evidence shows that when students have the idea that they are not the only ones doing their assignment that they are working on they can really excel. Some students might even overthink their work and think that it is bad but with reassurance from their group members they are able to believe in themselves again and keep working knowing there are other people doing the same thing so they can not be completely wrong. To finish things off, with the motivation of other students kids gain confidence and many probably enjoy working and learning better which can give them great motivation skills throughout their whole life.

Lastly, teachers should 100% assign group work in their classes because group work helps students to be creative. In the text source 1, it states, "Brainstorming with classmates is a rewarding process for extroverts. They gain inspiration from others. Talking through their initial ideas with group members often helps extroverted students create higher-quality work." To continue when students work alone they may not be very open to more creative things. However with group work there is that support from others

and taking out loud may even help brainstorming become easier. There is also the ability to get inspiration from others when you work by yourself there is no way of that happening. Also, students may feel that if they have a unique idea they may second guess themselves in independent work but with others students they can feel more creative and make more extraordinary work. In the text Source 2 it states, "If we make STEM social, we can help inspire more students to discover their interest in STEM." In addition you can see how much inspiration helps work get done. To create an example let's say you are talking with your group and all the sudden one group member starts mentioning an idea or a comment but it does not exactly fit into the work they are doing. Then another group member hears the first one talking and bam gets the perfect idea from what the first group member was talking about. This shows how when working in a group you can listen to each other and revise and edit each other's work because five opinions is better and more accurate than just one. Finally, when students grow up having an open mind there is no telling how far they can go and with group work there is a big chance of that happening.

In conclusion, teachers should assign group work in their classes because it can boost their creativity and motivation skills making them more confident. Also, students need the experience because they will come across group work a lot in the future. To conclude, there are so many reasons why group work can help and improve students and if students are never able to participate in group work their cooperating skills will most definitely drop which is NOT good at all. After all, as many people say teamwork makes the dream work!

A-15

Grade 6 Writing ARG

Lithocode: 770005275044

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

- A claim is focused on the task and is consistently maintained (*Teachers should most definitely assign group work in their classes*).
- Organizational structure strengthens the response and allows for the advancement of the argument. Each body paragraph focuses on a positive aspect (*students will use group work in the future; it motivates students to work hard; helps students to be creative*). Each of these aspects is divided into subpoints (*every company you can work at uses teamwork; Even out of school there are times when working together is important*), maintaining the focus presented.
- External transitions are functional (*First and foremost; Secondly; Lastly; In conclusion*), and the internal transitions smoothly connect the ideas within each paragraph (*Furthermore; For example; Without learning; To add on; Even out of school*). A sentence with a summary transition (*All in all; To finish things off; Finally; To conclude*) in each paragraph succinctly closes out the presented idea before moving to the next.
- An effective introduction with an original school-based scenario leads to a clear claim. The conclusion enhances the structure by restating the focus of the points covered. An appropriate saying ends the response, providing a sense of completeness.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration builds the claim by skillfully combining original writing with extensions to the text (*if a child's dream is to become teacher they will have to learn how to discuss learning plans; Learning how to cooperate in your class might even make a student a better co parent*).
- Evidence is relevant and smoothly integrated from multiple sources. Layering of several pieces of quoted evidence in each body paragraph adds to the understanding of the topic and the credibility of the argument.
- Nods to counterclaims and proposed outcomes are woven in the argument (*Without learning teamwork some students dream jobs will be harder for them to get; when students can not talk or work with someone...they will probably end up failing; when students work alone they may not be very open to more creative things*).
- Several precise citations are provided (*In the text Source 1, "Are Two Heads Better than One? it states; In the text Source 3, it states; In the text Source 2, it states; In the text Source 1*).

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*expectation; annouces; dream jobs; consideration; co parent, rasing; pointless; express; excell; overthink; reasurence*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas. Sentences are complex while remaining focused (*Some students might even overthink their work and think that it is bad but with reasurence fron their group members they are able to believe in themselves again and keep working knowing there are other people doing the same thing so they can not be completely wrong*).
- A consistent command of standard English conventions is demonstrated. Spelling errors, especially with more complex words, do not deter from the consistent command of the communication of ideas.
- An academic and knowledgeable tone and voice strengthen the overall response.

A-16

Grade 6 Writing ARG

Lithocode: 770005273267

Score: 4/4/4

Prompt:

Write an argumentative essay about whether teachers should assign group work in their classes.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Response:

Your teacher just gave you a worksheet. Normally, you would get to work in an instant, but this time she has something to say. "Okay class, pick a group and start working." You have gotten so used to working alone, you are kind of nervous. Group collaboration in classes plays a huge role in the way students think and behave in the classroom. Students with teachers who do not normally assign group work are shown to be more shy and kept to themselves, while students who normally collaborate in groups are shown to be more talkative and open to collaborating with fellow classmates. Working in groups has many benefits in and outside of school, but many students are missing out. Teachers should try to keep a consistent schedule on when their students can work in groups. Whether it's often or every once in a while, the effects are real and working, so why not take advantage of it?

Clack... Clack... Is the only sound heard throughout the classroom. Just pencils writing on papers, no talking, no collaborating. Just the sounds of students working on their assignment, *alone*. It may seem like students are getting the best out of their work since all you can hear is pencils being dragged across their pages, but nothing's *that* perfect. All the work received from the students are so... bland. It's like eating stale bread with no butter. Almost every student's responses were the same, and not much creativity was put into the work either. "Group work gets kids more engaged in STEM" indicates that "Our reason for having children believe they were part of a group was based on a simple idea: You are then part of something bigger than yourself. Other people are working toward the same goal as you. Even young children understand that working together unites people in meaningful ways." When students work in groups, there are multiple things going on. One of them being collaboration. When students collaborate, they start to put more creativity into use and share answers and thoughts to get a deeper understanding of what they once thought was simple and shallow. Many students feel this way too. This is not the only benefit to working in groups, it goes much deeper from here.

Not only does working in groups help improve the way students put creativity to use, it also helps with student's social skills. "Are Two Heads Better than One?" indicates "Extroverted students tend to process their thinking out loud. Brainstorming with classmates is a rewarding process for extroverts. They gain inspiration from others. Talking through their initial ideas with group members often helps extroverted students create a higher-quality work." For introverts, it feels a bit more like the opposite. Group collaborations can make them feel nervous and cause them to feel less motivated, but that doesn't mean that they can't work in groups. Not only are groups good for sharing ideas, it can be good for finding people who share similar interests and feelings with you. That means that introverts could find fellow introverts and build off each other and still have the benefit others get from collaborating in groups. As an introvert myself, I find it a bit nerve-racking to have to be put in groups, but after finding people who I work well with, I feel way more comfortable with working with others than past me would feel. Not only does class collaboration help with social skills, it also helps with students' future careers.

You are at work, typing away in your cubicle, tapping of keys heard throughout the office. *Click Click Click...* You do not have a single idea of what your fellow co-workers are doing, or even how they are contributing to their job, so you just assume they are doing the same as you are, *wondering and typing*. "Are Two Heads Better than One?" indicates "People who support

collaboration in school point to future career expectations. Today, employers value team players. A recent survey reports that 80 percent of companies want to hire people with strong collaboration skills. However, fewer than 40 percent of them believed that recent college graduates were prepared to work in teams" Can you believe it? Working on a math problem with your classmates evolved in to collaborating with your future co-workers in your future work office. That goes to show how much working in groups impacts the life of a single student. When offices have their employees sit around a table and share their ideas and thoughts, everyone gets to contribute to their job and purpose, and possibly even make a better product compared to when decisions were made from one person alone. Workers can even get inspiration from others on how they can be better employees. Benefits, benefits, so many benefits!

So far, there have been many effects to collaborating in groups, extending all the way into adulthood. All of them starting in a classroom, learning how to write an essay or solving an equation, working with others, finding your tribe, and most important of all, learning. It is important to remember that school isn't just a "prison for learning", it can also be a place where you build off others and put your creativity to use while also taking advantage of what you learn.

A-16

Grade 6 Writing ARG

Lithocode: 770005273267

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

- A claim is stated in the introduction and consistently maintained (*Teachers should try to keep a consistent schedule on when their students can work in groups*).
- The organizational structure of three body paragraphs that focus on group work benefits (*When students collaborate, they start to put more creativity into use; helps with student's social skills; Workers can even get inspiration from others*) strengthens the response and allows for the advancement of the argument.
- A variety of external transitions are present, including hooks (*Clack...Clack*) and scenarios (*You are at work, typing away...*). Internal transitions (*Just; since all you can hear; but; It's like; You are then; Even; When; This is*) strongly connect ideas within paragraphs. Summary sentences at the end of each paragraph (*This is not the only benefit...it goes much deeper; Not only does class collaboration help with social skills, it also helps with students' future careers; Benefits, benefits, so many benefits!*) transition to the next proposed idea.
- An effective introduction with a detailed hypothetical classroom situation sets up the pro groupwork argument. The conclusion recaps the points covered using unique language that describes the paragraph ideas (*build off others; creativity; taking advantage of what you learn*).

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes a combination of text evidence with insightful original writing from student experience (*no talking, no collaborating... All the work received from the students are so ...bland; introverts could find fellow introverts...and still have the benefit others get from collaborating; Working on a math problem with your classmates evolved in to collaborating with your future co-workers in your future work office*). The student experience focus runs throughout the response.
- Evidence is relevant and smoothly integrated. Text evidence from various sources lends credibility to the argument.
- Appropriate citations are identified by the source title (*"Group work gets kids more engaged in STEM"; "Are Two Heads Better than One?"*).
- Nods to counterclaims (*It may seem like students are getting the best out of their work...but nothing's that perfect; I find it a bit nervewracking to have to be put in groups, but...*) are mentioned within the body paragraphs, demonstrating beyond grade-level expectations.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*an instant; fellow classmates; pencils being dragged across their pages; bland; simple and shallow*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas. Focus is maintained in complex sentences (*When students collaborate, they start to put creativity into use and share answers and thoughts to get a deeper understanding of what they once thought was simple and shallow*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- A student-centered voice and a creative tone are maintained throughout and strengthen the overall argument.