

B.E.S.T. Writing Anchor Sets

Spring 2026 – Grade 7



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

Florida Anchor Key

Grade 7	EXP			Item 37603	Intelligent Animals
Paper	P/S	D	L	Name	Lithocode
A-1	1	1	1		770002048326
A-2	1	1	1		770005289286
A-3	1	1	1		770005433992
A-4	2	2	2		770002049687
A-5	2	2	1		770004791606
A-6	2	2	2		770005282685
A-7	2	2	2		770002092118
A-8	2	2	2		770004767060
A-9	3	3	3		770002086658
A-10	3	3	3		770005305516
A-11	3	3	3		770005313120
A-12	3	3	3		770002088276
A-13	3	3	3		770004755820
A-14	4	4	4		770004779391
A-15	4	4	4		770004736872
A-16	4	4	4		770005234345

A-1

Grade 7 Writing EXP

Lithocode: 770002048326

Score: 1/1/1

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Us the humans intelligents are not that good but the animals intelligents are way better than us the humans. The animals intelligents they can smell danger a few miles a way and us the humans can't smell danger. The humans and animals have a couple thing's in common like they can smell thing's like food, and they can smell other peoples foot steps and animal foot step, and the anmials, humans have in common is knowledge and they are very althic like us and they are smart, they are playfull like us the humans. The dogs are like us the humans and they help people if they fall down the stairs. Dogs have to be traind so they can pick up the phone if someone is hurt or if they fell off the ladder for the personso they give the person the phone so they can call 911 for help so the animals are like us the people and we are like dogs.

A-1

Grade 7 Writing EXP

Lithocode: 770002048326

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

- A weak central idea is provided (*Us the humans intelligents are not that good but the animals intelligents are way better...*) but not sustained.
- Little discernible organizational structure is demonstrated.
- The few transitional attempts do little to connect ideas (*like they can; and; so the animals are like us*).
- Neither an introduction nor a conclusion is clearly provided.
- Brevity is a factor in demonstrating little knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- A lack of development is demonstrated.
- Elaboration consists primarily of confusing original writing (*...and the animals, humans have in common is knowledge and they are very althic like us and they are smart, they are playfull like us the humans*) with little basis in source evidence.
- Source evidence is absent.
- No appropriate citations are present.
- Brevity is a factor in demonstrating little knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Word choice is vague and unclear (*like us the humans*).
- Sentence structure is confusing (*The humans and animals have a couple thing's in common like they can smell thing's like food, and they can smell other peoples foot steps and animal foot step, and the animals...*).
- A density and variety of severe errors in grammar, punctuation (commas; *thing's*), and spelling (*intelligents; althic; playfull; traind*) demonstrates 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 7 Writing EXP

Lithocode: 770005289286

Score: 1/1/1

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Animals are intelegent because monkeys know what tokens are and they said its a reward and also bee's can eat all the necter in the flower and feed there family honey also if you give a elephant a box they will kick it like it said in the passage and they will stand up and reach the food and they are happy also and if you see alot of species you can see that they may run after you or be nice because some are just want to eat food like tigers so animals are smart because they can do stuff like humans and they also are very smart because they can just learn skills and alot of stuff and if you hate animals and you dont like them you shouldnt because they cant help that they were born like that so you need to be nice because they are like humans too. beccause they are very smart and if you pet your dog they they will be happy because they know that you are being nice to them because they can feel it. and to summarise they are smart species and do not hurt one because they will bite you because they are smart and know how to defend themselves and if you do try to hurt one and it gets sad you shouldnt because they cant help that they were born as animals.

A-2

Grade 7 Writing EXP

Lithocode: 770005289286

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

- The central idea is difficult to discern (*animals are smart because they can do stuff like humans*), demonstrating minimal awareness of purpose and task.
- No discernible organizational structure is demonstrated.
- Transitions are present but do little to connect or progress ideas (*and; also if; also, and if; so; because*).
- The response lacks an introduction or clear conclusion (*and to summarise they are smart species*).
- Although not overly brief, the response lacks knowledge of purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- Response demonstrates lack of understanding and development.
- Elaboration consists of confusing ideas (*...and they are happy also and if you see a lot of species you can see that they may run after you or be nice because some are just want to eat food like tigers*).
- The response incorporates source ideas (*monkeys know what tokens are; if you give an elephant a box they will kick it like it said in the passage and they will stand up and reach the food*) but lacks development and understanding of the text.
- Appropriate citation of source evidence is not provided.

1 – Language – Below grade-level performance demonstrated

- Word choice is vague and confusing (*they also are very smart because they can just learn skills and a lot of stuff*).
- Sentence structure is confusing. The first half of the response consists of one long run-on sentence.
- A density and variety of severe errors in capitalization (after a period), punctuation (missing periods, commas, and apostrophes) and sentence formation (run-ons) demonstrate a lack of command of standard English conventions.
- Tone and voice are inappropriate to the task.

A-3

Grade 7 Writing EXP

Lithocode: 770005433992

Score: 1/1/1

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

I was watching my dog the other day and i tossed his ball and it landed up on the table it was cool how he pushed the chair out hopped up on the chair and the jumped on the table and got the ball. I think that just shows how smart animals are.

In the artical by "Clint J. Perry" called "Are animals as smart or as dumb as we think they are"

I think bee hives are really cool but alot of people think be hive are scary or the bees will sting for no reson but thay will not sting if you dont mess with the hive because thay have to protect the qeen at all cost. 1. if we dont have bees that means no flowers wich could ruin the ecosystm.

I think birds are vary smart it has been proven because most birds can talk and the can fly wich talk alot to learn you have to flap your wings at the same time at the same power all at one time so yes i think birds are vary smart.

A-3

Grade 7 Writing EXP

Lithocode: 770005433992

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

- The central idea is ambiguous (*I think that just shows how smart animals are*).
- Organizational structure attempts a minimally discernible grouping of ideas.
- A few transitions are present but do little to connect ideas (*but alot; but thay; if we dont; so yes*).
- The response has an introduction but lacks a conclusion.

1 – Development – Below grade-level performance demonstrated

- Response demonstrates a lack of development of the topic.
- Elaboration consists of an example (*I was watching my dog the other day and I tossed his ball and it landed up on the table it was cool how he pushed the chair out hopped up on the chair and the jumped on the table and got the ball*) and confusing ideas (*1. If we don't have bees that means no flowers wich could ruin the ecosystm; I think birds are vary smart it has been proven because most birds can talk and the can fly wich talk alot o learn...*).
- Animals from source material are present (bees, birds) but discussed with minimal source ideas.
- An appropriate citation is present with the author and title of an article, but this alone does not elevate the Development score.

1 – Language – Below grade-level performance demonstrated

- Word choice is confusing (*birds can talk and the can fly wich talk alot to learn you have to flap your wings at the same time at the same power*).
- Sentence structure is simplistic and confusing.
- A variety of errors in punctuation (commas, period, apostrophes, capitalization), and spelling (*reson; thay; qeen; wich; ecosystm; vary*) demonstrate a lack of command of standard English conventions.
- Tone and voice are inappropriate for the task.

A-4

Grade 7 Writing EXP

Lithocode: 770002049687

Score: 2/2/2

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Animals are intelligent in ways similar to humans because in Source 1 its says "Elephants kicked the box until able to stand on it to reach the food" so they found out a way to get the food just like a human would **except we would be using a chair or stepstool**. Also in Source 1 monkeys would steal the food for themselves tell me you haven't stolen food for yourself **exactly** . In Source 2 the author says "It was our first hints that bees do something very like what we call thinking" also bees defend themselves with there stinger just like how we defend ourselves if we sense danger around us thats exactly what bees do. The author also claims that bees can count but not only recognizing them but they can understand them to. They also protect their home like us humans do. Source 3 it says birds are smart they make tools to get their food. They store their food in little caches for safe keeping. Like how humans keep there food in pantries or cabnits. They also use little hooks to get medium hooks and use the medium hooks to get the bigger hooks to get their food out of like small places like logs and holes etc. So don't judge an animals intelligence by how they look. Small or big, Tiny or huge, Thin or thick. They all have some intellegence in that brain of theirs even if its small they got something. Even if they are a big animal a smaller animal could be smarter.

A-4

Grade 7 Writing EXP

Lithocode: 770002049687

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

- The central idea is a close re-wording of the prompt (*Animals are intelligent in ways similar to humans because*).
- The response is organized by source, which consists of listed source examples of similar intelligence between animals and humans, demonstrating a limited advancement of ideas.
- Transitions attempt to connect ideas but with little variety (*Also; The author also; They also; So; Even*).
- A minimal introductory line restates the prompt leading directly into examples. A simplistic conclusion provides some closing thoughts (*So don't judge an animals intelligence by how they look*).

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources with some ineffective commentary (*also bees defend themselves with there stinger just like how we defend ourselves if we sense danger around us that's exactly what bees do*).
- Evidence from each source is partially integrated though related to the topic (*elephants kicked the box until able to stand on it to reach the food; it was our first hints that bees do something very like what we call thinking; birds are smart they make tools to get their food*).
- Evidence is appropriately cited using source number.

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

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas (*monkeys would steal the food for themselves tell me you haven't stolen food for yourself*).
- Sentence structure is partially controlled and simplistic.
- Inconsistent use of correct grammar, punctuation, and capitalization demonstrate a partial command of standard English conventions.
- Tone and voice are inconsistent (**exactly*; even if its small they got something*).

A-5

Grade 7 Writing EXP

Lithocode: 770004791606

Score: 2/2/1

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

how smart are animals? are they as smart as humans or intelligent in their own way here are some reasons how animals are smart.

reason one animals are able to "think" in source 2 paragraph 14 it states that "bees are able to do dances and that these are hints that bees can think" meaning bees have the mental capacity to think and to show other animals where to find shelter or danger is through a simple dance.

reason number two animals are able to show empathy to other animals rather than themselves test shows that animals are able to share rather than keep in this test there were two types of tokens that were able to give either the monkey its food to keep or give both the monkeys food the results were shown and both of the monkeys preferred the tokens that gave them both food. which shows how animals have the mental capacity to have empathy for other animals.

lastly another reason why animals are smart would be for the fact that humans can't define what smart is and how it might just be defined based around what only humans can do meaning animals are smart and they can show even more empathy and more kindness than some humans.

this shows how animals are intelligent in some ways or another or how intelligence is based on what humans can do and how some tests animals take are limited to them.

A-5

Grade 7 Writing EXP

Lithocode: 770004791606

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

- The central idea is stated as a question (*are they as smart as humans or intelligent in their own way*).
- The response is organized by grouped ideas (*reason one; reason number two; lastly*) but is inconsistent, disrupting the advancement of ideas.
- A few transitions attempt to connect ideas with little variety (*meanin; to show; which show; meain; this shows; or*).
- A simplistic introduction and conclusion are present.

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration relies heavily on sources and provides loosely related information (*meain bees have the mental capacity to think and show other animals where to find shelter or danger is through a simple dance*).
- Evidence is partially integrated though related to the topic (*bees are able to do dances and that these are hints that bees can think*).
- Evidence is appropriately cited with source number and paragraph number.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are imprecise (*here are some reasons how animails are smart*).
- Sentence structure is simplistic and confusing with run-on sentences.
- Use of grammar, punctuation (periods only at end of paragraphs, commas), capitalization (entire response lower case), and spelling (*intelligent; animails; meain; metnal; reuslts; defind; meain; limted*) demonstrates a lack of command of standard English conventions, often obscuring meaning.
- Tone and voice do not enhance the Language score above the score of 1.

A-6

Grade 7 Writing EXP

Lithocode: 770005282685

Score: 2/2/2

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

What ways are animals intelligent similar to humans? First humans and animals both use tools to their advantage. Second way they are similar is that they both know how to communicate to one another. Lastly both humans and animals store food to benefit them.

The first way animals are intelligent similar to humans is their ability to use tools. Scientists realized that elephants use their trunks to grab sticks so they added something different. "They added a box to the experiment. The result? Elephants kicked the box until able to stand on it to reach the food." This represents a human moving a step stool or a ladder to grab something on a high shelf or even on a roof of a house or building.

The second way animals are intelligent to humans is that animals can communicate to, obviously not the same way humans do but similar. There was an Austrian scientist named Karl Von Frisch he discovered something called the Waggle dance. "He says it's a complex series of movements bees use to tell one another where to find food." This is similar to if you were trying to tell a friend or parents where a good restaurant is or maybe a hunting spot.

The last way that animals are intelligent similar to humans is that both animals and humans store food. Birds will store food in things called "caches" then they remember where they stored it for winter so then they go back and get their food. Similar to how humans do say there is a big storm you go to the store buy your food then go home and store it in your food closet or in your fridge or freezer.

In conclusion animals are intelligent similar to humans because they both know how to use tools to their advantage just like the elephant. Next animals and humans both communicate to each other to benefit themselves. The last way they are intelligent smarter is they both store food so they can always get it when needed. But you don't think animals were this smart did you.

A-6

Grade 7 Writing EXP

Lithocode: 770005282685

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

- The central idea is presented in the introduction after repeating the prompt (*What ways are animals intelligent similar to humans?*) using a three-pronged approach (*both use tools to thier advantage; both know how to comunicate to one another; both humans and animals store food to benifit them*), yet it is insufficiently sustained.
- The organization structure uses repetitive topic sentences to introduce each item from the introduction.
- Transitional strategies attempt to connect ideas (*The first way; The second way; The last way*) with internal transitions (*This represents; This is similaire to; Similaire to how*) that are somewhat repetitive, limiting the advancement of ideas.
- The introduction and conclusion are repetitive.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration consists of minimal extensions beyond sources (*This represents a human moving a steep stool or ladder to grab something on a high shelf or even a roof of a house or building; This is similar to if you were trying to tell a friend or parents where a good resturant is or maybe a hunting spot*).
- Evidence from the sources is partially integrated (*they added a box to the experiment The result? Elephants kicked the box until able to stan on it to reach the food; There was an Austrian scientist named Karl Von Frisch he discovered something called the waggle dance*).
- No appropriate citation is present.

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

- Vocabulary and word choice are basic (*that animals can communicate to*).
- Sentence structure is partially controlled and somewhat simplistic.
- Inconsistent use of correct grammar (*use there trunks*), capitalization, punctuation (missing commas, apostrophe), and spelling (*rember; similaire; strom; dint*) demonstrates partial command of standard English conventions.
- Tone and voice are somewhat appropriate to the task.

A-7

Grade 7 Writing EXP

Lithocode: 770002092118

Score: 2/2/2

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Animals are Just like humans! Animals are Intelligent In ways similar to humans. Animals such as Birds, Bees, and Monkeys are smart and similar to humans.

Animals such as Birds are smart and similar to humans. In "Bird Intelligence", It says that Western scrub jays hide food and it is called caches, they can remember where all the food is and they also know what will go bad first. This shows that they are intelligent because they hide food and don't forget where they put it and they know what will go bad first. Laura McClain Madsen said that New Caledonian crows can make tools. These crow make three special tool shapes, wide, narrow and tapered. They can also bend a twig into a hook. We know that birds are smart because they can make tools and hooks. Crows also practice Metatool use. It means that they use a tool along with another tool. This means that they can get a medium hook with a small hook and a large hook with a medium hook.

Animals such as Bees are smart and similar to humans. Honeybees pollinate plants, helping to ensure that humans have enough food to eat, they make honey, to protect themselves from predators and keep the interiors of their hives at the right temperature. This shows that they know how to help us and that they know how to protect themselves. The waggle dance is a complex series of movements bees use to tell one another where to find food. This tells us that they know how to communicate. Bees also know how to count, not only can they be taught to recognize the symbols representing numbers, but they understand the numbers those symbols represent. This means that they can count, they can also know what number the symbol means.

Animals such as monkeys are smart and similar to humans. Chimps and monkeys have trouble with metatool use. In "Are Animals as smart, or as dumb, as we think they are?", it says "In a recent study monkeys learnt that two different types of tokens would exchange for food: one type would gain food for them only while the other token type provided food for both monkeys." This means that they were learning how to share and that it was successful. In another study Monkeys were allowed to either take food for themselves or push it to a companion, monkeys would often take food for themselves. This shows that they did not know how to give it to another monkey and it failed. In reality they only failed solving a task the way we expected a human would.

Animals such as Birds, Bees, and Monkeys are smart and similar to humans. Do you believe that animals are as smart as humans?

A-7

Grade 7 Writing EXP

Lithocode: 770002092118

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

- The central idea mirrors the prompt and is insufficiently sustained within the task (*Animals are intelligent in ways similar to humans*).
- A repetitive organizational structure is demonstrated and includes body paragraphs focusing on birds, bees, and monkeys in turn.
- Transitions attempt to connect ideas but are relatively basic with limited variety (*Animals such as; This shows; They can also; This means*).
- The introduction and conclusion are simplistic and repetitive.

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

- Development demonstrates partial understanding of the topic.
- Elaboration is ineffective and relies heavily on the sources with some attempts to explain ideas (*This shows that they know how to help us and that they know how to protect themselves; This means that they were learning how to share and that it was successful*).
- Evidence is partially integrated from multiple sources (*Laura McClain Madsen said that New Caledonian crows can make tools; The waggle dance is a complex series of movements bees use to tell one another where to find food; “in a recent study monkeys learnt that two different tokens would exchange for food...”*).
- Evidence is appropriately cited with an author’s name and source titles.

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

- Word choice is basic, demonstrating partial command of the expression of ideas.
- Sentence structure is partially controlled and simplistic (*This means that they can count, they can also know what number the symbol means*).
- The use of grammar, punctuation, capitalization, and spelling contains relatively few errors in standard English conventions.
- Tone and voice are somewhat appropriate to the task.

A-8

Grade 7 Writing EXP

Lithocode: 770004767060

Score: 2/2/2

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Imagine walking down a path with your dog and you see a insect, you would most likely think that your dog is smarter and that the insect is dumb. Why is that? Many people assume that insects are dumber than most animals. This also applies to birds, many people think they are dumb. So im going to prove to that many birds and insects are intelligent like humans.

To begin with, Bees are very smart insects even with such a small brain, this is shown in the text here "In one expeierement , for example, bees have to pass a certain number of markers in a tunnel to get a food reward. The bees could easily find the reward" This proves that bees can count and identify markers which could be helpful in the real world. Bees can also use knowledge from previous experiences as shown in the text "Bees can combine several things they've learned in one situation and call on that knowledge in new situations." Being able to use old information could be really helpful if you have to escape a predator or remeber where something is.

Second of all birds are also very smart creatures and can do things that many other animals cant. This is shown in the text here " Crows tear off a section of the barbed leaf. Then they shape ith with their beak ti make a tool for sweeping insects out of leaves." This shows they are intelligent because many mamals cannot use tools or do not know how to use tools. Crows can also do something could metatool which is shown in the text here" This means that they can use one tool along with another tool." This is very important because they can use that tool to get better tools. Even chimps and monkeys which are very smart have a hard time with using meta tool. Meta tool was also a big mile stone for humans too.

Finally, there are more birds that are smart too, as shown in the text here"Scientists floated a yummy worm in a clear plastic tub. Crows figured out that dropping bigger rocks would raise the water level faster" This shows how crows think like humans and are very smart. Corvids also have very good memory as shown here "They hide food, including nuts, seeds, berries, insects and worms in thousands of spots, called caches. They can remember where all those groceries are stored." They can know what food go bad first so they know they need to eat sooner. Even humans dont have as good of memory as that.

In conclusion, many birds and insects are intelligent like humans and can do things humans can do, like counting and using tools.

A-8

Grade 7 Writing EXP

Lithocode: 770004767060

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

- The central idea is present and somewhat sustained within the task (*So im going to prove to that many birds and insects are intelligent like humans*).
- Organizational structure focuses on insects (bees) and birds as previewed in the introduction.
- Transitions attempt to connect ideas with basic external descriptors (*To begin with; second of all; finally*) and topic sentences (*Bees are very smart insects even with such a small brain; birds are also very smart creatures and can do things that many other animals cant; there are more birds that are smart too*). Internal transitions are somewhat repetitive (*this is shown; this proves; Being able to; if you; This shows; This is very; Even; as shown; This shows; even*).
- The introduction attempts to garner interest in the topic, and the conclusion is a simplistic one sentence summation.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources (*bees can count and identify markers which could be helpful in the real world; Being able to use old information could really be helpful if you have to escape a predator or remeber where something is; they are intelligent because many mamals cannot use tools or do not know how to use tools*).
- Evidence from the sources is partially integrated though related to the topic (*Bees can combine several things they've learned in one situation and call on that knowledge in new situations; Crows tear off a section of the barbed leaf. Then they shape ith with their beak ti make a tool for sweeping insects out of leaves*).
- Evidence is not appropriately cited (*this is shown in the text*).

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

- Vocabulary and word choice are basic and occasionally imprecise (*So im going to prove to that many birds and insects are intelligent like humans*).
- Sentence structure is partially controlled and somewhat simplistic (*This shows how crows think like humans and are very smart*).
- Inconsistent use of correct grammar, punctuation (*im; cant; dont*), capitalization (*Bees*), and spelling (*aplies; expeierement; mamals; mile stone*) demonstrates a partial command of standard English conventions.
- Tone and voice are somewhat appropriate to the task.

A-9

Grade 7 Writing EXP

Lithocode: 710002086858

Score: 3/3/3

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Humans are thought to have higher cognitive capacities than animals. However, measuring cognitive capacity is a difficult concept to measure and define. More likely than not it will be measured in biased ways. However, if measured correctly, animals are intelligent like humans in communication, tool use, and problem solving.

Humans and animals have similar intelligence capacities in the use of tools. Animals and humans can both use tools in a way that allows them to easily accomplish their goals. "Elephants kicked the box until able to stand on it to reach the food." (article 1, paragraph 7, line 7-9) When humans use tools they use them to accomplish goals they could not otherwise do. For example, if a group of people need to build a high-rise they could try doing it by hand; however, that would be close to impossible. As a result, humans thought of building things to help them: cranes, trucks, saws, and computers. Just as humans use these tools animals can use tools too. The elephant needed to get food, but he was unable too. As a result, he thought of a way he could use the objects around him to his benefit, which he successfully did. Clearly, animals are just as capable at using tools as humans.

Humans and animals have similar intelligence in the field of communication. Animals and humans can both communicate amongst themselves, at least in primitive ways. "It's a complex series of movements bees use to tell one another where to find food." (article 2, paragraph 14, line 5-7) Humans may communicate in different ways but they all achieve the same goal, to transmit information from one place to another place. Animals communicate what is important to them, food. Humans communicate about things they feel are important. Though the topics and methods may differ, animals and humans both have the ability to communicate amongst themselves.

Human and animals also have the ability to solve problems. Animals and humans can both use their brains to solve simple to complex problems. "Crows figured out that dropping bigger rocks would raise the water level faster, and that dropping lightweight floating balls wouldn't help." (article 3, paragraph 21, lines 4-7) Humans solve these problems all the time. If a track is $\frac{1}{4}$ a mile how many laps does someone need to run a mile. These problems are similar problems to what the crows needed to solve. The task may have been simpler, but it still demonstrates that humans and animals have similar abilities when it comes to solving problems.

In conclusion, animals have similar cognitive abilities as humans. They can both use tools in situations where they are needed. They can communicate things that are important to them. Most importantly, they can arrive at intelligent solutions for difficult problems.

A-9

Grade 7 Writing EXP

Lithocode: 710002086858

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

- The central idea is focused on the task and maintained throughout (*animals are intelligent like humans in communication, tool use, and problem solving*).
- The organizational structure is logical, based on the three concepts that are stated in the central idea. This allows for the advancement of the central idea in separate paragraphs.
- Purposeful transitional strategies connect ideas within and among paragraphs (*However; As a result; Clearly; Most importantly*). Body paragraphs include topic and summative sentences, sufficiently framing the ideas.
- A sufficient introduction succinctly explains the topic and direction of the essay, and a conclusion sums up the three main concepts from the central idea, contributing to a sense of completeness, especially in the last statement of the essay (*they can arrive at intelligent solutions for difficult problems*).

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration includes a combination of original writing with paraphrasing, text evidence, and examples to extend ideas and support the central idea (*For example, if a group of people need to build a high-rise they could try doing it by hand; however, that would be close to impossible. As a result, humans thought of building things to help them: cranes, trucks, saws, and computers. Just as humans use these tools animals can use tools too*).
- Relevant, integrated evidence from multiple sources lends credibility to the exposition (*Elephants kicked the box until able to stand on it to reach the food; It's a complex series of movements bees use to tell one another where to find food*).
- Evidence is appropriately cited with article numbers, paragraph numbers, and line numbers.

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

- Integration of original, academic vocabulary demonstrates a clear expression of ideas (*Cognitive capacity; biased ways; primitive ways; accomplish; capable; achieve; methods; demonstrates; complex problems*).
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- The use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are academic and appropriate to the task.

A-10

Grade 7 Writing EXP

Lithocode: 770005305516

Score: 3/3/3

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Animals are similar to humans when it comes to their intelligence. For example, a crow easily picks up a hand full of berries off the floor then he digs up a hole and puts the berries he collected inside. Days go by and he remembers where he hid his food and when he hid it so it doesn't go bad. Animals are way smarter than you think because they can increase the number of times they can count, create new ways to hid their food and remember where it is, and ignites their knowledge to make tools to recover food.

Animals knowledge are suprisingly similar to people because bees can memorize symbols and can count. According to the article entitled "Source 2: The Hive Mind" Avery Elizabeth Hurt the author claims that "...for example, bees had to pass a certain number of markers in a tunnel to get a food reward. The bees could easily find the reward, even when the researchers moved the markers around or changed their shapes and colors." Picture this a bee has left the hive in a rush to collect pollen he's done this once before and remebers where a good spot to collect pollen is. However, he only remembers that he passed four houses to get to it. With his astonishing memory he passes the four houses to get to the vibrant field of flowers. There is a plethora of purple, pink, and yellow everywhere. He has found the perfect spot! He rushes as fast as he can to pick up the delicious smelling pollen. He collects as much as he can and zoomed back to the hive. His awesome memory saves the day and the bees continue to make honey all throughout the day. Although bees counting skills are emaculant, crows are amazing at storing their food.

Animals are extremely intellegent and their catching up to humans because crows can hid their food in good places where no one will find it. According to the article entitled "Source 3: Bird Intelligence" the author Laura McClain Madsen states that "They hide food, including nuts, seeds, berries, insects and worms, in thousands of spots called 'caches.' They can remember where all those groceries are stored." Picture this, a crow is getting ready to find some delicious, juicy berries. He soars through the trees and spots a bright green bush filled with red berries he decides to get some. However he isn't hungry and he already collected a bunch. Luckily he is smart enough to store them somewhere he finds a spot thats nice and flat he digs it up as fast as he can and puts the berries into the hole. Days pass by and he is starving but he's too lazy to find food, he remembers that he store food and decides to dig them back up and eat them. In addition to crows storing their own food, crows can also make tools to get food more easily.

Humans are more in common with animals when it comes to their knowledge than you think because crows can invent tools with plants to make it easier to get food. According to the article entitled "Source 3: Bird Intelligence" Laura McClain Madsen claims that "The crows also will bent a twig into a hook and gently pull fat grubs out of logs." For example a crow is starving and can't find any food anywhere. Luckily, he recently learned how to make a hook from a leaf. So he decides to make one and he can use it to get some grubs out of a log. However, just one small mistake will make it explode and making it unedible. The crow is super gentle and it doesn't explode so he eat the delicious juicy glob the way it tastes shocks the crow and desides to do it again he takes the smooth leaf and does it again he is succesful and stuff thanks to his knowledge.

In summary, animals are extremely intelligent in their own ways and are similar to humans. It ignites how well bees can count and memorize different symbols. Also, it advances the way crows store food and remembering where they left it. In addition it constructs crows' skill to be able to make tools to find more food. Furthermore, animals are amazing and are way more intelligent than you think and their catching up to us.

A-10

Grade 7 Writing EXP

Lithocode: 770005305516

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

- The central idea is focused on the task and generally maintained throughout (*Animals are way smarter than you think, because they...can count...hid their food and remember where it is...and... make tools to recover food*).
- The organization logically follows and advances the exposition by mapping the three concepts as outlined in the central idea.
- Purposeful transitional strategies, such as topic sentences and closing sentences, advance ideas sufficiently (*In addition to crows storing their own food, crows can also make tools to get their food more easily*). Internal transitions further connect ideas within paragraphs (*Picture this; However; Although; Days pass by; For example; So; Also; In addition; Furthermore*).
- A sufficient introduction, with some visual detail to illustrate a text idea, and a summarizing 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 supports the central idea with paraphrasing of text evidence and original narrative to extend ideas (*Picture this, a bee has left the hive in a rush to collect pollen...With his astonishing memory, he passes four houses to get to the vibrant field of flowers...purple, pink, and yellow everywhere...He rushes to pick up the pollen... and zoomed back to the hive. His awesome memory saves the day and the bees continue to make honey all throughout the day*).
- Relevant, integrated evidence from multiple sources lends credibility to the exposition (*for example, bees had to pass a certain number of markers in a tunnel to get a food reward; They hide food, including nuts, seeds, berries, insects and worms, in thousands of spots called 'caches'; The crows also will bent a twig into a hook and gently pull fat grubs out of logs*).
- Evidence is appropriately cited with source numbers and titles.

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

- Integration of academic vocabulary demonstrates a clear expression of ideas (*ignites; vibrant; plethora; construct*), though some higher-level words are used less successfully (*emaculant*).
- Sentence structure is varied, demonstrating grade-appropriate language facility.
- The use of grammar, punctuation, capitalization, and spelling (*suprisingly; intelligent*) demonstrates grade-appropriate command of standard English language conventions.
- Tone and voice are enthusiastic and appropriate for the overall response.

A-11

Grade 7 Writing EXP

Lithocode: 770005313120

Score: 3/3/3

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Did you know that crows can remember people they saw for years? Some kinds of animals can be very intelligent in situations. Many kinds of animals are able to communicate through different means such as dances, chemicals, and sounds. Animals can be intelligent like humans because they can use tools, do advanced things with food, and show understanding of human ideas.

To begin with, animals can use tools to do various things. The author talked about how crows are able to use what is called metatool use which means they use a tool in combination with another tool in this case hooks to grab bigger hooks which then grab food (Madsen 24). This shows how crows can understand how to use tools in an advanced way in which few other species can. Metatool use was important to human development and can be important to crows also. The author Madsen said how when a worm was stuck in a plastic tube crows would drop rocks in the water to raise the water level faster than lightweight ones (21). This shows how crows are smart enough to figure out that dropping rocks in water would raise the water level and bring the worm upwards. This also shows understanding of weight and how things sink in water if it is heavy enough. Animals are intelligent since they use tools.

To add on, animals are shown to do advanced things with food. The author stated, "Scrub jays hide foods including nuts, seeds, berries, insects and worms, in thousands of spots, called caches" (Madsen 22). This clearly proves how animals are intelligent and can understand that they can save food for later. They scrub jays also know to hide the food so other animals don't eat it. The author in source 2 talked about how honeybees do a special kind of "dance" that shows other bees where to find food (Hurt 14). This evidence proves how bees are able to use this advanced form of communication to show other bees that where food is. It shows how bees are able to also understand what the dance means and that this special dance means food. Animals do things with food in many different special ways.

To end with, animals can show advanced understandings about human ideas. The author in source one talked about how monkeys learned about two different tokens, one which would gain food for themselves and one for both themselves and another monkey and monkeys preferred the token that rewarded both animals (Perry 9). This proved that animals such as monkeys are smart enough to understand compassion. It also shows that monkeys are smart enough to see how the token gives both animals food rather than one. The author in source two said how bees are smart enough to be able to count up to the number four and recognize symbols that represented the number (Hurt 16). This evidence proves how animals are intelligent enough to be able to count which only humans usually do. This also shows that animals can recognize what different symbols mean. Animals can use human ideas.

To conclude, animals are very intelligent because they use tools and do advanced things with foods. They also use understanding and showing of human ideas. Take into consideration that animals are not as dumb as you think and are infact pretty smart.

A-11

Grade 7 Writing EXP

Lithocode: 770005313120

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

- The central idea is focused on the task and generally maintained throughout (*Animals can be intelligent like humans because they can use tools, do advanced things with food, and show understanding of human ideas*).
- The organizational structure is logical and follows the three-part mapping outlined in the central idea. Three body paragraphs, with topic sentences and closing recaps, evenly advance the central idea.
- Purposeful transitional strategies connect ideas within (*This shows how; This also shows; This clearly proves; This evidence proves; It shows how; This proved that; It also shows; This evidence proves how*) and among paragraphs (*To begin with; To add on; To end with; To conclude*).
- A sufficient introduction provides a rhetorical hook (*Did you know that crows can remember people they saw for years?*) while a sufficient conclusion reminds the reader of the three concepts in the central idea and contributes to a sense of completeness.

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

- Logical development demonstrates understanding of the topic.
- Adequate elaboration supports the central idea and includes paraphrasing along with original
- writing to extend the source ideas (*This clearly proves how animals are intelligent and can understand that they can save food for later. They scrub jays also know to hide the food so other animals don't eat it*).
- Relevant, integrated evidence with purposeful paraphrasing from multiple sources lends credibility to the essay (*...how crows are able to use what is called metatool use which means they use a tool in combination with another tool in this case hooks to grab bigger hooks which then grab food; ...honeybees do a special kind of 'dance' that show other bees where to find food*).
- Evidence is appropriately cited with author name(s) and paragraph number(s) in parentheses after each paraphrased piece of text-information.

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*situations; in an advanced way; various; compassion; take into consideration*).
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are academic and appropriate for the response.

A-12

Grade 7 Writing EXP

Lithocode: 770002088276

Score: 3/3/3

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Animals are very intelligent. Many people don't know it, but they are very similar to humans. When people see animals they make fun of them if they do something humans don't do or they harm the animals. When animals attack it is because they are using their smart skills to protect something. Humans take it the wrong way. Animals are intelligent in ways similar to humans because they are smart, they can combine things they've learned, and can count.

Firstly, one reason why animals are intelligent in ways similar to humans is because they are very smart. According to paragraph twenty-one it states, "In one study, scientists floated a yummy worm in a clear plastic tube. Crows figured out that dropping bigger rocks would raise the water level faster, and that dropping lightweight floating balls wouldn't help. Their success in these tests show that they can be as smart as five- to seven-year-old kids!" (Source 3). That shows that that type of bird knew what to do to get that bird out which is pretty smart. Also those birds are smart just like those five year old kids. In addition, according to paragraph twenty-two it states, "Another smart thing that corvids do is store food. Western scrub jays are a blue and gray bird from the western United States. They hid food, including nuts seeds, berries, insects and worms in thousands of spots, called caches. They can remember where all those groceries are stored and when. The items that will go bad first, like crickets, ate retrieved sooner...." (Source 3). That shows that they know they need to save up food so they don't run out. For example, if there was a hurricane coming, as humans would stock up on food. We wouldn't eat all the food in one day though. At least I hope not. We use that food so we don't starve and die. Those birds are doing the same thing, they don't want to starve. They are prepared, they are smart. That is why animals are intelligent in ways similar to humans because they are smart.

Secondly, another reason why animals are intelligent in ways similar to humans is because they combine things they've learned. According to paragraph seventeen it states, "Even more remarkably, bees can combine several things they've learned in one situation and call on that knowledge in new situations." (Source 2). That shows that bees can keep information they have learned before and use it whenever they need it for whatever situation. To add on, according to paragraph seventeen it states, "For example, after learning to recognize abstract signs to guide them through mazes, bees can learn that the signs mean something different in a different maze...." (Source 2). That shows that again they can use old information they have learned and apply it to new information. For example, as humans learned addition in kindergarten, now we use addition in a lot of equations and problems we solve in math. We use that old knowledge and put that into new things we learn. That is why animals are intelligent in ways similar to humans because they combine things they have learned.

Lastly, another reason why animals are intelligent in ways similar to humans is because they can count. According to paragraph sixteen it states, "Bees can also count. Not only can they be taught to recognize the symbols representing numbers, but they seem to understand the numbers those symbols represent." (Source 2). That shows that bees are very intelligent if they know how to recognize numbers and know how to count! Also, according to paragraph sixteen it states, "In one experiment, for example, bees had to pass a certain number of markers in a tunnel to get a food reward. The bees could easily find the reward, even when the researchers

moved the markers around or changed their shapes and colors. This meant the bees were actually counting the number of markers they passed, rather than simply memorizing the pattern of the markers." (Source 2). That shows that, as I said before, bees are smart. So they can find that food reward they did whatever they can to get it. Even if it meant they had to count. That is why animals are intelligent in ways similar to humans because they can count.

In conclusion, animals are very smart and have many human like features. Most people don't know it but sometimes animals can be smarter than us humans. Animals are intelligent in ways similar to humans because they are smart, they combine things they've learned, and they can count.

A-12

Grade 7 Writing EXP

Lithocode: 770002088276

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

- The central idea is focused on the task and generally maintained throughout (*Animals are intelligent in ways similar to humans because they are smart, they can combine things they've learned, and can count*).
- The organizational structure allows for the advancement of the central idea by logically following the three-part central idea with three corresponding body paragraphs that begin with topic sentences, provide quotes and elaboration, and end with summarizing statements.
- Purposeful transitional strategies connect ideas both internally (*That shows; Also; In addition; For example; At least; To add on; again; According to;; as I said before; So*) and externally (*Firstly, one reason why; Secondly, another reason why; Lastly, another reason why; That is why; In conclusion*).
- A sufficient introduction and conclusion contribute to a sense of completeness.

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration combines original writing with text evidence, purposeful paraphrasing, and examples to support the central idea (*That shows that they know they need to save up food so they don't run out. For example, if there was a hurricane coming, us humans would stock up on food; That shows that again they can use old information they have learned and apply it to new information. For example, us humans learned addition in kindergarten, now we use addition in a lot of equations and problems we solve in math. We use that knowledge and put that into new things we learn*).
- Relevant, integrated evidence from multiple sources lends credibility to the essay (*in one study, scientists floated a yummy worm in a clear plastic tube. Crows figured out that dropping bigger rocks would raise the water level faster, and that dropping lightweight floating balls wouldn't help; Even more remarkably, bees can combine several things they're learned in one situation and call on that knowledge in new situations*).
- Evidence is appropriately cited (*According to paragraph twenty-one; Source 3*).

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

- Appropriate integration of academic vocabulary demonstrates a clear expression of ideas (*skills; starve; equation; information; features*).
- Sentence structure is varied and demonstrates grade-appropriate language facility.
- Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are appropriately academic.

A-13

Grade 7 Writing EXP

Lithocode: 770004755820

Score: 3/3/3

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Did you know that birds could be as smart as five to seven year old kids? Animals learn different things while growing up, just as us humans do. Birds, bees, and monkeys are some very intelligent species that have impressed researchers and experimenters with the skills and tricks they have. Animals view the world in many different ways and any animal can easily become similiary intelligent as humans.

First of all, birds are one of the most smartest animals that can also be very similar to humans. It's been said that they may even be just as smart as humans now. Some birds such as crows can actually make some of their own tools to use just like humans do. According to Source 3, crows are smart enough to tear off sections of different items and shape them all together into some tapered, wide, and narrow shapes. They've been able to metatool with the tools they've made, meaning they use one tool along with another to form one. Another smart thing birds can do is store food. Many animals go into hibernation in different times of the year and it's important that they know how to do this. The same source states "they hide food, including nuts, seeds, berries, insects and worms, in thousands of spots, called 'caches'." This is very similar as to what humans do because we go grocery shopping and store our foods in our homes. Birds are like humans in a few different ways and even if they don't actually speak, it doesn't mean they aren't smart.

Secondly, bees have found some skills of their own like humans have and have also become very intelligent. Although they have such a tiny brain, they can do some pretty impressing things. Bees have trained their own minds into learning how to count. Source 2 states "In one experiment---bees had to pass a certain number of markers in a tunnel to get a food reward. The bees could easily find the reward, even when the researchers moved the markers around or changed their shapes and color." This experiement meant that bees weren't just memorizing the patterns the markers were in, instead they had actually been keeping track in count of how many markers they were passing. Honeybees work very hard too and show it off easily. The honeybees often work together in groups to help provide themselves with the food they need, and help in making sure that humans have enough food too. The same source states that honeybees have been able to keep their predators away, and help keep the insides of their hives at just the perfect temperature for them. This is very similar to humans trying to protect themselves and changing the temperature inside their homes to the right settings. Learning more about how bees manage to do so much with their tiny brains could help humans learn more on how our brains process information aswell.

Lastly, monkeys are another species that are pretty intelligent and similar to humans in different ways. Monkeys have been given experiments and it's taken them lots of practice to actually get it right. They used to show a lot of greediness. Source 1 states that they would often take food for themselves instead of pushing some of it to others around them. This showed that the monkeys just weren't understanding the concepts of the experiments. They were then given different types of tokens that would replace the food. According to source 1 "one type would gain food for them only while the other token type provided food for both monkeys." That set up was then proved succesful and the monkeys corrected themselves. This is very similar to what humans do

because they keep practicing until they get what they're doing, instead of just giving up. Monkeys are a very intelligent species and overtime, they will continue to get smarter and won't make as many mistakes while being experimented.

In conclusion, animals have become a lot more like humans and overtime they just become more intelligent. Birds, bees, and monkeys are some very important and intelligent species that have learned how to properly and independently live. It's pretty difficult to define ones intelligence but with time and practice, animals have managed to prove themselves.

A-13

Grade 7 Writing EXP

Lithocode: 770004755820

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

- The central idea is focused on the task and generally maintained throughout (*Animals view the world in many different ways and any animal can easily become similiary intelligent as humans*).
- The organizational structure is logical, advancing the central idea with topic sentences and concluding sentences sufficiently framing each idea.
- Transitional strategies include functional external transitions (*First if all; Secondly; lastly; In conclusion*) along with purposeful internal transitional phrases that connect ideas (*They've been able to; This is very similar to; Although; This experiment meant; This showed; The same source states; This is very similar to*).
- A sufficient introduction and conclusion contribute to a sense of completion.

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

- Logical development demonstrates an understanding of the topic.
- Adequate elaboration includes a combination of selective text evidence, paraphrasing (*According to Source 3, crows are smart enough to tear off sections of different items and shape them all together into some tapered, wide, and narrow shapes*), examples, and analysis to extend ideas and support the central idea (*This is very similar to humans trying to protect themselves and changing the temperature inside their homes to the right settings; This is very similar to what humans do because they keep practicing until they get what they're doing, instead of just giving up*).
- Relevant, integrated evidence from multiple sources lends credibility to the response (*they hide food, including nuts, seeds, berries, insects and worms, in thousands of spots, called 'caches'; Source 1 states that they would often take food for themselves instead of pushing some of it to others around them*).
- Evidence is appropriately cited with source numbers.

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

- Vocabulary demonstrates clear expression of ideas (*Learning more about how bees manage to do so much with their tiny brains could help humans learn more on how our brains process information aswell*).
- Sentence structure is varied, demonstrating grade-appropriate language facility.
- The use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are appropriately informative.

A-14

Grade 7 Writing EXP

Lithocode: 770004779391

Score: 4/4/4

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Non-Human Organisms are Intelligent Too!

Have you ever thought about how similarly humans and non-human organisms function? A lot of times we do not realize it, but animals have many of the same skills that humans have. We all have to find a way to survive in our communities, and if humans really pay attention they might find that we do majority of it in similar ways. Non-human organisms have intelligence just as people do, they use their senses to complete task, work together in their communities to get task done, and use some of the same tools humans do.

To begin with, Humans rely heavily on their five senses: touch, sight, smell, sound, and taste. Well, other organisms that are not human use these same skills. They use their senses to make up for where they lack, which is in the use of language and opposable thumbs. For example, a test was done on elephants to see how they could find food using only the limited resources given. "When elephants were first tested experimenters gave them a stick and placed food just out of reach. In this setup, elephants failed. Elephants knew where the food was placed and could grab the stick, but would not obtain the food." ("Clint J. Perry") The elephants knew what the task was, but were not able to complete it due to lack of senses. During this first test we expected the elephants to use the resources in the way a human would have. "Grabbing the stick with its trunk inhibited the elephant's ability to smell and feel; senses that elephants rely on much more than vision. So researchers tried something different. They added a box to the experiment. The result? Elephants kicked the box until able to stand on it to reach the food." ("Are animals as smart, or as dumb, as we think they are?") Although they do it differently, humans and animals both use their senses when in search of food. Elephants need their senses of smell and touch, while humans typically only need the sense of touch to collect the food. When in need of survival humans and animals are not all that different.

Next, Smaller animals, such as insects, can come together to make one large functioning system, like the human brain. Each individual human has their own group of cells combined in to one, to form a system that functions their body. Well, insects have something similar. Insect brains are much smaller than an average human brain, with less skills and less achievements. When these tiny brains are put together they can function the same as a human brain would. "It has only about one million neurons, compared to the 90 billion neurons of the human brain. It's only by working together as a colony that bees manage to pull off the impressive feats they are so well known for. A colony of bees is like one big brain, and the bees are like brain cells, explains animal behaviorist and bee expert Thomas Seeley." ("Avery Elizabeth Hurt") A bee's individual brain is already very high skilled to be so small, so when put all together the colony has a very healthy and well functioning system. Bees have also come up with their own way of communicating and counting to the number four. The bees do something called the "waggle dance", in order to tell others in their colony where to locate food. It's their way of supporting their colony and helping one another. Similarly to the way humans help each other in their everyday communities. Bees have also been found to be able to recognize how specific numbers represent certain symbols. This requires them to not only learn the numbers, but to also learn the symbols and match them with the corresponding number. Bees can put together multiple skills they have accommodated during one situation and rely on it during new ones. "For example, after learning to recognize abstract signs to guide them through mazes, bees can learn that the signs mean something different in a different maze..." ("The Hive Mind") Bees ability to do things tend to be overlooked. Humans just see them as honey makers, but never pay attention to how they do it nor realize it's fairly similar to how humans make certain products.

Lastly, animals and humans often use the exact same tools to complete a task, but use them in slightly different ways. The same method of solving a problem can be applied in thousands of different ways, by a variety of species. For example, the birds we know as crows use the method of "metatool", meaning using multiple tools along with each other, to solve certain issues they have in their community. "In one study, they used a short hook to retrieve a medium hook. Then they used the medium hook to retrieve a long hook - long enough to reach food." ("Bird Intelligence") Crows have developed a skill allowing them to problem solve in the way

humans do. Birds also have a surge of memory that helps them thrive in their ecosystem. "They hide food, including nuts, seeds, berries, insects and worms, in thousands of spots, called 'caches'. They can remember where all those groceries are stored. They can also remember what they stored and when." ("Laura McClain Madsen") While humans use expiration dates to tell when our food and drinks are going bad, these birds rely completely on their memory. That says a lot about how similar yet different humans and other organisms operate. Even though humans and animals differ in many ways, they are also alike in multiple ways.

In conclusion, non-human organisms show proof of intelligence just as humans do, they use their 5 senses to operate and achieve new tasks, they come together and function as a whole to get things done, and they use the same or very similar methods that humans do. People's opinions on animal intelligence differ, but all in all it is true and has been proven that animals are intelligent just as humans are. So, using the information given, if you had the choice of continuing to use the same human intelligence, or trying out the intelligence of a non-human organism, what would you choose?

A-14

Grade 7 Writing EXP

Lithocode: 770004779391

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

- The central idea is focused on the task and consistently maintained throughout (*Non-human organisms have intelligence just as people do, they use their senses to complete task, work together in their communities to get task done, and use some of the same tools humans do*).
- The organizational structure strengthens the response through a tightly focused, skillful three pronged plan of development, showcasing a clear command of the task from beginning to end.
- Transitional strategies purposefully connect ideas within and among paragraphs. Each paragraph begins with basic transitions (*To begin with; Next; Lastly*) that lead into thoughtful topic sentences.
- Varied internal transitions create cohesion (*which is; for example; During; So; Although; while; when; Well; so when; in order; but to also; This requires; but never; Then they; That says; Even though*).
- An effective introduction sets up the topic, and the conclusion provides a sense of completeness, enhancing the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration consists of text evidence and paraphrasing (*Smaller animals, such as insects, can come together to make one large functioning system, like the human brain*) combined with explanation, analysis, and examples (*Well, insects have something similar. Insect brains are much smaller than an average human brain, with less skills and less achievements. When these tiny brains are put together they can function the same as a human brain would; Crows have developed a skill allowing them to problem solve in a way humans do; While humans use expiration dates to tell when our food and drinks go bad, these birds rely completely on their memory*).
- Smoothly integrated, relevant, and selective evidence from multiple sources lends credibility to the central idea (*It has only about one million neurons, compared to the 90 billion neurons of the human brain; in one study they used a short hook to retrieve a medium hook. Then they used a medium hook to retrieve a long hook – long enough to reach food*).
- Evidence is appropriately cited with author names and source titles.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*non-human organisms; limited resources; less achievements; expiration dates; strive in their ecosystem*).
- Skillful use of varied sentence structure contributes to the fluidity of ideas (*A bees individual brain is already very high skilled to be so small, so when put all together the colony of bees has a very healthy and well functioning system*).

- Overall use of standard English conventions with some spelling errors (*sneses*; *experation*; *accommidated*) demonstrates a consistent command of the communication of ideas.
- An academic tone and voice convey a consistent command of the topic, strengthening the overall response.

A-15

Grade 7 Writing EXP

Lithocode: 770004736872

Score: 4/4/4

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

Have you ever thought about how animal species and humans are intelligent in a similar way? Or maybe wondered if they are even similar? To answer those questions, yes. Animals and humans are intelligent in similar way in the way of how both animals and humans make and use tools, show empathy to one another, and cooperate and work hard.

There are many different ways animals make and use tools that are similar to the way people do. Some examples of tools are using your sense of taste, touch, smell, and hearing. Elephants are one type of animal that relies on its five senses to survive. The author, Clint J. Perry, states that "Grabbing the stick with its trunk inhibited the elephant's ability to smell and feel; senses that the elephants rely on much more than vision." (source 1 para 7.) This shows that in some situations, elephants cannot use one or more of its senses and has to rely on the others to guide it on the right path. Just like elephants, us humans are sometimes unable to use one of our senses. Some examples are if someone is born or becomes blind, colorblind, deaf, or get any other problems, that person has to rely on his or her other senses to be able to survive. The author, Laura McClain Madsen, states that "New Caledonian crows, from islands near Australia, actually make tools. One tool is made from a palmlike plant called pandanus. Crows often tear off a section of the barbed leaf. Then, they shape it with their beak to make tool for sweeping insects out of leaves. These crows make three special tool shapes: wide, narrow, and tapered." (Source 3 para 23.) The author is explaining that just like people, these birds can use different materials for different purposes like getting to insects, making nests, scaring off predator, and many more. Humans are very similar, we make tools out of many things like iron, gold, copper, bronze, wood, diamonds, rocks, sand and dirt, and even water. The last way animal species make and use tools is by combining two objects to make one tool. For example, "Crows also practice 'metatool' use. This means that they use one tool along with another tool. In one study, they used a short hook to retrieve a medium hook. Then they used the medium hook to retrieve a long hook-long enough to reach the food." (Source 3 para 24.) Using this method, the bird was able to collect the item it was looking for, which in this case was food. There are many other things all creatures can do with this method, even humans. The way humans can use the metatool method is by using a rope and attaching a magnet to the end of it to go magnet fishing.

Another way humans and animals are intelligent in similar ways is by showing empathy to another. The writer, Clint J. Perry, wrote that "For a very long time experiments seemed to show that non-human primates were selfish. Monkeys were allowed to either take food or push food to a companion. Monkeys would more often take food for themselves suggesting general selfishness." In my opinion, this isn't all about being selfish, it is also about their survival instinct. I can infer that in the primates' mind, they do not know what is going on and think that they are in some sort of danger whether it is famine (a long period of time where there is a scarce amount of food available), or something else. They are just doing what they know to survive. Later on, when the scientists tried this experiment again, they found that the primates were rarely ever being selfish once they learned the outcome of both tokens. "In a recent study monkeys learned that the two different types of tokens would exchange for food; one type would gain food for one of them only while the other token type provided food for both monkeys." The monkeys started choosing the token that provided food for both of the monkeys. I believe that the reason for the change is that now that both primates get food, no one has to be selfish anymore. This is the same with people. When there is only enough food for a small amount of people and there is a large amount of people, then everyone tries to get the food for themselves, but when there is enough food for everyone, then nobody tries to be greedy and take all the food for themselves.

The last way humans and animals are intelligent in similar ways is by working hard and cooperating with one another. A good example of this for animals are bees. Bees are hard working, cooperative, and intelligent insects for their size. The author, Avery Elizabeth Hurt, stated that "Honeybees are the picture of hard work and cooperation. They pollinate plants, helping to ensure that the humans will have enough food to eat. They also make honey, to protect themselves from predators, and keep the interiors of their hives at just the right temperature." In other words, bees are very helpful to humans by providing pollinated plants which means more oxygen and more flowers for tea, and by using the pollinated flowers, the bees can make honey not just for people. These honeybees are very protective of their hives and will do anything to protect it from any harm. It is a win-win for everyone except for the predators.

trying to terrorize the bees. The article "The Hive Mind" by Avery Elizabeth Hurt, states that in paragraph 14 "an Austrian scientist who studied animal behavior, forever changed our impressions of honeybees by discovering the 'waggle dance.' It's a complex series of movements bees use to tell one another where to find food... The waggle dance may not count as a language, but it is a sophisticated form of communication." In other words, honeybees help other bees locate flowers to pollinate. If you were on a trip in the desert with your friends and there was no food nor water anywhere and then you found some food or water, you would most likely try to get your friend's attention to tell him or her that you found some food and/or water.

To summarize, humans and animals are way more similar when it comes to intelligence than you thought. It is pretty interesting how living things do this just to survive.

A-15

Grade 7 Writing EXP

Lithocode: 770004736872

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

- The central idea is focused on the task and consistently maintained throughout (*Animals and humans are intelligent in similar way in the way of how both animals and humans make and use tools, show empathy to one another, and cooperate and work hard*).
- The organizational structure follows the outline of three concepts from the central idea, which strengthens the response. Branching from the central idea, three body paragraphs with topic sentences allow for the advancement of the central idea.
- Purposeful transitional strategies create cohesion and connect ideas within each paragraph, internally (*Some examples; This shows that; The author is explaining that; The last way; For example; There are many other things; In my opinion; I can infer that; Later on; I believe that; In other words*)
- and among paragraphs, externally (*Have you ever thought about...?; There are many different ways; Another way; The last way; To summarize*).
- A concise introduction and conclusion frame the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates thorough understanding of the topic.
- Effective, insightful elaboration includes original writing combined with paraphrasing, selective text evidence, and definitions to appropriately support the central idea (*In my opinion, this isn't all about being selfish, it is also about their survival instinct. I can infer that in the primates' mind, they do not know what is going on and think that they are in some sort of danger whether it is famine; now that both primates get food, no one has to be selfish anymore. This is the same with people. When there is only enough food for a small amount of people and there is a large amount of people, then everyone tries to get the food for themselves, but when there is enough food for everyone, then nobody tries to be greedy and take all the food for themselves*).
- Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay (*Grabbing the stick with its trunk inhibited the elephant's ability to smell and feel, senses that the elephants rely on much more than vision; In a recent study monkeys learnt that the two different types of tokens would exchange for food, one type would gain food for one of them only while the other token type provided food for both monkeys*).
- Evidence is appropriately cited with author names, source numbers, and paragraph numbers.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*cooperate; rely; survive; famine; method; infer; survival instinct; scarce amount; greedy*).
- Skillful use of varied sentence structure contributes to fluidity of ideas (*I can infer that in the primates' mind, they do not know what is going on and think they are in some sort of danger, whether it is famine(a long period of time where there is a scarce amount of food available), or something else*).

- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Insightful, academic tone and voice strengthen the overall response.

A-16

Grade 7 Writing EXP

Lithocode: 770005234345

Score: 4/4/4

Prompt:

Write an expository essay about how animals are intelligent in ways similar to humans.

Response:

For generations, scientists have always viewed humans as the most intellect and intelligent creatures. Humans are sought to be the apex of intelligence and people have always assumed that animals are just furry, little creatures who do not possess capable thinking strategies like humans. What if I were to tell you that this is just not true! Animals are very intelligent and think in ways as similar as humans do. There are many ways that animals can communicate to one another and process thoughts, in similar ways humans do. Three ways animals are intelligent in ways similar to humans are by using empathy, cooperative teamwork, and even practicing using "metatool" use.

To start off, animals can use empathy as a way to demonstrate their intelligence. Empathy is an emotion that everyone feels in their lifetime. As humans, we might feel empathetic that our friend maybe forgot to bring his lunch to school and so you give him some of your lunch to share. Animals can think in the exact same way as this. For a very long time scientists seemed to think that non-human primates were selfish and didn't understand empathy. Let's take monkeys for example. Monkeys are one of our closest relatives and scientists wanted to test if they could understand empathy. Scientists ran several different tests and concluded that monkeys were generally selfish creatures. This evidence might lead you to say that monkeys are lacking intelligence and that they don't understand how empathy works. All these rumours are simply not true. Scientists have run even more experiments and have found out that maybe the monkeys didn't understand the experimental setup. "In a recent study monkeys learnt that two different types of tokens would exchange for food: one type would gain food for them only while the other token type provided food for both monkeys. This set-up provided successful. Monkeys preferred tokens that rewarded both individuals". (Source 1: Are animals as smart, or as dumb, as we think they are?, Paragraph 9) This evidence goes to demonstrate that animals are intelligent in ways similar to humans by using empathy to communicate their thoughts.

Moreover, another way that animals are intelligent in ways similar to humans is by using cooperative teamwork. Teamwork is something that humans practice in their every day lives. The teacher in class might assign partners and tell you that you have to work with someone to solve a math equation, or a riddle. Or, if you are working a mechanic job and you repair cars for instance, you might have one of your co-workers hand you tools that are needed to repair the car correctly. Well, animals can think just like this too. "In the first half of the 20th century, Karl von Frisch, an Austrian scientist who studied animal behavior, forever changed our impression of honeybees by discovering the "waggle dance". It's a complex series of movements bees use to tell one another where to find food". (Source 2: The Hive Mind, Paragraph 14) This evidence demonstrates that even creatures like honeybees, whose brains have only one million neurons, compared to the 90 billion neurons of the human brain, can communicate to their fellow hive members by movement of their body. This shows teamwork because the bee's can communicate to one another and work together to maintain the well-being of their hive. This discovery made humans rethink just how intelligent small little creatures such as bees can truly be. The waggle dance was one of our first hints that bees do something very like what we call "thinking". Bees although are not the only creature who can use teamwork. A bunch of other different animals use teamwork as well. This evidence goes to demonstrate that animals are intelligent in ways similar to humans by using cooperative teamwork to communicate to each other, and also think.

The last, but not least way that animals are intelligent in ways similar to humans is by practicing "metatool" use. Metatool use is considered an important milestone in human advancement. So for animals to demonstrate these same exact qualities is pretty interesting. Metatool use is practically using one tool along with another tool to achieve something. For example, humans learned how to use one rock tool to shape out a second rock into an axe tool, that can be used for hunting, carving, getting wood, etc. Scientists ran different tests and found out that gorillas and orangutans also show metatool use. You might think that this is likely because gorillas and orangutans are one of humans closest relatives and they think a lot like us, which you would be correct. But, you might be fascinated on

the fact that even creatures such as crows can practice metatool use. "In one study, they used a short hook to retrieve a medium hook. Then they used the medium hook to retrieve a long hook-long enough to reach food."(Source 3: Bird Intelligence, Paragraph 24) This evidence shows that birds, such as crows can use problem solving skills to reach a common goal. By progressing and using their brain to figure out how to get the hook's, they can get food, which they need to survive. This evidence goes to demonstrate that animals are intelligent in ways similar to humans by practicing "metatool" use, which shows that animals can think in ways similar to humans and use problem solving skills.

All in all, animals are intellect in ways that are alike to humans by using empathy, which shows that animals have feelings and emotions, using teamwork to survive and protect themselves from predators, and practicing metatool use to acquire food and nurture themselves. Animals and humans are more alike than you might think at first. With some research, you might be fascinated on how much they really are alike. We all evolved from a common ancestor so humans and animals do in fact share some similar characteristics. Maybe when you are outside one day, taking a stroll, or playing around you will see an ant colony and you might say, "Look at all those little ants, they must be clueless!" Well, you might have to rethink that statement and take in consideration on how those ants used teamwork and intelligence to build their home. I mean, they dont just accidentally build it, they purposely build it because they are intelligent in ways similar to humans.

A-16

Grade 7 Writing EXP

Lithocode: 770005234345

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

- The central idea is focused on the task and consistently maintained throughout, concentrating on three concepts (*Three ways animals are intelligent in ways similar to humans are by using empathy, cooperative teamwork, and even practicing using “metatool” use*).
- The organizational structure aligns with the three concepts from the central idea, which strengthens the response, advancing ideas using topic sentences and summation statements in each paragraph.
- Purposeful transitional strategies create progression and cohesion, connecting ideas within and among paragraphs (*As humans; Let’s take; This evidence; Moreover; Or, if; Well; This shows; So for; For example; because; which; By progressing; which allows; All in all*).
- An effective introduction and satisfying conclusion enhance the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates thorough understanding of the topic.
- Elaboration conveys effective and thoughtful examples and analysis layering original writing with selective evidence (*As humans, we might feel empathic that our friend maybe forgot to bring his lunch to school and so you give him some of your lunch to share. Animals can think in the exact same way as this; Teamwork is something that humans practice in their every day lives...; Or if you are working a mechanic job and you repair cars for instance, you might have one of your co-workers hand you tools that are needed to repair the car correctly. Well, animals can think just like this too. This shows teamwork because the bee’s can communicate to one another and work together to maintain the well-being of their hive*).
- Selective relevant evidence is smoothly integrated from multiple sources (*In a recent study monkeys learnt that two different types of tokens would exchange for food, one type would gain food for them only while the other token type provided food for both monkeys; The waggle dance was one of our first hints that bees do something very like what we call ‘thinking’*).
- Evidence is appropriately cited with source numbers, paragraph numbers, and titles of articles.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary strengthens and furthers ideas (*cooperative teamwork; empathetic; rumors; well-being, fascinated; ancestor*).
- Skillful use of varied sentence structure contributes to fluidity of ideas (*All in all, animals are intellect in ways that are alike to humans by using empathy, which shows that animals have feelings and emotions, using teamwork to survive and protect themselves from predators, and practicing metatool use to acquire food and nurture themselves*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.

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