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**Introduction to Using Sources Tool**

**ANNOTATED STUDENT SAMPLES**

**National Writing Project**

**College-Ready Writers Program**

**Fall 2014**

The student writing samples in this packet are collected from 7th – 12th graders in rural schools similar to those participating in the College-Ready Writers Program. These pieces all use non-fiction source material to make arguments. Some were written on-demand; others were developed through careful drafting, response, and revision processes. The writings illustrate a range of student performance on this type of task and are meant to help district teams calibrate their use of the Using Sources tool.

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**Sample 1** “Concussions may seem as if they are no big deal…”

**Grade** 8

**Context of the paper** On-demand sample, text set

Dear Fellow Readers,

Concussions may seem as if they’re no big deal but, they can be life threating and need to be taken care of. Some people think the only reason to rid of concussions is to take the contact out of sports. In my opinion that statement is completely wrong.

Football is clearly the largest contact sport in the world. Plus, it is also one of the most popular. By limiting contact the roles, again in my opinion, are making the sport more dangerous. In the article “Concussion Study Makes Case for Reducing Contact Drills for Your Players” it states that the amount of practice doesn’t influence the amount of head hits in game. Overall, this statement doesn’t make much sense. Practice is when you have to teach perfect form and learn to always keep your head out of the play. So by limiting practice, the players then would become less cautious and more dangerous. I feel, experimenters need to do hundreds more tests before they can change the rules.

Yet there’s a whole another story to if a person should continue playing is concussed. In multiple cases, the articles stated that hardly any of the concussed players ever came out of play. This to me is what gets a little out of hand I get the perseverance of those athletes but it’s just plain stupid. They need to realize that those concussions may effect them in the long run. They even say that concussions could turn into memory loss or Alzheimers. What a person needs to do if experiencing symptoms of a concussion, is stop playing immediately. Next, the player should take a concussion test and or receive medical attention. That athlete can then return to play is he/she is cleared.

If you haven’t quite recognized my argument yet it is very simple. I feel in an overall standpoint, that limiting contact practices does not help at all. Secondly, if you show any symptoms of a concussion just sit out for a little while and be checked by a doctor. Concussions are a dangerous thing but they happen they’re a part of sports. We can’t eliminate them but we can limit them.

**Sample 1** “Concussions may seem as if they are no big deal…”

**Grade** 8

**Context of the paper** On-demand sample, text set

Q1) Overall, how would you describe the writing’s use of source material?

**Uses source material in ways that somewhat support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

**Countering**

Q6)        Next Steps

Given that this is on-demand, first draft writing, the student does a nice job making a fairly nuanced claim. The student could examine the source’s credibility more thoughtfully and be open to the arguments of the counterclaim (“stupid” isn’t a convincing analysis).

**Sample 2** Dear Coach Scott, I think you should take more caution

**Grade** 8

**Context of paper** On-demand writing task, with text set

Dear Coach Scott,

I think you should take more caution on the boys while their practicing on the football field. Because one day while your not paying attention one of them could get seriously injured, and what I mean by that is a concussion. All concussions are serious, and if you don’t believe me keep reading.

Why are concussions taking so seriously? Concussions are taken more seriously because some concussions may become lifelong problems. Some concussion may show up right away, some may not. But they can last up to days, maybe even hours.

What are the stats? The stats are terrible. From 2001-2009 there have been 25,375 concussions all in one sport, football. The ages are 19 and younger, that’s a huge number to cause concussion.

I would’ve assumed soccer to be no.1 not football.

 What are some symptoms of a concussion? There are alot of symptoms for concussion.

* Headache
* Confusion
* Difficulty remembering
* Dizziness
* Emotional distress
* Nausea vomiting
* Blurry vision
* Slow reactions time
* Sleeping problems
* Consiousiness

What is a concussion? A concussion is a brain injury that is caused by a hard or powerful blow to the head or body. It can also affect your brain works, you can have a concussion even if you haven’t been knocked unconscious.

See all of this information, now can you please try and keep the boys safe. Go and teach them the pop warner rule for them to be more safe and protective of themselves.

**Sample 2** Dear Coach Scott, I think you should take more caution

**Grade** 8

**Context of paper** On-demand writing task, with text set

Q1) Overall, how would you describe the writing’s use of source material?

**Summarizes or copies source material; may or may not present a claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Not present**

Q3) Does the writing comment on the source material?

 **Developing**

Q4) Does the writing characterize the credibility of the source material?

 **Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

Q6)        Next Steps

The paper uses material from the sources but the material is not well integrated or distinguished from the student's own ideas. The evidence from the source material is not used intentionally to support the claim consistently throughout. The ending is stronger than the opening. Some next steps to strengthen the paper would be a focus on distinguishing the source material from the student's ideas. More comments on the source material could tie them to the claim. There is a clear structure to the paper -- each paragraph starts with a question. In a next draft or another piece, the student might work on making a clear claim, then the emerging structure could be more clearly tied to the claim and used more deliberately to organize the evidence.

**Sample 3** Need for an alternative solution to sentencing a mentally ill person

**Grade** 7 - 8

**Context of the paper** Article of the Week Response

[http://www.latimes.com/local/la-me-lopez-airportcourt-20131006,0,5379772.column#axzz2nwG5lZXO](http://www.latimes.com/local/la-me-lopez-airportcourt-20131006%2C0%2C5379772.column#axzz2nwG5lZXO)

I think that the need for an alternative solution to sentencing a mentally ill person to jail time is very important. I believe that an alternative is greatly needed because it would solve many problems for the jail, and it will also help the criminal get better and stop causing problems for society. By finding an alternative for mentally ill criminals will solve the problem of overly populated jails and will help criminals turn their life around and become successful.

The alternative that I think is best for the problem is to send the mentally ill criminals to a rehabilitation center to get them help. I believe that this is needed because it will reduce the amount of people in the jail, and the whole system is basically wasting money sending theses people to jail. According to Steve Lopez/LATimes.com/October 5, 2013 “My biggest gripe with the system is why are we spending $50,000 a year to jail somebody when we could be spending $5,000 or whatever it is to put them in a treatment program.”

I agree with this because just by sending these people to a treatment program it will be saving the system at least $45,000 just by sending these people somewhere which in my opinion is going to help them more than just spending part of their life in jail where when they get out they are probably gonna go and do the same thing again. Sending the mentally ill to treatment centers will not only save money, but it will also reduce the population of all off the people that are already in the jail.

 If there is not a solution found for this problem soon then this will be adding more problems to the existing ones that we already have according to Superior Court Judge Keith Schwartz  “I am very mindful of prison overcrowding the state faces, and it’s under court order to release 9,600 prisoners,” this means that people that really need to be in jail could possible get released just because the jail is over populated, but this problem could easily be fixed by sending the mentally ill people to the rehabilitation. Just by moving the ill prisoners to the treatment centers it will reduce the population by 3,200 people which will significantly help solve the problem that this jail is extremely affected by.

The system needs to find an alternative to sentencing mentally ill, and they need to find one quick or even more problems could arise not only for the jail but for society of the population problem is not resolved soon. Steve Lopez/LATimes.com/October 5, 2013 states that “ And yet the  county has millions in unspent rehab money, it’s leasing 500 jail beds in another country and it’s planning to build a $1-billion jail designed for the expected increase in the number of mentally ill inmates.” Which will not be getting the mentally ill help to turn their life around, but it is taking a huge step to help solve the huge problem of overpopulation facing.

**Sample 3** Need for an alternative solution to sentencing a mentally ill person

**Grade** 7 / 8

**Context of paper** Article of the week, student response to a news article

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to fully support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Effectively**

Q3) Does the writing comment on the source material?

 **Effectively**

Q4) Does the writing characterize the credibility of the source material?

 **Competently**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

Q6)        Next Steps

This student understands how to make a claim and select evidence to support it with material from sources on an on-demand writing task. Either on a next draft of this piece or with other pieces and assignments, I would want the student to build on the skills already present to extend the argument and add a counter argument. This student’s control over his/her writing indicates a readiness to consider the variety of ways source material can be integrated into a piece and make appropriate choices about selecting, extending and authorizing information in his/her own writing.

**Sample 4** Teens should not be allowed to smoke

**Grade** 8

**Context of the paper** On-demand writing, from text set

Teens should not be allowed to smoke for many reasons one reason is that it is bad for you. Stated in article 1 by Smith, Steph more than 6 million teen smokers will die prematurely from a smoking-related disease, cigarette smoking accounts for about 1 in 5 deaths in the United States each year. I believe it is is bad for adults to smoke then its bad for teens to smoke too there is nothing good that comes from smoking. All smoking does is influence kids, teens, young adults, and adults to ruin their bodys by smoking.

Breathing in all the toxic chemicals is definately not good for the brain lungs or body. So if we have done so much research and found how bad all this is for your body then why are we arguing to let minors/teens smoke.This argument is unreasonable all it is saying is we want to ruin more teens futures or lives by allowing them to smoke. In article 2 by Scott, Cintra it states that everyday more than 3,000 American teens fire up their first cigarette. If that is happening everyday then thats how many more smokers there are everyday and more of a chance for teens to die at a young age.

What is also bad about teens or adults or anyone smoking is that every time they breath out the smoke they are putting the people in danger. Second hand smoke can effect people the same way smoking can the excess smoke breathed out by a smoker can be breathed in by a small child, infant or anyone and cause problems for them. Especially people with asthma, if you have asthma sometimes just breathing is hard but as soon as someone smokes near you it gets worse. Second hand smoke can kill people too. Second hand smoke is more harmful to children because they breath in twice as much air as adults do.

After reading this article I understand why it is so bad to smoke or be around second hand smoke. Also after reading this I think if we were to allow teens to smoke then more people would be dieing do to smoking a second hand smoke. If we really wanted to make a difference in smoking related deaths or diseases we should just ban it all together and stop everyone from smoking.

**Sample 4** Teens should not be allowed to smoke

**Grade** 7 / 8

**Context of the paper** On-demand, text set

Q1) Overall, how would you describe the writing’s use of source material?

**Integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

 **Developing**

Q4) Does the writing characterize the credibility of the source material?

 **Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

Q6)        Next Steps

This student has a basic understanding of the moves writers make in drawing on other people's texts as evidence in making their own case. The student will benefit from using mentor texts to look at examples of various ways authors effectively integrate source material as part of their argument. Given the chance to work on several more drafts of this piece, the student could also add credibility to his/her argument by identifying the expertise of the sources quoted.

**Sample 5** Defined by Scores

**Grade** 11

**Context of the paper** Research paper on a topic of the student’s choice

Defined by Scores?

People manifest numerous, different abilities that can seem impossible to measure. Grades and standardized testing measure academic knowledge, yet academics are not the only gauge for human potential. Tests do not determine one’s full potential. The state establishes standards for testing and imperfect people take part in creating these tests. Colleges set the standard for tests such as the ACT and SAT to measure one’s academic intelligence. However, nature and nurture determine one’s true intelligence. Society’s general view on knowledge and giftedness is sadly twisted and misunderstood. Low test scores could erroneously suggest that gifted students need improvement. They could miss the opportunity to gain admissions to their desired college because of a number indication their intelligence. True knowledge cannot be measure by scored on repeated standardized tests, and high school grades and work ethic more fairly indicate a student’s academic success.

The format of standardized tests does not intellectually stimulate the test taker and lacks prestige in the area of creativity. Multiple choice does not accurately assess what people can do with real-world tasks. Questions in the format measure one’s ability to interpret tedious texts, solve math problems based off academic classes, analyze scientific data, and recognize grammar mistakes. An interesting study in the 1970's by Fred Pyrczak showed that some students could answer questions on a reading comprehension test accurately without reading thegiven passage (Bond). If one has academic talent and awareness of the stmcture of the test, then they will likely succeed. Some can work to improve their scores on these tests with experience and strategy. Standardized tests, for the most part, have stayed the same, while the comprehension of the human brain and how it learns has advanced. Questions on these tests that most people get right or wrong are taken out because they don't help with ranking. The objective of most standardized testing is to sort and rank: ("What's Wrong"). I believe that education, a precious value, does not need sorting and ranking. Innate knowledge and effort go hand in hand to produce real education.

Some own the capability to do great things and work hard, but smuggle with taking tests.

Martin Luther King Jr. is a prime example because he did very poorly on the Graduate Record Examination (Bond). Ironically, he struggled with the math and verbal sections. King was an excellent orator and a renowned author of many books. On another note, Einstein wrote his first paper at age sixteen about his gedanken experiment in which he could picture himself chasing a light beam, and this shepherded his special theory of relativity. Nikola Tesla wished to harness the power of water at age five. In his mind, Tesla saw inventions and tried every part of them to see if they worked. Edison found an obsession with many mechanical objects. These three men showed great capacity in spatial intelligence. The SAT and ACT do not measure spatial intelligence, but they do measure math and verbal talent. Lewis Terman developed the Stanford-Binet in California, a verbal test that would hopefully discover smart children. The test proved that Richard Nixon, later a president, presented signs of giftedness. The test did not acknowledge William Shockley and Luis Alvarez, who later became Nobel Prize winning physicists. Spatial intelligence should be considered when testing, and many other talents exist that testing does not heed (Wai).

Some just simply struggle for a number of reasons. Test taking conditions differ greatly from real life. In regular conditions, students have access to reference books and other people. Test anxiety can cause problems for some, when people feel intimidated by the importance of a test. Since these tests are timed, pacing can arise as an issue. It may be difficult for some to recall certain facts quickly and on cue (Bond). On the tests, some choose to cheat or take stimulants which will enhance their performance. The test-takers do not even receive helpful results back from the testing companies so that they could do better next time. A melting pot, America teems with so many children from varying cultural backgrounds taking these tests, and the test creators do not take them into account (Armstrong). One's class could also impact their score on a test. Wealthy parents have the ability to receive extra help for their child for testing, and low-income families may even have a hard time paying for the test itself. Race also plays a major part in receiving success on these tests. Between 2007 and 2011, an achievement gap between certain ethnicities has slightly grown (Strauss). Low self-esteem may also damper one's desire to do well. If students gamer a low score the first time that they test, they may lose all hope. Hope exists in the stressful world of testing because some colleges do not require test score.

Around two-thirds of U.S. colleges take SAT scores into account for their applicants (Kemmerling). Nevertheless, more than eight hundred colleges do not take the ACT or SAT into consideration. A study led by William C. Hiss, which involved 123,000 students at 33 colleges, found that high school grades do indicate success. A college by the name of Wake Forest took part in Hiss' study. Soares, a professor of sociology at Wake Forest, found that high school grades remain the best measure of college grades. Colleges that require test scores decrease the range of applicants who they might admit (Jaschik). The people on the College Board, the SAT's sponsor and those behind the ACT believe that high school grades are stronger foreshadowers of college academic results than the exams (Strauss). The chief of assessment of the College Board, Schmeiser, felt that high school GPA and SAT scores together could accurately foretell college success (Jaschik). Test scores seem to have some credibility and use for students in the scheme of things.

Even though many negatives arise when standardized testing mentioned, it can reap benefits for students. "93 percent of studies on student testing, including the use of large-scale and high-stakes standardized tests found a "positive effect" on student achievement" ("Standardized Tests"). Some claim that the results of the testing provide students with ideas of what they need to study more. China has practiced standardized testing for a long time, and they lead the world in education ("Standardized Tests"). The people who create the tests make equal content for all students. Different schools hold varying standards set for their students, causing grade inflation. Standardized testing eliminates grade inflation, and human prejudice and bias does not impact the result. Objective standardized testing allows the teacher to see what the students understand academically ("Arguments"). College admissions counselors consider the SAT or ACT " a more reliable measure than high school grade point average, extracurricular activities, recommendations, essays, etc" (Kemmerling). A study by the University of California discovered that if they did not take SAT scores into consideration, they would have to increase the standard GPA, making admissions difficult for those with lower GPA's (Kemmerling). In our society, college entrance tests such as the SAT and ACT have become the norm and a necessity. Not only students, but teachers as well receive benefits and constructive criticism from the testing.

The scores of the tests may show teachers where they need to improve. Testing may also motivate schools and districts to use available resources more cogently. Standardized testing informs the public of how public schools currently function. Taxpayers do have a right to know this, since they reimburse public education (Kemmerling). Some studies in student testing have shown that 69 percent believe that testing reflects the school's quality ("Standardized Testing"). Some argue that teachers can cheat to make the school seem better by raising the scores of the students (Armstrong). However, teachers can also cheat by changing school work grades. Standardized tests can benefit sh1dents and teachers in some way.

I believe that standardized testing dampens inventiveness and innovation, and does not accurately reflect all of one's abilities. Colleges should not only look at standardized tests, but the work ethic, grades, skills, and overall intelligence of the person. People should seek to innovate standardized tests to reflect the gifted qualities of people in many different areas, not only in academics. A number can hold bright, capable people back from the college of their dreams. If they nurh1re and cultivate good work ethics, this judgmental number cannot hold them back from their goals.

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**Sample 5** Defined by Scores

**Grade** 11

**Context of the paper**

Students were asked to explore current issues and select a topic that stirred up an opinion for them.  Then, they researched their topic, developed a claim, and wrote an argument in support of their stance.

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to fully support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Developing**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Authorizing**

**Extending**

**Countering**

Q6)        Next Steps

Overall this paper makes strong use of evidence from multiple sources and weaves it together to support the paper’s overall claim. Both the beginning and ending are strong. Some next steps to further strengthen this student’s work. Adding critique of source material; for example, the student may want to critique the use of a study conducted in the 1970s, that was cited by another source.  Adding a bit more specificity to the evidence cited in some places and also selecting and commenting on direct quotations, in addition to summarizing information from the articles.

**Sample 6** Cheating

**Grade** 9

**Context of the paper**

Students worked through a text set of resources about cheating--academic cheating, relationship cheating, and athletic cheating, As they read and thought about the texts, they were asked to develop a claim and write an argument supporting that claim.

Cheating

There are many different views and opinions on cheating. There are also many forms of cheating. **Any kind of cheating is wrong – from homework to marriage – if you can start out doing simple cheating, it could get out of control and there’s no justifying it.** There are many ways you can cheat: homework, tests, quizzes, relationships, marriage, video games, taxes, and sports. I categorized cheating into two categories: simple cheating and major cheating. Homework, quizzes, and video games could fall under simple cheating. Tests, relationships, marriage, taxes, and sports could fall under major cheating. But if you can cheat on the simple things what’s to say you won’t cheat on major things?

**It’s never a good idea to cheat; cheating cam ruin many things: trust, friendship, marriage, etc.** For example let’s say Sally is dating Joe. Joe cheats on Sally with Amy, Amy is Sally’s best friend. In that situation trust, friendship, and a relationship were all ruined. Another example is Tristan has a huge test today. He is usually a great student never does anything wrong. He’s the “teacher’s pet”. His dog died the night before and he had no time to study, so he decides he will cheat just this one time. He gets caught and now his teacher does not trust him.

**It is not a good idea to cheat there are consequences.** From losing trust to getting a divorce to even getting arrested. If you cheat on a test or in a relationship trust is lost. If you’re married and let’s say you flirt with other guys, make physical contact in an inappropriate way, or join a website called “Second Life” and cheat on your spouse there, trust is lost. But not only is trust lost you’re risking getting a divorce. In the United States it is against the law to marry two people at once. It’s called Bigamy and is punishable with jail time and a fine. Trust and marriage are gone, and now you’re in jail.

Cheating can escalade in consequences in the academic world. For example the story of a boy named Nayeem. What he did was during major tests he texted over 100 people the questions and answers. He ended up getting caught and other people that were involved got in trouble too. Nayeem ended up getting suspended. I used to think that was the worst punishment you could get for cheating in education, however I was wrong. In an article I read it told me, “In November 2011, twenty students from schools in Nassau county were arrested and accused of cheating.” (Inside the Cheater’s Mind). Can you believe that? High schoolers were arrested for cheating. That just shows how big of a deal it can be.

Cheating has become a major problem recently. Grades, rather than education, have become the major focus of many students. Statistics show that cheating has increased a lot in the past fifty years. In the past it was the struggling students who were more likely to cheat just to get by. Today it is also the above-average students who are cheating. Students will do whatever it takes go get an A except maybe study. I was doing some research and found where it had said, “While about 20% of college students admitted to cheating in high school during the 1940’s, today between 75 and 98 percent of college students surveyed each year report having cheated in high school.” (Glass-castle). That is a very dramatic increase and just shows the system must be doing something wrong for all these people to think they have to cheat. Parents and teachers have put so much pressure on getting high grades. If you don’t do well, you don’t get into a good college and probably won’t get a good job. The reason why students continue to cheat is because rarely do they ever get caught. It also read, “According to the 1998 poll of Who’s Who Among American High School Students, 80% of the country’s best students cheated to get to the top of their class. More than half the students surveyed said they don’t think cheating is a big deal – and most did not get caught.” (Glass-castle). That is very unfair to them and to others who actually work hard and study.

There are many different opinions when it comes to cheating: it is wrong, it is good, it is only bad sometimes, it is only good sometimes, it is okay depending on the circumstance, etc. People will argue that minor cheating doesn’t affect you, but it does. You don’t learn what you were supposed to learn. The result is that on the major tests or when you need to know it you won’t because instead of learning about it and doing your work you cheated. Many people do think minor cheating is okay. However I stand firm in believing any kind of cheating is wrong; there is no justifying what you did. It may do you some good but overall you risk the chance of so many bad things. There is just no point in cheating.

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**Sample 6** Cheating

**Grade** 9

**Context of the paper**

Students worked through a text set of resources about cheating--academic cheating, relationship cheating, and athletic cheating, As they read and thought about the texts, they were asked to develop a claim and write an argument supporting that claim.

Q1) Overall, how would you describe the writing’s use of source material?

**Integrates source material to support the student’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Developing**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

Q6) Next Steps

Overall this paper makes good use of three sources, although it relies on hypothetical examples to support some points.  For next steps, we would suggest more specificity in the use of signal phrases to introduce quotes, rather than a general statement such as “I was doing some research and found where it said.” The student may want to work on making other moves from Harris, such as authorizing. The student may also want to present and counter source material that represents an alternative point of view about cheating.

**Sample 7** Have you ever wondered what the world would be like without the use of technology?

**Grade**  7

**Context of the paper** On-Demand, written in March, 2014 from a text set for Student Writer’s Exchange

Dear Teachers,

Have you ever wondered what the world would be like without the use of technology? Well, “Shut Down Your Screen Week” gives us the opportunity to find out. For a whole week none of our students will use any kind of electronic device. I believe we should participate. The use of technology has become more and more common over a few decades. In the article *Attached to Technology and Paying a Price,* Matt Ritchel tells us “People consume twelve hours of media a day. – That compares to five hours in 1960. In my opinion, technology is taking over our minds and generation.

A reason I think we should participate is Google does not allow us to process the information before we are distracted by other pieces of useless data. That temptation of pick up your cell phone or turning on your T.V. or computer screen is much more appealing them giving something deep thought. We are abusing out minds amazing abilities. Humans are becoming superficial, and Google is encouraging it.

Additionally, it effects our focus on our everyday lives. From the previously mentioned article, Ritchel tells us that Kord Campbell became so endorsed in his electronics he would forget about dinner plans and had trouble focusing on his family. Rather than going out to dinner or playing outside, his family would bond by playing video games and watching T.V. Technology can become so addictive that it is all we think about and constantly crave it.

Of course, technology can be a wonderful thing and has many perks. Thanks to the use of internet, we are able to use social networks to communicate with relatives or friends we do not see often, and meet people from all corners of the world. According to a study, video games can make us more creative. Although technology can be helpful, too much of it can be a bad thing.

I believe that participating in this program would make us, the kids, more active, social, and think deeper.

Sincerely,

VS

**Sample 7** Have you ever wondered what the world would be like without the use of technology?

**Grade**  7

**Context of the paper** On-Demand, written in March, 2014 from a text set for Student Writer’s Exchange

Q1) Overall, how would you describe the writing’s use of source material?

**Uses source material in ways that somewhat support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Developing**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Authorizing**

**Extending**

Q6)        Next Steps

This paper exhibits many strengths. There is a beginning use of signal phrases and quoting when using source material; however parts of the paper appear to be summarized from other sources. The paper competently comments on a range of source material. There are also attempts to take in to consideration of alternative view points on the subject and to think about how they relate to the overall claim. A next step here would be to think about how either to make a more nuanced claim or to offer more specific countering moves. Finally, an important next step will be to work on connecting the range of evidence related to overall technology use to the paper’s central claim. This could be accomplished with another revision.

**Sample 8** “Albert Einsten once said…”

**Grade**  8

**Context of the paper** On-Demand,

Dear Teachers,

Albert Einstein once said, “I fear the day that technology will surpass our human interaction. The world will have a generation full of idiots. In the article, *Social Media as a Community,* it says, “social media is the modern front porch.” Even though social media gives us a more diverse group of friends, it is also good to have friends that you can talk to face to face and interact with personally.

*Shut Down Your Screen Week* is a week that everyone shuts down their phone, iPod, etc. and get off the internet! I l believe it would be good idea to participate in this event because it would get us off our electronics and back interacting with others. Don’t get me wrong, texting and Facebook is a way to keep in touch with our relatives who live far away, but constantly being on your phone isn’t good for us... it creates to many distractions.

It tells us in *Is Google Making Us Stupid? (Yes),* “That if we’re distracted we understand less, remember less and learn less.” This is a very true statement. SO if we put away our cellphones electronic devices and get away from the internet for just a week I think it will help us focus more and think more deeply about the things we are doing the thing going on around us.

Not everything about the internet and Googling is a bad thing. Because Google has the latest information on the latest topics and facts in just a blink of an eye, it is invaluable resource. My point is that yes, we should participate in *Shut Down Your Screen Week* and put away the distractions, but we should not completely give up the internet. Although the internet is a great source for research it states in the article *Attached to Technology Paying the Price,* “It is a necessity but if used in an excess amount it can be counterproductive.”

There are difficulties in internet usage to the distractions multitasking brings us. I truly believe that if we put away and be part of *Shut Down Your Screen Week* it will give us a better understanding of the uses of the internet and we can live without it!

Sincerely

B.L.

**Sample 8** “Albert Einsten once said…”

**Grade**  8

**Context of the paper** On-Demand, written in March, 2014 from a text set for Student Writer’s Exchange

Q1) Overall, how would you describe the writing’s use of source material?

**Integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

Q6)        Next Steps

This paper makes use of some strong rhetorical devices – a strong opening in the quote from Albert Einstein and a clear nuanced conclusion that goes beyond summarizing the paper’s central claim. The paper gradually builds to this nuanced place. The use of signal phrases, quotations and paraphrases clearly distinguish the students’ own words from those of sources. A next step, would be to refine the types of signal phrases used. The commentary is on target; it begins to repeat. A next step may be selecting more specific pieces of evidence to use in the argument. The paper also considers evidence and competing perspectives from multiple sources. Overall the evidence used is tied to the claim of the paper.

**Sample 9** Everyone wants their child to have confidence

**Grade** 9

**Context of the paper** On-Demand, Written from a text set in May, 2014

Everyone wants their child to have confidence, to know they can cope with winning and losing, and they can get along with others. Some people think child beauty pageants can help build these characteristics in them, but I disagree. I think that child beauty pageants are too competitive. Some children don’t even want to be in a pageant, but their parents make them do it before they are old enough to choose for themselves.

“Sometimes pageant moms can be pretty nasty,” says Helene Malmsio. I agree. Pageant moms get caught up in the prizes or titles and don’t take how the child feels about it into consideration. Don’t get me wrong: some parents do care. These are the parents who put their children in pageants to have a good time, gain confidence, and learn to cope with winning and losing. These parents don’t care if the child wins or loses; they are only interested in their child having a good experience. The author of the article “Child Beauty Pageants Have Good and Bad Points Parents Should Consider Before Competing” states “For one thing, they get comfortable being in front of crowds. This can carry over into a multitude of other activities, like dance, drama, music recitals, and future public speaking.” This is true, but more often the moms only care about themselves and not about the children. They push the kids too hard to make themselves look good and win the prizes and money. It doesn’t matter to them if the kids are having a good time or learning anything: they are the moms and they make the decisions.

Not everything about the pageants is negative. An article from the Today Show site states “Child pageants are like just about everything else; there’s good and bad.” I can see this. I think that pageant participation might be good for children who are not good at sports but still need something they can participate in. In this case, beauty pageants might be something to look into. But there are other ways children can participate in social activities that don’t cost as much money as beauty pageants. Pageants are very expensive, especially Glitz Pageants, which require contestants to buy multiple dresses, get spray tans, buy flippers, shoes, and talent clothing. It also requires weeks or months of practice. All the money spent on these pageants can be used for something better for the children to learn the same social skills.

While a handful of people think pageants are great for children, and in some cases they are, I on the other hand think we could all live without them.

T. W.

**Sample 9** Everyone wants their child to have confidence

**Grade** 9

**Context of the paper** On-Demand, Written from a text set in May, 2014

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to fully support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Effectively**

Q3) Does the writing comment on the source material?

**Effectively**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

**Countering**

Q6)        Next Steps

This paper presents a coherently presented argument that makes effective use of countering and counter argument. The writing is quite skillful, with a purposeful opening. A next step for this writer may be to select more specific evidence (for example citing specific costs of pageants and quantitative data). In addition, the student would benefit from learning a wider range of strategies for introducing source material. Finally, this student seems ready to consider the credibility of source material.

**Sample 10** “I have recently been informed on the seriousness of concussions.”

**Grade** 10

**Context of the paper** On-demand, text set

Dear,

I have recently been informed on the seriousness of concussions.

Up until now I thought you could only get concussions from high intensity contact sports like football, or rodeo, but turns out that you can get a concussion from just about any sport there is. (Accept for chess). This is a real problem for all children 19 or younger who play sports, and I have decided to ask you, and present to you my solution. I came across this source while researching concussions. It is called Pop Warner. It is a simple rule change that limits practices to 1/3 or less to be contact drills, etc. A study led by the Pop Warner organization showed that players of a team that adopted the Pop Warner rules absorbed 37 to 46% less hits for a whole season than those who didn’t follow the Pop Warner rule changes. With fewer kids getting concussions, that means more kids doing well in school which will make our school excel in academics. And also make you look and feel better about saving children from injury.

All I can say is if you can save some one from getting, and possibly, living with a traumatic brain injury why wouldn’t you?

 Sincerely,

 A concerned student

**Sample 10** “I have recently been informed on the seriousness of concussions.”

**Grade** 10

**Context of the paper** On-demand, text set

Q1) Overall, how would you describe the writing’s use of source material?

**Summarizes source material, may or may not present a claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Developing**

Q3) Does the writing comment on the source material?

**Effectively**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

Q6)        Next Steps

The writer skillfully summarizes one source, but does not actually enter into an argument with his/her own claim. The writer needs support seeing the relationships among sources and learning how to develop and support his/her own claim

**Sample 11** Balancing Society and the Individual

**Grade** 11

**Context of paper** On-demand, source-based writing

My stance on the balance between society and the individual is a difficult one. This is one of those situations where I cannot put my thoughts into words simply because there are no words to express my thoughts, but I will do the best that I can. I believe that in this world, in this life, the existence of a society is inevitable, because people are naturally drawn to each other. Human companionship is a necessity. Humans are mentally wired to be social beings, but is this a good thing? Sure it’s important to the survival of the human race, but besides that, is it a good thing? As humans we are naturally sociable and selfish and that is where we find conflict within our nature. For it is the need for companionship that brings us together, and our selfish wants that cause the need for order, because no man is better than the other, even though we would like to think that our needs or wants are more important than our neighbors. They are not. So we try to create the perfect formula for a government that would insure the safety of our individual thoughts and wants and our social needs. As seen in the article, “Both are critical ingredients for a successful society” (line 10). And when we try to create order and put limits on the freedoms of society and the individuals, people get mad and begin to act out and that’s when crimes are committed. And that justifies Paine’s belief, “Government even in its best state is a necessary evil” (pg. 93). I do agree with Paine’s view on government, but we don’t see eye-to-eye when it comes to society.

Government may be a necessary evil but society makes it necessary. I feel that society is the true necessary evil, because without human contact we’ll go crazy but in society it brings out the evil within. The evil in society overwhelms the good. If you were to think your own thoughts and speak your mind in society, you would be mocked and ridiculed and outcast, simply because you are capable of such intellectually advanced thoughts that the simple minded of society cannot even begin to make sense of your thoughts. Then you are pressured to conform to the ignorant views of society and only the strong prevail. When the weak conform they lose the respect of the intellectually advanced. I agree strongly with Emerson when he says, “Society everywhere is in conspiracy against the manhood of every one of its members” (line1). He is basically saying if you don’t stand up for what you believe and conform to the thoughts of society, society will cut off your balls. I have balls of steel. I believe that society is an inevitable evil, but without it we could not realize the significance and blessing of individuality. Just as there is no light without dark, and no good without evil.

**Sample 11** Balancing Society and the Individual

**Grade** 11

**Context of paper** On-demand essay question answer

Q1) Overall, how would you describe the writing’s use of source material?

**Integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Competently**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

**Countering**

Q6)        Next steps

 The writing is effective as an end-of-unit essay response. There is potential to expand the ideas

presented into a researched argument that draws on more source material and extends the thinking begun here with more examples and information. In a next draft, the student would want to refine the claim and work to more closely connect the evidence cited to the overall claim of the paper.

**Sample** **12** Welfare abuse

**Grade** 12

**Context of writing** Draft, Section of position paper, student-selected topic

Part 4: Positions that align with my own

Welfare abuse is a widely discussed topic among writers and scholars. Many believe that a good portion of people who receive welfare spend that money, meant for bills and household expenses, on illicit drugs. Drug testing welfare applicants before money is granted would help this issue according to proponents, even though opponents say it would be unconstitutional, and not cost effective. Proponents reasons for mandatory drug tests include getting people the help they need, and ensuring taxpayers that their money isn’t going towards illicit drug use.

States have an obligation to hold those on public assistance accountable for their actions. Receiving a public benefit is a privilege, not a right. The debate on drug testing welfare recipients is simply about the responsible use of tax dollars (Yee). With taxpayers funding the lifestyle of those who are addicted to drugs, we are condoning that behavior.

“In the words of Robert Rector, Senior Research Fellow in Domestic Policy at the Heritage Foundation, ‘Taxpayers should provide support to those in need; recipients, in return, should engage in responsible and constructive behavior as a condition of receiving the aid’’ (Besonen). Just like people who take drug tests for employment standards, people receiving welfare assistance should be held to those standards as well.

Another reason for mandatory drug tests, would be that it is fair. Many companies mandate drug tests as a condition of employment as well. Many colleges require physicals including drug tests, along with the military and numerous sports teams (Besonen). “Taxpayers deserve to know that their hard-earned dollars are wisely used and not funding a drug user’s next hit” (Yee). The idea is that, “I don’t mind helping you out, but you need to show that you’re looking for work, or better yet that you’re employed, and that you’re drug and alcohol free” said Edward A. Buchanan, Republican speaker of the Wyoming House. (Associated Press).

Mandatory testing for welfare recipients, not just drug testing but also psychiatric and medical testing, could allow for those in need to receive proper medical care, and allow them to reenter the workforce more quickly upon recovery (Besonen). The testing would not only hold them to the same standards as everyone else but allow the ones struggling from addiction to get the help they need. The goal of welfare is to promote self-sufficiency, the most basic first step, is stopping drug use that deters their entry into the job market (Gaiser).

Sam Brownback, governor of Kansas says, “What this effort is about is an attempt to get ahead of it and, instead of ignoring the problem, start treating the problem” (Wistrom). Bills to require drug testing will let recipients who pass the test to keep on recieving benefits. But people who fail the tests, results in loss of benefits and will not be able to apply for a specific of time.

This is a very tough issue. Tensions are held high on both sides. Would administering drug tests be cost effective or a waste of money? Drug testing welfare recipients would assure taxpayers that their money is being used well. But constitutionality is also a question to ponder.

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**Sample 12** Welfare abuse

**Grade** 12

**Context of the paper** Draft, section of position paper, student selected topic

Q1) Overall, how would you describe the writing’s use of source material?

**Integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Developing**

Q3) Does the writing comment on the source material?

 **Competently**

Q4) Does the writing characterize the credibility of the source material?

**Developing**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Authorizing**

Q6)        Next Steps

The purpose of this piece is to compile information to be used as part of a larger assignment. It will be important for the writing to expand on the ideas from sources as this information is woven into the larger argument to be presented in the position paper.

**Sample 13** Public access to streams

**Grade** 12

**Context of paper** Draft, Section of position paper, student-selected topic

**Opposing Perspectives (Part 3)**

Public access to streams is an ongoing issue in Montana. Kory Kober, a fly-fishing guide on the Stillwater River says, “The overall problem is simply that the river is seeing more use than we ever dreamed we’d see. There are too many people and so few volunteering to leave” (Halstead). There has and always will be a conflict of who can use the river and at which area they can use it at. The solution to this issue isn’t simple. There will have to be someone that gives up their right, a winner and a loser so to speak.

When landowners have all rights to the lands and streams, it can be assumed that they would take care of their property. Reed Watson, who has a J.D. and M.A. in environmental economics and a B.S. in economics says, “Protecting private property rights is critical to protecting environmental resources because private landowners respond to incentives. When landowners can profit… …one can expect these resources to flourish. Conversely, environmental resources that generate costs to landowners or compromise their privacy will likely suffer from neglect at the landowner’s hand.” If there is something to gain from owning these properties, the landowner would take an interest to ensure those gains. The same Reed Watson states, “We tend to take better care of our own cars than we might of rentals because we bear the consequences of our good - or bad - treatment” (Frank).

When the public have the right to the streams and rivers, even if on private property, there can be several negative effects. “Access laws that expand public use rights beyond navigable waterways and onto privately owned streambeds undermine the property rights and privacy expectations of riparian landowners, forcing the label of liability onto the streams flowing through private property” (Watson). If something were to happen on the privately owned streambed, the liability might be on the landowner. Why should you have to be responsible for just owning the land and streambed running through your property? Referring back to what Kory Kober said, “... the river is seeing more use than we ever dreamed we’d see” (Halstead). With heavy traffic through areas to and around the streambed “Litter, erosion, property damage, invasions of privacy, over fishing, and in some cases legal liability all increase when there is unlimited public access to streams flowing over private property” (Watson) can be an issue. With property damage, littering, erosion, etc. if those are reoccurring problems that the public are causing it should not be in the landowners interest to have to deal with them. Rather there shouldn’t be an opportunity for a situation such as that to even happen.

The Mitchell Slough is a 13 mile stretch waterway off of the Bitterroot River in Montana.The slough seems to be a common battleground with property owners and recreationalists. Ed Hebner, a retired man who moved to Mitchell Slough 18 years ago says, “It would be a tremendous loss of privacy and we’d have people in that every day pointing to a section of the slough outside his living room window” (Robbins).   “Mr. Hebner and Mr. Lewis said they often allowed people to fish on the slough, but they wanted to continue to have some say in who used it. Mr. Lewis and other landowners have spent money to improve the fish habitat, digging out deep holes and stabilizing banks. Fishermen tromping through the area could cause damage they said” (Robbins). Huey Lewis is one of many trying to change the Montana law so that they have rights to maintaining the privacy and integrity of their property. In 1984, the Montana Supreme Court granted public access to all surface waters that were able to provide recreational use, it was ruled that the surface waters are state property. “The stream access law narrowed that ruling, allowing recreational access to all ‘natural water bodies’ but exempting private irrigation ditches” (Frank). “Rep. Jeffrey Welborn, a Republican from Dillon, tried another tack the Stream Access Law: clarifying its prohibition on recreational access to ditches. The bill sought to broaden the definition of a private ditch to include many public waterways.” In the case of the Mitchell Slough it would have defined it as an irrigation ditch. This would make it ineligible to be a state owned stream, making it illegal to access without permission from the owner. All the recreationalists have to do is ask permission to access the stream. Senator Debby Barrett says, “The bottom line is this is a major expansion of the government’s power to take private property for public use, with zero compensation being paid for that use” (Barrett). The general public needs to see that the rights of property owners are being infringed upon.

**Sample 13** Public access to streams

**Grade** 12

**Context of paper** Draft, Section of position paper, student-selected topic

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Effectively**

Q3) Does the writing comment on the source material?

**Competently**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Authorizing**

**Extending**

Q6)        Next Steps

This argument involves a fairly complex situation that requires the student to do more explaining than is currently in this draft. For example, when he puts two quotations next to each other it becomes clear what’s going on, but requires the reader to do too much work. As is often typical of early draft researched arguments, the student needs to master his sources and be in charge of them.

### Sample 14 The conversation against wolf hunting

### Grade 12

### Context of paper Draft, Section of position paper, student-selected topic

|  |
| --- |
| The conversation against wolf hunting is really mainly about individual wolves rather than the whole population.  The wolves have helped many aspects in the environments where they reside. The main thing that the opposition wonders is why people blame all the problems only on wolves? It is important to see that wolves are not only out to kill and have some very positive influence on the environment.     As Biologist Mellisa Barton states in her article Restoration or Destruction: The Controversy over Wolf Reintroduction, “My attitude is common among people who have grown up in urban environments, far from the people whose lives and livelihoods are affected by wolves” (Barton).  When people live in urban areas they have nothing bad to say about these creatures.  They think reintroducing the wolves has only positive effects.  “Although wolves killed 500 sheep in Montana in 2003, Coyotes killed 11,800 and disease, weather, eagles, bears, and foxes each proved to be greater threats to livestock” (Barton).  Wolves are the ones getting all the attention, when the things people are complaining about doesn’t solely relate to wolves.  They believe that ranchers must be willing to co-operate and change the way the do things in order for everyone to be happy. An example would be changing grazing areas, or using more guard dogs.  If a rancher does lose livestock to wolves they are refunded, only if they can prove it was the doing of a wolf.  “ After wolves were reintroduced to Yellowstone National Park, Wyoming scientists found that Aspenand Cottonwood groves recovered.  Not because wolves were killing all the elk, but because elk stopped standing around grazing like domestic livestock” (Barton).  Wolves are doing nothing but good for the ecosystem in the eyes of pro-wolf people.  The Aspens and Cottonwoods are better than ever and it’s all because of the wolves are forcing the elk to not stand around like some feed-lot cattle.  The wolves are forcing them to move around.  They gave them something else to worry about other than eating, now they have to move around to avoid getting killed.  When a wolf does kill, its leftovers make a great meal for scavengers.     Ecologist William Ripple of Oregon State University states, “The parks entire ecosystem changed” (Ripple).  Everything in the park is back to its supposed natural balance, as it was years ago before the wolves were eradicated.  It had been without wolves for over 70 years.  “We connected the dots: wolves affect elk, elk affect aspens; and therefore wolves affect Aspen” (Ripple).  As stated a million times over and over again before, if the elk have to equal out eating and worrying about getting killed by the wolves, then the experts are correct and the aspens are indeed getting noticeably better.  They are more abundant since the wolf reintroduction.  Supposedly beavers have been positively impacted as well.  Although experts can not directly relate it to the wolves, the numbers have increased since wolves are back.     As Ralph Maughan states in his article Western World issue is mostly not really about Wolves, “...the State of Montana claims wolves have greatly hurt the elk population, but quickly turns to the opposite argument (too many elk) when that argument in convenient” (Maughan).  So basically what is supposedly going on here is that there is a cultural conflict among the people, according to Maughan.  He goes on to say that the problem people think is based on wolves isn’t even really about the wolves.  He blames it on the fact that people basically agree to disagree.  SInce people are different and typically don’t have the same views on every issue is the reason why there is even controversy over the reintroduction of the wolves.  Maughan states “..the anti-wolf position tends toward apocalypse.”  It’s his biased opiniand it may be and comes off a little subjective, which is fine for the time being.Cathy Taibbi who is a wildlife conservation examiner has done two different articles, and there is good information in her pieces.  “Almost anyone who has had experience with wolves in the wild would attest to the fact that the wolves will watch them, but rarely make a move closer” (Taibbi).  There are claims that wolves when are in an encounter with humans will kill the human every time.  This is not true due to the fact that there very few recorded human deaths where wolves were the cause.  Wolves are known to be very curious naturally.  Often they will come in and see what is going on, but not get close enough for death or sometimes even know that the wolf was there. A group of photographers were snapping pictures of a bear when a wolf loped right on by, within feet of the photographers.  They were all in awe of the experience.  That is how rare it is to see a wolf that close” (Taibbi).  So as stated, it is obviously a rare thing to even see a wolf.  They know when to be out and about and when not to be.  They have to look out for themselves as well.     The pro-wolf people and experts have some very valid and informational arguments.  There are pros to wolfs and maybe people need to look more at them and quit blaming everything only on the wolves according to the experts.  With all these thoughts in mind I will transition into the more anti-wolf side, and let you the people decide what you think is the best.**Works Cited for Opposing**1.    Ripple, William . "In the Valley of the Wolves Reintroduction of the Wolves." *PBS*. PBS, 9 Apr. 2008. Web. 27 Mar. 2014. <http://www.pbs.org/wnet/nature/episodes/in-the-valley-of-the-wolves-reintroduction-of-the-wolves>.2.    Taibbi, Cathy. "Cathy Taibbi - National Wildlife Conservation Examiner." *Cathy Taibbi - National Wildlife Conservation Examiner - Policy & Issues | Examiner.com*. N.p., n.d. Web. 16 Apr. 2014.3.    Taibbi, Cathy. "Why America Needs Wolves." *White Wolf Sanctuary*. N.p., n.d. Web. 27 Mar. 2014. <<http://www.whitewolfsanctuary.com/news-detail.php?article=44>>.4.    Maughan, Ralph. "Western Wolf Issue Is Mostly Not Really about Wolves." *The Wildlife News*. Wild Life News, 2 June 2013. Web. 27 Mar. 2014. <<http://www.thewildlifenews.com/2013/06/02/western-wolf-issue-is-mostly-not-really-about-wolves/>>.5.    Barton, Melissa. "Western Wolf Issue Is Mostly Not Really about Wolves." *The Wildlife News*. Wild Life News, 2 June 2013. Web. 27 Mar. 2014 <http://www.thewildlifenews.com/2013/06/02/western-wolf-issue-is-mostly-not-really-about-wolves/>. |

### Sample 14 The conversation against wolf hunting

### Grade 12

### Context of paper Draft, Section of position paper, student-selected topic

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Effectively**

Q3) Does the writing comment on the source material?

**Effectively**

Q4) Does the writing characterize the credibility of the source material?

**Effectively**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Authorizing**

**Extending**

**Countering**

Q6)        Next Steps

As one piece in the larger Position Paper assignment, this paper works effectively to serve its purpose of “searching for multiple examples of the opposing viewpoint and then synthesize them into your own words, and explain how the opposing viewpoint has reached their conclusion.” Next steps include integrating parts of this objective look at the literature into the larger position paper.

**Sample 15**: The Advantage of Being Small

**Grade**: 7

**Context of the paper**: Researched Argument, Student’s choice of topic developed over multiple weeks

The Advantage of Being Small

 Bigger is better. How many times have you heard this saying? But is bigger always better? NO! Sometimes smaller is better, especially when it comes to school size. Smaller schools are better than larger schools. Small schools are schools with less than 100 kids in each class, and large schools are schools with more than 100 kids in each class. Small schools prepare kids for college better than large schools. Small schools are changing the future one child at a time. In time people will look back and realize how small schools changed the course of history. Mahatma Gandhi once said, “A small body of determined spirits, fired by an unquenchable faith in their mission, can alter the course of history.” Small schools help students get a better education. Students at smaller schools have better chances to succeed.

 Students have better chances of succeeding at smaller schools because teachers and other students at smaller schools have better attitudes than those at larger schools. According to Kathleen Cotton, educational researcher, “Studies of teachers and administration favored small schools. Teachers have more positive attitudes at smaller schools than larger schools.” Cotton is saying smaller schools hire administration and staff members with better attitudes than larger schools do. At my to school teachers always try to have a positive attitude. The only times they’re grouchy is when we are loud, when we don’t turn in our homework, or when they are stressed or tired, but even then, most of the time our teachers still have positive attitudes. Our teachers try to always have positive attitudes. Our teachers try to always have positive attitudes because they know where they have positive attitudes, we have positive attitudes and we learn more. Like the Hunger Games. The districts tried to act positive because they wanted the Capitol to stay positive. The districts wanted the Capitol to act positive so the Capitol wouldn’t try to bomb them like they did to district 13. In this example the districts are like teachers who want to stay positive and be careful not to make the Capitol, the students, angry. When students get angry they zone out and often felt like many students are doing at large schools.

 Large schools are failing to correct student failure. Those who know of Kansas City’s right size program know that it is being enforced because large schools are not responding to academic failure. District officials say, “The closings will improve achievement by allowing the district to focus on its resources.” In other words large schools staff and administration don’t care about academics at all. They are more worried about sports. The only time the staff cares about grads is when the students are playing a sport and they are ineligible. The staff doesn’t care about their grades and the students don’t have any options. The students at large schools are like workers at a large company. They are looked at as objects that get paid, not people. But the students have it worse. They don’t even get paid. The school just wants to make money whereas small schools care about their students and want them to succeed. That is why students are given options in their learning.

 Students at smaller schools get more opportunities to make their own choices in their learning. J. R Slate, Educational Doctor, stated “A powerful but little known outcome of small schools is that they provide students with more choices in their learning. “ Basically small schools care more about their students so small schools let them make more choices which makes the students happier, which them gives students the motivation to get better grades. When the students get better grades it makes people happy. When it makes people happy the students want to keep getting the good grades, which then makes the school one of the best in their state or possibly the country. Like Braymer C-4 did last year on the MAP and EOC tests and Coach Cox announced we were in the top 25 schools in Missouri. We did so well because we had fun the rest of the year in the classes we got to choose.

 Small schools push their students to be more successful. They have positive attitudes, they respond when one of their students fail, and they give their students more options to make them happier. Small schools have outstanding teachers and students that help and give guidance to those who need help. Small schools are always willing to help one of their own and they always push their students to do better and be more successful. There is no point in large schools. They get so many students in one class that the staff doesn’t get the chance to help them individually. Small schools are the better option between large versus small. Thankfully Kansas City realized this and is having reforms to change all their schools to small schools, and the rest of the country is starting to follow Kansas City’s lead. Small schools are better than large schools hands down.

**Sample 15**: The Advantage of Being Small

**Grade**: 7

**Context of the paper**: Researched Argument, Student’s choice of topic developed over multiple weeks

Q1) Overall, how would you describe the writing’s use of source material?

**Skillfully integrates source material to fully support the paper’s claim**

Q2 ) Does the writing distinguish between the student’s own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

**Effectively**

Q3) Does the writing comment on the source material?

**Effectively**

Q4) Does the writing characterize the credibility of the source material?

**Not present**

Q5) Does the writing use the source material for any of the following purposes?

**Illustrating**

**Extending**

**Countering**

Q6)        Next Steps

For this grade level the student uses quotations in sophisticated ways. As the student continues to write arguments and matures, he/she could build on his/her strengths by a more careful examination of opposing views.