



# THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

## GRADE 4

# 2022 B.E.S.T. Writing

## SCORING SAMPLER



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## INTRODUCTION

The Florida Department of Education Test Development Center is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Scoring Sampler in an effort to maintain transparency of the scoring process for the B.E.S.T. Writing assessments. This sampler 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.

Each sampler contains sample student responses that illustrate the score points described in the rubric of one of the two possible writing modes. As with all B.E.S.T. content, the sample passage set and prompt were reviewed by a committee of Florida educators to ensure appropriateness for the intended grade in terms of the text complexity, topic, and wording.

In this sampler, examples of student responses represent some of the various combinations of the score points across three scoring domains: *Purpose and Structure*, *Development*, and *Language*. As a basis for developing a common understanding of the scoring criteria, a bulleted annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not meant to describe a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

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.

It should be noted that in addition to responses that receive the scores described in the rubric for each domain, some responses earn a score of “0” due to certain conditions as follows:

- The entire response is written in a language other than English.
- The response is illegible, incomprehensible, or includes an insufficient amount of writing to be evaluated.
- The majority of the response is copied from the source material and/or prompt language to the point that original writing is not recognizable or sufficient for scoring.

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A response must go through a minimum of three levels of review before any condition code can be applied. Many responses formulate a claim/position or central idea by rewording the prompt, and due to the expectation that evidence will be incorporated in the response, some degree of exact wording from the sources is expected and allowable. However, responses receiving a “0” for copied text are comprised of source material and/or prompt language that dominates the response to the point that original writing is not recognizable or sufficient.

Because a response that is left completely blank does not meet attemptedness criteria for the B.E.S.T. Writing assessment, no Writing score can be earned or reported.

To access additional resources related to B.E.S.T. assessments, please visit <https://www.fldoe.org/accountability/assessments/>.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) describe what students should know and be able to do at each grade level. For more information about the benchmarks, please visit CPALMS at <https://www.cpalms.org/>.

# Writing Prompt

Write an argumentative essay about whether kids learn better through digital play or hands-on play.

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

Use your best writing to complete an essay that

- is focused on your claim;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

## Kids and Play

### Source 1: The Many Worlds of Play

by Lucy Phillips

- 1 Kids are experts at play. They use their incredible imaginations to find better ways to play all the time. As technology advances, however, our idea of “play” is changing.
- 2 “Digital play,” or play that uses technology, is becoming more popular in and out of the classroom. When kids log into their video and computer games, they explore brand-new worlds. These digital worlds show children things they might not encounter in their normal lives—and I don’t just mean dragons and other make-believe creatures. Digital play is a great way to discover a hobby, chat with a faraway friend with similar interests, or learn something new. In fact, many digital games feature a learning element. Kids can practice their math, reading, or motor skills and reach their personal best high score.
- 3 Though digital play has its benefits, you could argue that nothing beats your own imagination. Those exciting fantasy worlds in digital games can easily be transported into real life. When kids are at play, an empty box becomes a rocket ship. Or, maybe, a fallen tree branch becomes the key to a pretend universe. It’s harder to have an unlimited imagination in digital play, where the game’s world and tools have already been decided by its designers. With hands-on play, kids are always their own designers.
- 4 That’s not to say that digital play is bad. Some things are impossible to imagine until you log on and learn about them. Whether digital or hands-on play is the way of the future remains unclear. Until then, kids: play on.

“The Many Worlds of Play” by Lucy Phillips. Written for educational purposes.

### Source 2: New Ways to Play

by Annie Patterson

- 5 When people think about play, activities such as coloring with crayons, putting together a puzzle, or using equipment on a playground often come to mind. These are all examples of play, but thanks to technology, kids are finding new ways to play.

### **Digital Play**

- 6 Play that involves technology is called “digital play.” According to Dr. Randy Kulman, president of LearningWorks for Kids, digital play can be defined as “voluntary, energizing activity that involves the use of digital technologies.” This might include play related to video, computers, electronic games or toys, cell phones, or iPads and tablets.
- 7 Some people think that it is very important for kids to have time for digital play. Other people believe that kids spend too much time using technology. Nonetheless, there are benefits to digital play.

### **Unlimited Creativity**

- 8 Kids are creative. Give them some markers, paper, scissors, and glue, and they can come up with a variety of art. Yet there are limits to what they can create. The glue might run out. A kid may not be able to find just the right shade of blue in a standard box of markers. Or a child who has a brilliant idea but lacks drawing skills may not be able to bring his or her idea to life.
- 9 In digital play, however, these types of limits disappear. Computer programs and apps give kids lots of options. A kid can not only find the exact right shade of blue, but also choose whether it should be bold or somewhat see-through, and whether it should fade out around the edges or become brighter in the middle. Technology makes it easier for kids to turn their ideas into reality, regardless of their artistic ability.

### **Connecting with Others**

- 10 Technology also has the ability to connect kids with others in unique ways. Hobbies, such as sports or cooking, have always brought kids together who share similar interests. Thanks to technology, kids have more hobbies to choose from than ever before. Kids who might otherwise never meet, can meet new, like-minded people in a coding class or through playing online games with players from around the world. Kids who are interested in important causes like protecting the planet or helping pets get adopted can use technology to get their message out. Technology can be the difference between drawing a poster that only a handful of people may see, to creating a short ad that might catch the attention of hundreds or even thousands.

### **Tech Skills to Life Skills**

- 11 Digital play also provides kids with opportunities to develop important life skills. Kids learn not to give up when they try to get past a hard level in a game for the 100th time. They learn to set and achieve goals when they want to design their own video game or create their own music video. They learn to solve problems when they are trying to learn a new app or complete a mission with others in an online search-and-rescue game.



- 12 Adults can help kids understand that technology is a tool that exists not just for entertainment, but for solving important problems. The future will need people who can use technology for this exact reason. Who better to meet the challenges of tomorrow than the kids who are learning so much through digital play today?

“New Ways to Play” by Annie Patterson. Written for educational purposes.

### Source 3: The Thrill of Getting Grubby

by Galadriel Watson

- 13 A boy slices through thick cardboard with a handsaw. A girl grabs a hammer, nails, and scrap wood and starts pounding. . . . Broken toys and furniture clump around them.
- 14 Think “playground” and you probably see slides, swings, and monkey bars, not . . . tools and what looks like trash. And yet “adventure playgrounds” give kids just that: the raw materials they need to let their bodies and imaginations run wild.

#### Trash or Treasure?

- 15 Can you pronounce this word: *Skrammellegepladsen*? No? Well, you might want to play in it anyways. That’s because it’s the name of the first adventure playground: the word is Danish for “junk playground.”
- 16 The man who created it, landscape architect Carl Theodor Sørensen, noticed that children preferred to play in areas like construction sites and junkyards—not in neat playgrounds that adults designed. He thought that children needed things they could move around and build with.
- 17 In 1943, he opened a new type of playground in Copenhagen, Denmark. Not one with swings and slides, but one with wood, rope, canvas, old tires, pipes, wire, abandoned furniture, broken-down cars, and other loose parts. Right away, it was swamped with excited kids.
- 18 “Of all things I have helped to realize,” Sørensen said, “the junk playground is the ugliest. Yet for me it is the best and most beautiful.” . . .

#### Mastering Tools

- 19 Located on an island a short ferry ride from New York City, play:groundNYC is one of the newest adventure playgrounds. It opened in 2016. “What to many eyes looks like junk, to us is a magic wonderland,” says Rebecca Faulkner, executive director. “It’s endless, endless fun for the imagination.”

- 20 Tools are **crucial** here. Visitors find saws, hammers, scissors, pliers, axes, and screwdrivers. Add to that lots of wood and old items of all types. . . . Kids construct objects and spaces like go-carts and hideouts. They can play in ways they'd never be able to at home or in a regular playground.
- 21 Plus, parents aren't invited in. Instead, staffers ask them to drop off their kids and remain in the grassy area on the other side of the fence. Staff members called playworkers watch over the kids but don't step in unless needed. The goal is to let the kids make their own decisions. As a hand-painted sign attached to the fence says, "ADULTS SIT BACK AND RELAX."

### Getting Mucky in Nature

- 22 Farther upstate, the Hands-on Nature Anarchy Zone at Ithaca Children's Garden has another approach. "We have a strong nature-based focus," says Erin Martea, executive director. This means that instead of broken-down cars and theater props, it provides loose parts that mostly come from nature: wooden stumps, driftwood, . . . and piles of mulch. And while it provides gardening tools, it only offers items like hammers and saws on special occasions.
- 23 Without screws and nails, kids build forts, dens, and other structures by balancing and propping things up. They play pretend and create **alternate** worlds. They climb trees and hang from them in **makeshift** swings and hammocks. They figure out what objects and materials can and can't do.
- 24 Unlike the play:groundNYC, there aren't always playworkers on site. Parents are encouraged to stick around. But parents shouldn't jump in every time their children face challenges. Instead, Martea suggests, "Step back. Watch your child. Be amazed. This is a space for children not to be perfect, but to be learning and growing and exploring and experimenting."

### Glossary

crucial: important

alternate: different or other

makeshift: homemade

Excerpt from "The Thrill of Getting Grubby" by Galadriel Watson, from *Muse*. Copyright © 2018 by Cricket Media. Reprinted by permission of Cricket Media via Copyright Clearance Center.

# Writing Prompt

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- is focused on your claim;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

## ARGUMENTATIVE TEXT-BASED B.E.S.T. WRITING RUBRIC

Grades 4–6 Argumentative Rubric			
Responses are scored holistically by domain and earn scores by demonstrating <i>most</i> of the descriptors in a given score point.*			
Score Point	Purpose/Structure	Development	Language
<p>4</p> <p><b>Above grade-level</b> accomplishment demonstrated.</p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument.</li> <li>Counterclaim(s) may be present.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall argument.</li> </ul>
<p>3</p> <p><b>Within the range of grade-level</b> performance.</p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development of ideas demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the argument.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall argument.</li> </ul>

\* Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is 2.

\*\* Grade 6

## Grade 4 2022 B.E.S.T. Writing

<b>Grades 4–6 Argumentative Rubric</b> <b>Responses are scored holistically by domain and earn scores by demonstrating <i>most</i> of the descriptors in a given score point.*</b>			
Score Point	Purpose/Structure	Development	Language
<b>2</b> <b>Approaching the range of grade-level performance.</b>	<ul style="list-style-type: none"> <li>● Claim may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>● Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>● Transitions attempt to connect ideas but may lack variety.</li> <li>● Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>● Development may demonstrate partial or incomplete understanding of the topic.</li> <li>● Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>● Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument.</li> <li>● Lacks appropriate citations.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>● Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>● Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>● Tone and/or voice may be inconsistent.</li> <li>● May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<b>1</b> <b>Below grade-level performance demonstrated.</b>	<ul style="list-style-type: none"> <li>● Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>● Demonstrates little or no discernible organizational structure.</li> <li>● Transitions may be absent or confusing.</li> <li>● Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>● Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>● Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>● Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>● Evidence from the sources may be absent, vague, and/or confusing.</li> <li>● Lacks appropriate citations.</li> <li>● Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>● Sentence structure may be simplistic or confusing.</li> <li>● Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>● Tone and/or voice may be inappropriate.</li> <li>● Brevity with errors demonstrates lack of command of language skills.</li> </ul>

\* Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is 2.

\*\* Grade 6

## SAMPLE STUDENT RESPONSES

Saws, hammers, axes, and nails. These all come from hands-on-play. I believe that kids learn better through hands-on-play than on digital play. Kids are their own designers, kids transport digital games into real life, and kids can construct objects of their own.

In hands-on-play, kids can be their own designers. They use their imagination to bring their ideas to life. Citing evidence from *The Many Worlds of Play*, “It’s harder to have an unlimited imagination in digital play, where the games world and tools have already been decided from it’s designers. With hands-on-play, kids are always their own designers.” This means that kids can use their ideas to design their own world. I love to design myself, so I love hands-on-play. Last summer, my family and I went to Virginia to see our friends, Katherine and Jacob. While we were there, we got a tour of their house. They also own 30 acres of land outside of their house, so we checked that out too. We saw a deer hunting stand and had an idea. We would build a tree-house! We worked on it for a week and had a lot of fun. Building, and designing. You can see that kids can design anything they think of in hands-on-play.

Not only that, but kids transport digital games into real life. So there is no need to go out and buy a digital game, you can use the supplies you have in your house or backyard! Information from *The Many Worlds of Play*, “Those exciting fantasy worlds in digital games can easily be transported into real life. When kids are at play, an empty box becomes a rocket ship. Or, Maybe, a fallen tree branch becomes the key to a pretend universe.” These children all use their imagination to bring these ideas to life. My five-year-old brother has a big imagination. One time, my brother collected an egg box and a diaper box. He taped them on top of each other and my sister helped him put paper inside. My bother made a ladder out of pipe cleaners while I made a palm tree, flower pot, snake, and a sign. My sister took a pair of scissors and cut out a door. My brother and I taped the sign on the door, the snake to the roof, the palm tree to the bottom, the flower pot on the building, and secured the piece of paper. Now, my siblings and I have just created a hot wheels castle for my brother. Children are able to transform digital play into hands-on-play.

Last but not least, kids can construct objects of their own. They use creativity, imagination, and some hard work. According to *The Thrill of Getting Grubby*, “Visitors find saws, hammers, scissors, pliers, axes, and screw drivers. Add to that lots of wood and old items of all types. Kids construct objects and spaces like go carts and hide-outs. They can play in ways they’d never be able to at home or in a regular playground.” When these kids play, it is different because there is no wall that parents want kids to break down for adventure playing. When I was in Virginia, We created the idea on our own and we couldn’t build it at home, or at a regular playground. We also didn’t get much help. When kids get ideas, they can

actually happen when they put their mind to it.

As you can see, kids learn better through hands-on play than on digital play. Kids are their own designers, they transport digital games into real life, and kids can construct objects of their own. I hope you start hands-on-play.



**4 – Purpose and Structure**

- A claim is focused on the task and consistently maintained throughout (*I believe that kids learn better through hands-on-play than on digital play*).
- The organizational structure strengthens the response and allows for the advancement of the argument. Each paragraph is organized by a defined topic previewed in the introduction (*kids learn better through hands-on-play; Kids can be their own designers; kids transport digital games into real life; kids can construct objects of their own*).
- Varied transitional strategies enhance the progression of ideas. Topic sentences are used to begin paragraphs and summarizing sentences to end them, connecting ideas among the paragraphs (*In hands-on-play, kids can be their own designers; You can see that kids can design anything they think of in hands-on-play; Not only that, but kids transport digital games into real life; Children are able to transform digital play into hands-on-play*).
- An effective introduction and conclusion enhance the essay. The introduction begins with two purposeful sentences designed to draw the reader in (*Saws, hammers, axes, and nails. These all come from hands-on-play*).

**4 – Development**

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration includes a combination of original student writing with paraphrasing (*there is no need to go out and buy a digital game, you can use the supplies you have in your house or backyard*), text evidence (*When kids are at play, an empty box becomes a rocket ship. Or, Maybe, a fallen tree branch becomes the key to a pretend universe*), examples, definitions (*In hands-on-play, kids can be their own designers. They use their imagination to bring their ideas to life*), and narrative writing as appropriate to support the argument. The response successfully uses original student narrative to illustrate and extend the text evidence.
- Relevant evidence from multiple sources lends credibility to the argument (*Those exciting fantasy worlds in digital games can easily be transported into real life. When kids are at play, an empty box becomes a rocket ship. Or, maybe, a fallen tree branch becomes the key to a pretend universe*).
- Evidence is properly cited (*Citing evidence from The Many Worlds of Play; Information from The Many Worlds of Play; According to The Thrill of Getting Grubby*). The quoted text after each attribution to a source would also stand on its own as a proper citation. (*“It’s harder to have an unlimited imagination in digital play, where the games world and tools have already been decided from it’s designers. With hands-on-play, kids are always their own designers.”*)

**4 – Language**

- Integration of academic vocabulary strengthens and furthers ideas. The language used is precise (*tour of their house; 30 acres of land; deer hunting stand; collected; ladder out of pipe cleaners; palm tree; flower pot; snake; and a sign; secured the piece of paper; can actually happen; put their mind to it*).
- A skillful use of varied sentence structure contributes to a fluidity of ideas (*They also own 30 acres of land outside of their house, so we checked that out too. We saw a deer hunting stand and had an idea. We would build a tree-house!*)
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Tone and voice strengthen the overall argument, as evidenced in the first body paragraph.

Could you agree that digital learning is more educational than hands-on learning, or do you think hands-on learning works better than digital? Well, I think that digital learning is a better method than hands-on because people can make new friends and the possibilities are endless.

To start off, I think digital learning works best because children could make new friends. The author of Source 2 states that kids with nearly the same interests can make friends with similar interests thanks to technology. The writer of passage 1 agrees too, and says that others can create faraway friends who may enjoy the things you like. I agree with these statements because there's a game I used to be obsessed with called Animal Jam, and I've met new friends about my age whom also enjoys the same book series I do. I've also have found new hobbies from these people, like animating!

Furthermore, I believe that digital learning works best because the limits to a child's imagination are endless once they see a Sprite, (a prop coded into a game) and they can imagine more things than ever! According to Source 2, yeah, children could make anything with paper, markers, or scissors, but they can't create exactly what they're imagining due to drawing disabilities, or maybe you've ran out of what you need. Meanwhile on technology, you have so many options to create your ideas! I definetly agree with this because there's an app I use called IBIS Paint X. On this app, you have many tools to use like shapes, paints brush size, and a color wheel to make any shade of any color you want, and there are so many other tools, too! With IBIS Paint X my creative ideas became endless. For example, I combined two different Creatures – a unicorn, and a narwhal. Without it, I probably never would have thought of all my creative ideas!

Therefore, I couldn't argue against the idea that digital learning is a great solution to teaching because the online world helps to provide children a safe online experience where children can make friends, as well helping others' minds expand as they play games to come up with new imaginary characters and backdrops.

**4 – Purpose and Structure**

- A claim is focused on the task and consistently maintained throughout (*I think that digital learning is a better method than hands-on*).
- The organizational structure strengthens the response and allows for advancement of the argument. Each paragraph is organized by ideas previewed in the introduction. The response addresses the idea that digital learning is superior to hands-on learning because it allows children to make new friends and allows endless possibilities for developing a child's imagination and creativity.
- Various transitional strategies connect ideas within and among paragraphs (*Could you agree; or do you think; Well, I think that; because; and; I agree with these statements because; also; Furthermore, I believe that; once they see; or; but; due to; or maybe; Meanwhile; I definitely agree with this because; For example; Without it, I probably never; Therefore; as well*), enhancing the progression of the argument.
- An effective introduction and conclusion enhance the essay. The introduction opens with a rhetorical question (*Could you agree that digital learning is more educational than hands-on learning, or do you think hands-on learning works better than digital?*) and is paralleled in the conclusion by a response (*Therefore, I couldn't argue against the idea that digital learning is a great solution to teaching*).

**4 – Development**

- Skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration includes a combination of original student writing with paraphrasing, text evidence, examples and definitions appropriate to support the argument. Original student writing builds on the source material, giving examples of how friends are made through digital play (*there's a game I used to be obsessed with called Animal Jam, and I've met new friends about my age whom also enjoys the same book series I do. I've also have found new hobbies from these people, like animating*). Effective original student writing also elaborates on the text idea that digital play provides for endless creativity (*there's an app I use called IBIS Paint X.; With IBIS Paint X my creative ideas became endless. For example, I combined two different Creatures—a unicorn, and a narwhal. Without it, I probably never would have thought of all my creative ideas!*)
- Relevant evidence from multiple sources is smoothly integrated (*The writer of passage 1 agrees too, and says that others can create faraway friends who may enjoy the things you like*) and lends credibility to the argument.
- A counterclaim is present in the second body paragraph and is effectively used to further the argument (*Yeah, children could make anything with paper, markers, or scissors, but they can't create exactly what they're imagining due to drawing disabilities, or maybe you've ran out of what you need*).
- Evidence is properly cited (*The author of Source 2 states; The writer of passage 1 agrees; According to Source 2*).

4 – Language

- Integration of academic vocabulary strengthens and furthers ideas (*educational; method; possibilities; enjoy; statements; obsessed; animating; drawing disabilities; color wheel; combined; unicorn; narwhal; solution; provide; safe online experience; others' minds expand; backdrops*).
- Skillful use of varied sentence structure contributes to fluidity of ideas (*The author of Source 2 states that kids with nearly the same interests can make friends with similar interests thanks to technology; The writer of passage 1 agrees too, and says that others can create faraway friends who may enjoy the things you like*).
- Although a few errors are present in spelling (*definetly*), grammar (*I've also have found*), and usage (*enjoy* for *enjoys*, *as well* for *as well as*), as a whole the response demonstrates a consistent command of standard English conventions and the communication of ideas.
- Tone and voice strengthen the overall response, as evidenced in the second body paragraph.

Is digital play a good thing? Yes, digital play can help kids do many things that they could not do. Digital play helps with creativity, discovery, and there are many great opportunities. Digital play can be very helpful later in life.

Children have big imaginations. But with digital play, kids can imagine other things that they would never even thought of. Kids can't always create everything they can imagine, but with digital play children can make almost anything. "Technology makes it easier for kids to turn their ideas into reality, regardless of their artistic ability," states the passage, "New ways to play." With technology creativity is endless!

Digital play can help kids discover new hobbies, for example art, music, and dance. Children can even get their grades higher. With learning apps they can get better at math, reading, and science. Their grades can get up from fifty to eighty. Kids will be able to know their new improved score, and be proud about it. Kids can discover so many things with technology.

With digital play children can not only create and discover, but there are many opportunities with technology. Kids can learn patience with hard games. Children can also do so many things for the community. They can do so many things for example helping a animal shelter and setting up a "Clean up the city," page to encourage people to get all of the litter into the trash. Technology can help in many different ways.

As you can see, digital play can help with creativity, discovery, and it has many opportunities. Technology can help the world be a better place.

**3 – Purpose and Structure**

- A claim is focused on the task and generally maintained throughout (*digital play can help kids do many things that they could not do*).
- The organizational structure is logical and allows for advancement of the argument with three body paragraphs following the main ideas defined in the introduction (*Digital play helps with creativity, discovery, and there are many great opportunities*).
- Varied transitional strategies connect ideas within paragraphs (*and; But with; for example; not only; with; also*), as well as among paragraphs. The introduction begins with a rhetorical question serving as a transition to the claim (*Is digital play a good thing? Yes*). The first body paragraph ends with a summarizing sentence (*With technology creativity is endless!*). The second body paragraph begins with a topic sentence (*Digital play can help kids discover*) and ends with a sentence to summarize the paragraph (*Kids can discover so many things with technology*). The third body paragraph begins with a transitional sentence that serves to bridge the first two paragraphs to the third (*With digital play children can not only create and discover, but there are many opportunities with technology*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The conclusion recaps the main arguments and ends with an overarching statement (*Tecnology can help the world be a better place*).

**3 – Development**

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original student writing (*Children can even get their grades higher. With learning apps they can get better at . . . science. Their grades can get up from fifty to eighty. Kids will be able to know their new improved score, and be proud about it; Kids can learn patience with hard games. Children can also do so many things for the community; setting up a “Clean up the city,” page to encourage people to get all of the litter into the trash*), with paraphrasing (*But with digital play, kids can imagine other things that they would never even thought of. Kids can’t always create everything they can imagine, but with digital play children can make almost anything*), text evidence and examples (*for example art, music and dance; for example helping a animal shelter*). Elaboration used is appropriate to support the argument, and original writing extends text ideas.
- Relevant, integrated evidence from multiple sources lends credibility to the argument (*“Tecnology makes it easier for kids to turn their ideas into reality, regardless of their artistic ability.”; they can get better at math, reading*).
- Evidence is appropriately cited (*states the passage, “New ways to play.”*).

**3 – Language**

- Academic vocabulary is integrated and demonstrates clear expression of ideas (*new improved score; proud about it; patience; comunity; encurag; litter into the trash*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Is digital play a good thing?; With tecnology creativity is endless!; Digital play can help kids discover new hobbies, for example art, music, and dance*).

**S-3 Annotation**

**Score Point 3/3/3**

**(page 3 of 3)**

- The response demonstrates grade-appropriate command of standard English conventions although some errors are present in spelling (*discovery; oppertunities; emaginations; comunity; encurage; tecnologia*), usage (*a animal* for an animal), and punctuation (missing commas after the phrase *for example*).
- Tone and voice are appropriate for the overall argument.

It's creative. It's wild. And it's totally playful. It's the Imagination! Hands on play sparks kids imagination.

There are two types of play. Digital and hands on play. But hands on play does things digital can't. For example hands on can build lots of structures. Kids usually tend to build forts but if they have other materials they can build things like caves or dens and many, many others. But digital play can't bring a kid's dream building or structure to life. Most of the time games are built because of designers. Not kids. They can code and sometimes make video games, but that type of imagination just doesn't compare to the kid's hands on imagination. Also if a kid builds a structure it can last a long time v.s. if a kid designs a structure on a device it could instantly get deleted if you exit the app. Hands on play sparks kids imagination.

There are things you can both do in the digital world and hands on. Kids can find hobbies. When kids do hands on play can discover hobbies by building. They can build forts and discover they like to build or can do art or the outdoors. Hobbies can also be transferred to digital play. You can look it up on the internet or download a game on your hobby. Only difference is hands on is reality so with you. This can power the imagination for kids. Hands on play sparks kids imagination.

The Digital v.s. hands on play debate is over. Those who listen to the facts will have a bright imagination. But those who foolishly ignore the facts will have low creativity. Hands on play sparks kids imagination.



## 3 – Purpose and Structure

- A strongly implied claim is focused on the task and generally maintained throughout (*hands on play does somethings digital can't; Hands on play sparks kids imagination*).
- The organizational structure is logical and allows for the advancement of the argument. The essay centers on an overarching idea regarding the benefits of hands-on play to a child's imagination. The first body paragraph argues that hands-on play allows children to build real life structures that boost imagination. The second body paragraph advances the idea that kids can find other children who share their hobby of building, once again powering the imagination (*Kids can find hobbies. When kids do hands on play can discover hobbies by building*). In both paragraphs the two types of play are closely compared (*There are two types of play. Digtan and hands on play. But hands on play does somethings digital can't*).
- Varied transitional strategies connect ideas within and among paragraphs (*And; There are two types; But; For example; Most of the time; because; just doesn't compare; Also; or; only difference is; so; Thoughts who listen; But thoughts who foolishly ignore*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction draws in the reader with a series of short attention-getting sentences (*It's creative. It's wild. And it's totally playful. It's the Imagination!*) followed by the claim (*Hands on play sparks kids imagination*). The conclusion solidifies the comparison between digital and hands-on play and lands on the side of hands-on play (*The Digital v.s. hands on play debate is over. Thoughts who listen to the facts will have a brite imagination. But thoughts who foolishly ignore the facts will have low creativity*).

## 2 – Development

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original student writing with paraphrasing (*Most of the time games are built because of desighners. Not kids. They can code and sometimes make video games*) and examples (*They can build forts and discover they like to build or can do art or the outdoors*) to support the argument. Ideas from the text are adequately extended by original student writing (*Also if a kid builds a structure it can last a long time v.s. if kid desighs a structure on a device it could instanly get deleted if you exit the app*).
- Relevant, integrated evidence (*hands on can build lots of structures. Kids usely tend to build forts but if they have other materials they can build things like . . . dens*) from multiple sources lends credibility to the argument.
- No citations are provided in this response. **Although the response demonstrates a grade-level accomplishment, lack of citation prevents the score from moving beyond the 2 level.**

## 3 – Language

- Integration of academic vocabulary demonstrates clear expression of ideas (*wild; totally playful; tend to; doesn't compare; device; instanly; deleted; exit; internet; download; power; sparks; debate; foolishly ignore*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Kids can find hobbies; It's creative; They can code and sometimes make video games, but that type of imagination just doesn't compare to the kids hands on imagination*).

**S-4 Annotation**

**Score Point 3/2/3**

**(page 3 of 3)**

- Although errors are seen in spelling (*usely; desighs; instanly; brite*), usage (*transfer* for *transferred*, *thoughts* for *those*), punctuation (missing apostrophe after *kids*, and missing comma after *For example*), and sentence structure (*Only difference is hands on is reality so with you*), on the whole the response demonstrates grade-appropriate command of conventions.
- Tone and voice are appropriate for the overall argument, with clear student voice adding to the effectiveness of the introduction and conclusion.

Which one do you think is better, digital play or hands-on play? Well, in my opinion, I believe that digital play is better than hands-on play. I will now proceed to tell you my reasons why I think this.

First of all, digital play has great benefits. According to Source 1, paragraph 2, it states that kids can learn/improve math or reading skills through digital play. It also states that kids can improve their motor skills. I think this could really benefit children because they might need help in reading or math. They might even learn something new!

Additionally, children have unlimited creativity when it comes to digital play. In Source 2, paragraph 9, it says that different computer programs give kids lots of options. In a digital art program, you can get a variety of colors, paint brushes, etc. Whilst in real life, you might only get the standard versions of colors and paint brushes. I think digital programs allow you to express your inner artist more. I also think you can be much more creative than in real life.

Finally, digital/tech skills might even help your skills in reality! According to Source 2, paragraph 11, it states that when a child is trying to beat a game for possibly the 100th time, it shows them not to give up. They can also learn how to solve problems if it's learning a new app or even solving a mission with others. I think that this is pretty beneficial and it could help the child sometime when they're older. It's actually pretty great if you know some life skills such as problem solving! or not giving up!

In conclusion, those were the reasons why I think digital play is better than hands-on play. If you didn't agree with me before, I hope you do now. Digital play honestly rocks!

**3 – Purpose and Structure**

- A claim is focused on the task and generally maintained throughout (*I believe that digital play is better than hands-on play*).
- The organizational structure is logical and allows for the advancement of the argument. The response is organized around three reasons digital play is beneficial (Kids can learn through digital play; *children have unlimited creativity when it comes to digital play*; Digital/tech skills might help your life skills).
- Varied transitional strategies connect ideas within and among paragraphs (*Well, in my opinion; I believe; I will now proceed to tell you my reasons why; First of all; I think; because; Additionally; Whilst; I also think; Finally; In conclusion, those were the reasons why*). Paragraphs end with summarizing sentences (*They might even learn something new; I also think you can be much more creative than in real life; It's actually pretty great if you know some like skills such as problem solving! or not giving up*).
- The introduction and conclusion are brief, but the introduction attempts to draw the reader in with a question before clearly setting up the claim, and the conclusion refers back to that original address to give some sense of completeness.

**3 – Development**

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original student writing with paraphrasing and text evidence. The text ideas of children learning more through digital play and increasing their creativity and life skills are adequately elaborated with extensions (*children . . . might need help in reading or math; in real life you might only get the standard versions of colors and paintbrushes; digital programs allow you to express your inner artist; it could help the child sometime when they're older*).
- Relevant, integrated evidence from multiple sources (*it states that when a child is trying to beat a game for possibly the 100th time, it shows them not to give up*) lend credibility to the argument.
- Evidence is appropriately cited (*According to Source 1 paragraph 2 it states; In Source 2, paragraph 1, it says; According to Source 2 paragraph 11, it states*).

**3 – Language**

- Integration of academic vocabulary demonstrates clear expression of ideas (*I will now proceed; improve; variety; Whilst; standard versions; express; inner artist; reality*).
- Varied sentence structure demonstrates grade-appropriate language facility (*Which one do you think is better, digital play or hands-on play?; In an digital art program, you can get a variety of colors, paintbrushes, etc. Whilst in real life, you might only get the standard versions of colors and paintbrushes; Digital play honestly rocks!*)
- The response is error free in its use of grammar, punctuation, capitalization, and spelling, demonstrating a grade-appropriate command of standard English conventions.
- Tone and voice are appropriate for the overall argument, as evidenced in the third body paragraph.

Do you want to learn why kids should have more time on digital play more than hands-on play? In this essay, you will learn why kids should learn on digital play more than hands-on play.

Did you know that digital play features learning elements? On digital play you can download apps and games to help with their learning. They can practice their learning such as, Math, Reading, and Motor Skills. The author caught my eye when he stated, kids can practice their Math, Reading, and Motor skills. Sometimes I practice my Math using my electronic device.

Another reason why I think kids should learn on digital play is, it teaches them to never give up. Kids who have hard times on games teaches them to keep going and never giving up. The text amazingly supported my opinion by, stating, kids learn not to give up when they try to get past a hard level in a game for the 100th time. I have once played a game that I could not do and I did not give up.

The last reason why I think kids should be able to learn from digital play is, they learn how to solve problems. When kids are trying to figure out what a new game is one example how to a solve problems. The text supported my opinion by stating, they learn to solve problems when they are trying to learn a new app or complete a mission with others in an online search-and-rescue game. I once downloaded a new game that I did not have and did not know what to do until, I figured it out.

In my opinion I think kids should be able to learn in digital play because, they help with learning, teaches them how to never give up, and helps to solve problems. So if you want to learn in success you should learn with a electronic device.

**3 – Purpose and Structure**

- A claim is focused on the task and generally maintained throughout (*In this essay, you will learn why kids should learn on digital play more than hands-on play*).
- The organizational structure is logical and allows for the advancement of the argument. The response is organized around three main reasons supporting why children should learn through digital play (*digital play features learning elements; digital play . . . teaches them to never give up; digital play . . . they learn how to solve problems*).
- Varied transitional strategies are used to connect ideas. Topic sentences beginning with transitional phrases start each body paragraph (*Did you know that digital play features learning elements?; Another reason why I think kids should learn on digital play is, it teaches them to never give up; The last reason why I think kids should be able to learn from digital play is, they learn to solve problems*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction begins with a rhetorical question (*Do you want to learn why kids should have more time on digital play more than hands-on play?*) and goes on to clarify the claim. The conclusion recaps the main arguments used to support the claim and ends with a summarizing statement (*So if you want to learn in success you should learn with a electronic device*).

**2 – Development**

- Development demonstrates partial understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources. Original writing does little to extend text evidence and is generally ineffective (*Sometimes I practice my Math using my electronic device; I have once played a game that I could not do and I did not give up*). Repetitive elaboration is also ineffective (*They can practice their learning such as, Math, Reading, and Motor skills; The author caught my eye when he stated, kids can practice their Math, Reading, and Motor skills*).
- Relevant evidence from multiple sources is present in the form of paraphrase (*they learn to solve problems when they are trying to learn a new app or complete a mission with others in an online search-and-rescue game*).
- Evidence is appropriately cited (*The author caught my eye when he stated; The text amazingly supported my opinion by stating; The text supported my opinion by stating*), but this alone does not elevate the Development domain beyond a 2.

**3 – Language**

- Academic vocabulary is integrated and demonstrates a clear expression of ideas (*download apps; caught my eye; electronic device; amazingly supported*).
- Varied sentence structure demonstrates grade-appropriate language facility (*Did you know that digital play features learning elements?; In my opinion I think kids should be able to learn in digital play because, they help with learning, teaches them how to never give up, and helps to solve problems*).
- The response demonstrates a grade-appropriate command of standard English conventions, although some errors are present in capitalization (*Math, Reading, Motor skills*), usage (*a electronic* for an electronic), and grammar (*have once/once, teaches them/are taught, learn in success/learn successfully*).
- Tone and voice are appropriate for the overall argument.

Imagine if you will, kids learned by using hand play. In my opinion I think kids learn better from hands on play.

First kids get to use there imagination. The author stated “They play pretend and create alternate worlds.” I agree with this because I like to use my imagination a lot. This means kid use there imagination a lot.

Additionally kids get to build. In the text it says “A girl grabs a hammer, nails, and scrap wood and starts pounding.” I also like to build. This tells me kids like to build a lot too.

As you can see, kids learn from hands on play a lot.

**2 – Purpose and Structure**

- A claim is focused on the task but insufficiently sustained throughout (*In my opinion I think kids learn better from hands on play*).
- The organizational structure is simple and repetitive, disrupting the advancement of ideas. Ideas are grouped within two body paragraphs. The first paragraph talks about imagination (*kids get to use there imagination*) and the second talks about the idea of building (*kids get to build*). The idea of how or why children learn better from hands on play is not addressed. Ideas within paragraphs are repetitive (*kids get to use there imagination; I like to use my imagination a lot; kid use there imagination a lot*).
- Transitions are used with some variety but do little to elevate the simple ideas of this response (*Imagine if you will; In my opinion; First; I agree with this because; This means; Additionally; also; This tells me; As you can see*).
- The introduction and conclusion are ineffective. The introduction begins with a confusing one-sentence scenario (*kids learned by useing hand play*) before leading into the claim, while the conclusion simply restates the claim.

**2 – Development**

- Development of the response demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument but is repetitive (*Additionally kids get to build; I also like to build. This tells me kids like to build a lot too*).
- Evidence is partially integrated from one source and related to the topic (*play pretend and create alternate worlds*) but somewhat disconnected from the argument that kids learn better from hands-on play.
- Appropriate citations are provided (*The author stated “They play pretend and create alternate worlds.”; In the text it says “A girl grabs a hammer, nails, and scrap wood and starts pounding.”*), but this alone does not elevate the Development domain beyond a 2.

**2 – Language**

- Vocabulary and word choice are basic, demonstrating a partial command of expression of ideas (*Kids get to; I like to; Kids like to*).
- Sentence structure is simplistic, lacking grade-appropriate language facility (*I also like to build*).
- The response demonstrates inconsistent use of correct conventions, demonstrating partial command of conventions. Errors include spelling (*useing; Additionally*), usage (*learned* for learn, *there* for their), and punctuation (missing commas after introductory clauses).
- The tone and voice are inconsistently appropriate for an academic audience.



I think that kids should do hands-on play.

I think kids should do hands on play because junk playground way more imagination. Like the parents can sit back and relax while the kids can make their creations.

Another reason why kids should do hand-on play is because it can have different tools you can use. Like: rope, wood, canvas, old tires, pipes, wires, abandoned furiture, broken down cars, and other loose parts.

My third reason why kids should do hands-on play is because they can build a lot of stuff. You can build den, huts, forts and other structures. They also figure out what they can and can't build,

My last reason why kid should do hands-on play is because there are makers of these playgrounds and kid should enjoy of what they done to create these for them.

I think they are the best way of playing. What will you build?

**2 – Purpose and Structure**

- A claim is clearly stated but insufficiently sustained within the task.
- The organizational structure is repetitive and disrupts the advancement of ideas. Each of the four short body paragraphs begin with a slight variation of the opening claim (*I think kids should do hands on play because*).
- Transitions attempt to connect ideas but lack variety (*I think; because; Another reason; My third reason; My last reason*).
- The introduction and conclusion are simplistic and ineffective. The introduction consists of a single sentence which states the claim (*I think that kids should do hands-on play*). The conclusion offers a vague summarizing statement (*I think they are the best way of playing*), followed by a somewhat disconnected question (*What will you build?*).

**2 – Development**

- Development demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the argument but relies heavily on the sources (*junk playground way more imagination; parents can sit back and relax; they can build a lot of stuff*).
- Evidence is partially integrated from one source and related to the topic but not clearly supportive of the argument (*it can have different tools you can use Like: rope, wood, canvas, old tires, pipes, wires, abandoned furniture, broken down cars, and other loose parts*).
- No appropriate citation is present.

**2 – Language**

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas (*they can build a lot of stuff*).
- Sentence structure is partially controlled, lacking grade-appropriate language facility (*there are makers of these playgrounds and kid should enjoy of what they done to create these for them*).
- The response demonstrates inconsistent use of correct conventions resulting in a partial command of standard English. Errors are present in usage (*den* for dens), punctuation (a missing period after *build* in the third body paragraph), grammar (an error in subject verb agreement *what they done*), and sentence formation (*I think kids should do hands on play because junk playground way more imagination*).
- Tone and voice are inconsistently appropriate for an academic audience.

in "Kids and play" It Said that Technology can ether be a good thing or a bad thing. It all so said "Digital play" or play ususing technology is growing more and more popular. Digital play allso get kids with opportunities to develop important life skills to develop them. but what if technology was gone. in my opinion I Love youtude so I pict digital play because in my spar time I go on my iadlit.

Opinion is my faforety thing to rit and thats a rap. thank you! the end.

**1 – Purpose and Structure**

- A confusing claim demonstrates a lack of awareness of task (*So I pict digital play*).
- Little or no discernible organizational structure is present as the response starts with a citation, followed by two pieces of text (“*Digital play*” or *play usesing technology is growing more and more popular. Digital play allso get kids with opportunities to develop important life skills*).
- Transitions are present but confusing (*allso; but; in my opinion; because; thats a rap; the end*).
- The conclusion is off topic, creating confusion (*opinion is my faforety thing to rit and thats a rap. thank you! the end*). There is no introduction.
- The response is brief, making it difficult to demonstrate a knowledge of purpose, structure, or task.

**1 – Development**

- A lack of understanding of the topic and lack of development are demonstrated.
- Elaboration consists of a series of confusing statements (*What if technology was gone; I Love youtube; I go on my iadlit*), showing a lack of knowledge of elaborative techniques. Text evidence is given but not elaborated upon.
- Though two details of text evidence are given and come from multiple sources, one is irrelevant (*technology is growing more and more popular*) as it does nothing to support the ambiguous claim, and the other remains unexplained and undeveloped (*get kids . . . to develop important life skills*).
- Appropriate citation is present (*in Kids and play It Said*), but this alone does not elevate the Development domain beyond a 1.
- The response is brief, making it difficult to demonstrate knowledge of elaboration, topic, or sources.

**1 – Language**

- Vocabulary and word choice are unclear or confusing (*get kids with opportunities*).
- Sentence structure is simplistic (*thank you! the end.*) and confusing (*Digital play allso get kids with opportunities to develop important life skills to develop them*).
- A density and variety of convention errors are present in this brief response. Errors include severe spelling errors that sometimes obscure meaning (*ether; allso; usesing; pict; spar; iadlit; faforety; rit*), as well as errors in capitalization (*in; play; Technology; but; in; Love; thank; the*) and punctuation (a period where there should be a question mark (*but What if technology was gone.*) and a missing apostrophe (*thats*), and a usage error (*rap*)). These errors demonstrate a lack of command in standard English conventions.
- Brevity with errors also demonstrates lack of command of language skills.
- Tone and voice are inappropriate for an academic audience.

I would pre-fur hands on play because kids get to under stand better and learn about cool stuff that they did not know about. And the cool thing they get to learn about Nature. that why I pre-fur hands-on play.

**1 – Purpose and Structure**

- A claim responding correctly to the prompt is given, demonstrating some awareness of the task (*I would pre-fur hands on play*).
- Little discernible organizational structure is demonstrated. The response provides two general ideas to support the claim (*kids get to under stand better and learn about cool stuff that they did not know about*) and (*the cool thing they get to learn about Nature*).
- Transitions used are minimal (*because; and; that why*).
- The introduction is limited to a statement of the claim (*I would pre-fur hands on play*) and a single sentence conclusion repeats the claim (*that why I pre-fur hand-on play*).
- The brevity of the response also demonstrates little knowledge of purpose, structure, or task.

**1 – Development**

- Little understanding of topic is demonstrated, and little development is present.
- Original writing consists of a few vague phrases (*cool stuff; the cool thing*) that do little to extend text evidence and demonstrate a lack of knowledge of elaborative techniques.
- Possible evidence from the third source is vague and confusing (*kids get to under stand better and learn about cool stuff that they did not know about; And the cool thing they get to learn about Nature*).
- No appropriate citation is present.
- The brevity of the response demonstrates little knowledge of elaboration, topic, or sources.

**1 – Language**

- Word choice is vague and unclear (*kids get to under stand better and learn about . . . that they did not know about*).
- Sentence structure is simplistic and confusing (*And the cool thing they get to learn about Nature*).
- A variety of conventions errors are present in this brief response. Errors include spelling (*pre-fur; under stand*), capitalization (*Nature; that*), and missing verbs after “Nature” and “that”.
- Brevity with errors demonstrates lack of command of language skills.
- Tone and voice are inappropriate for an academic audience.

Play, activities such as coloring with crayons, and putting together a puzzle are becoming more popular in and out of the classroom but thanks to technology, kids are finding new ways to play. I think that whether kids learn better through digital play or play that uses technology.

First off, Kids are experts at play and digital play has its benefits. Kids use their incredible imaginations to find better ways to play all the time when they log into their video and computer games, to explore brand-new worlds. Digital play is a great way to discover a hobby, chat with a faraway friend with similar interests, or learn something new. Kids can practice their math, reading, or motor skills and reach their personal best high score. The idea of “play” is changing to show children things they might not encounter in their normal lives—and I don’t just mean dragons and other make-believe creatures.

Secondly, digital play can be defined as voluntary, energizing activity that involves the use of digital technologies this might include play related to video, computers, electronic games or toys, cell phones, or iPads and tablets. According to source 2 “New Ways to Play” the author Annie Patterson says that “there are benefits to digital play”(source 2). In digital play, computer programs and apps give kids lots of options and makes it easier for kids to turn their ideas into reality, regardless of their artistic ability. Digital play also provides kids with opportunities to develop important life skills. Kids learn not to give up, to solve problems, and to set and achieve goals.

Finally, as technology advances, exciting fantasy worlds in digital games can easily be transported into real life. The goal is to let the kids make their own decisions and parents shouldn’t jump in every time their children face challenges. Who better to meet the challenges of tomorrow than the kids who are learning so much through digital play today?

This sample response has been purposefully constructed in order to illustrate multiple methods of copying text. It is important to note that some of the copied examples do not contain the same techniques; however, all of the techniques are considered copy. For this reason, it is recommended that educators/parents/students examine the copied responses at all grade levels.

S-11

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(page 2 of 3)

Grade 4 Scoring Sampler  
Student Response (Copy)

Play, activities such as coloring with crayons, and putting together a puzzle S2, p5  
S1, p2 are becoming more popular in and out of the classroom but thanks to  
technology, kids are finding new ways to play. I think that whether kids prompt  
learn better through digital play or play that uses technology. S1, p2

S1, p1 First off, Kids are experts at play and digital play has its benefits. Kids use  
S1, p2 their incredible imaginations to find better ways to play all the time when  
they log into their video and computer games, to explore brand-new worlds.  
Digital play is a great way to discover a hobby, chat with a faraway friend  
with similar interests, or learn something new. Kids can practice their math,  
reading, or motor skills and reach their personal best high score. The idea of S1, p1  
"play" is changing to show children things they might not encounter in their S1, p2  
normal lives—and I don't just mean dragons and other make-believe  
creatures.

Secondly, digital play can be defined as voluntary, energizing activity that S2, p6  
involves the use of digital technologies this might include play related to  
video, computers, electronic games or toys, cell phones, or iPads and  
tablets. According to source 2 "New Ways to Play" the author Annie  
S2, p7 Patterson says that "there are benefits to digital play"(source 2). In digital S2, p9  
play, computer programs and apps give kids lots of options and makes it  
easier for kids to turn their ideas into reality, regardless of their artistic  
ability. Digital play also provides kids with opportunities to develop  
important life skills. Kids learn not to give up, to solve problems, and to set S2, p11  
and achieve goals.

S1, p1 S1, p3  
Finally, as technology advances, exciting fantasy worlds in  
digital games can easily be transported into real life. The goal is to let the  
S3, p21 kids make their own decisions and parents shouldn't jump in every time S3, p24  
their children face challenges. Who better to meet the challenges of  
tomorrow than the kids who are learning so much through digital play  
today? S2, p12

This text can be found within this Sampler document.



**Copied**

- The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code “G” for “Copied,” which becomes an earned 0. A claim is constructed in the first paragraph (*I think that whether kids learn better through digital play or play that uses technology*) by adding words (*I think that*) to language directly from the prompt (*whether kids learn better*) and source 1 (*or play that uses technology*). The rest of the first paragraph is a mixture of copy from source 1 and 2. The two body paragraphs copy from source 1 and 2 in order, and the conclusion contains a mixture of copy from all three sources, but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.
- Although a few words and phrases have been added (e.g., *and; to; The*) or changed (e.g., *is to are; They to Kids; kids to they; they to to; our to the; But to and*), this does not demonstrate any additional understanding of source material or task. Transitions (e.g., *First off; Secondly; According to; Finally*) and citations (e.g., *source 2 “New Ways to Play” the author Annie Patterson; (source 2)*) are present, but these additions do not extend or support the statements copied from the sources.



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