



2012 FCAT WRITING

GRADE 10 PERSUASIVE PROMPT ANCHOR SET

Florida Department of Education



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Introduction

Student papers are scored following administration of the FCAT Writing assessment each year. Prior to each scoring session, members of the Writing Rangefinder Committee (comprised of Florida educators) read student responses and select papers to represent the range of quality allowed within the established criteria for each score point on the rubric. These papers are used to train the readers for the holistic scoring of the FCAT Writing responses. Each anchor set (scoring guide) includes a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and scoring supervisors are responsible for training, assisting, and monitoring readers throughout the training and holistic scoring process. All scoring is monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. More information about the holistic scoring method and links to the FCAT Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>.

In 2012, in addition to the elements of focus, organization, support, and conventions described in the rubrics, the scoring decisions for FCAT Writing included expanded expectations regarding the following: (1) increased attention to the correct use of standard English conventions and (2) increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.

Structure of the Anchor Sets

The released 2012 FCAT Writing Anchor Sets for grades 4, 8, and 10 contain examples of responses used as training materials for the 2012 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. For spring 2012, only one type of prompt per grade was administered for FCAT Writing; thus, for each tested grade, one Anchor Set was used.

Description of the Prompt for Grade 10: Writing to Persuade (Persuasive)

The grade 10 persuasive prompt directed the student to convince business leaders whether students should have a part-time job sometime during high school.

Anchor Paper 1 (page 1 of 1)

Score Point 1

I think students should have a part-time job sometime during high school because that's going to help them later on when they graduate they are going to have the necessary experience that some jobs want you to have and also makes a lot of teenagers more responsible because they are earning their own money so that way they can get whatever they want or need like for example like buying a car to go to school especially if it is far pay your own cell phone bill things like that and that way you can also help your family. That's my opinion of why teens should get a job sometime during high school.

Anchor Paper 1
Score Point 1

- The student attempts to focus on the idea that students should have a part-time job sometime during high school, but some of the information is list-like (*they are going to have the necessary experience that some jobs want you to have and also makes a lot of teenagers more responsible*).
- Although a minimal attempt to organize is suggested by the brief introduction, followed by a body paragraph that includes a one-sentence conclusion, the insufficient amount of writing does not provide evidence of effective organization.
- Development of support consists of bare statements with an extended idea (*they can get whatever they want or need like for example like buying a car to go to school*). Word choice is limited and vague.
- The response consists of run-on sentences along with frequent errors in mechanics, usage, and punctuation.

I think some should have a part time job in High School, They will soon be living on their own and they will need to know how and what to do to take care of themselves. But then on again some parents want their kids to work now in high school so they can do for themselves besides depending on their parents to do for them. And some parents don't want their kids to work now in high school because they want their kids to be focus on school first then a part time job after. But I think if you have a part time job High school then you is independent. But some kids can't do both high school and have a part time job. Some will fell their school work and some will pass. it depends on if they can do both or not. and that why some high school kids should have a part time job.

Anchor Paper 2 (page 2 of 2)

Score Point 1

Anchor Paper 2**Score Point 1**

- The writing in this response addresses the topic with a position in favor of part-time jobs in high school (*I think some should have a part time job*). The attempt to show both the pros and the cons of a part-time job in high school is ineffective, which weakens the focus.
- A basic organizational plan is present, with a brief introduction, a general listing of pros and cons, and a simple conclusion.
- Development is limited and consists of generalizations (*some parents want there kid's to work wow in high school so they can do for thereself Besides depending on their parents to do for them*).
- Blatant errors in basic conventions are present. Some commonly used words are misspelled (*wow* [while], *fouce* [focus], *fell* [fail]).

Students should be recommended to have a part-time job sometime during High School.

Students should have a part-time job during high school because kids need to be prepared for college and the real world. If kids do not get part-time jobs they will not know what to expect.

Another reason students should have part-time jobs during high school is because they need the experience for when they get a real job later in life.

Lastly, another reason for part-time jobs in high school is simply because it's good to make money for yourself. When you get older you will know what it's like to manage your own money. Students should have a part-time job sometime during high school.

Anchor Paper 3 (page 2 of 2)

Score Point 1

Anchor Paper 3**Score Point 1**

- This response addresses the topic, favoring a part-time job during high school.
- An organizational pattern is attempted with a simple introduction, three brief body paragraphs, and a one-sentence conclusion. Basic transitional devices introduce the bare ideas contained in each brief paragraph.
- Support consists mostly of repetitions of the prompt followed by bare statements (*another reason students should have part-time jobs during highschool is because they need the experience for when they get a real job later in life*). The third body paragraph contains a brief attempt at an extended idea (*its good to make money for yourself. When you get older you will know what its like to manage your own money*).
- Errors occur in punctuation, usage, and capitalization.

Students should have a part-time job during high school because it shows that the students have responsibilities, and that they won't get into trouble.

Students that respect their responsibilities shows that they can be trusted. When high school students have jobs their parents can rely on their children to go to work. Once the students leave school to go to work, it's their responsibility to get their school work done and to get to work on time.

Another reason would be the students wouldn't get into much trouble. While at work they can't get into much trouble because, they have to focus on their job. Instead of causing trouble around the house, the children would be at work.

In conclusion, students should have a part-time job during high school because it'll show they have responsibilities and they won't get into much trouble.

Anchor Paper 4 (page 2 of 2)

Score Point 2

Anchor Paper 4**Score Point 2**

- The student addresses the topic with a position favoring part-time jobs during high school.
- The organizational pattern includes a brief introduction, two body paragraphs, and a summarizing sentence, along with some transitional devices that help tie one idea to the next.
- Development of support includes repetitive information with some extended ideas (*Another reason would be the students wouldn't get into much trouble. While at work they can't get into much trouble because, they have to focus on their job. In stead of causing trouble around the house, the children would be at work*).
- Some errors occur in the basic conventions of usage, punctuation, and spelling.

Every High School student deserves a chance to have a part-time job while they are in High School. Don't you think?

Well I think they do, this is why: The job experience will help them later on in life, the job they get can entertain them, and for they can buy what ever they want.

First, The job experience will help them later on in life, that way they can be well prepared for when they graduate from high school. The job experience is really important because that's what alot of jobs look for. A

Next, the job they get can entertain them. A job is what a high school student needs, that way they won't spend most of their time in the streets, doing drugs and breaking the law. student will be more safe if they have a job.

Last, but not least, student can buy what ever they want. Every body has something in mind that they want.

I think a job can help them get what they want. If u have a job you that way you don't need to ask anybody for money, no body can stop you for buying what you want because you worked for it.

In conclusion, I'll explain why high school student should have a job

Anchor Paper 5 (page 2 of 2)

Score Point 2

They are: The Job experience will help them later on in life, The Job they get can keep them entertained, and for they can buy what ever they want.

Anchor Paper 5

Score Point 2

- The writing in this response addresses the topic with a position in favor of part-time jobs in high school (*Every High school student deserves a Chance to have a part-time Job*).
- The formulaic organizational plan includes an introduction and conclusion that preview and repeat the supporting ideas respectively. Each body paragraph begins with a basic transitional device (*First, Next, Last*).
- Development of support includes some generalities (*they can be well prepared for when they graduate from high school. The Job experience is really important because thats what alot of Jobs look for*). Support also includes extended ideas (*I think a Job can Help them get what they want. If u have a Job you that way you Dont need to ask anybody for money. No body can stop you for buying what you want Because you worked for it*).
- Errors occur in the basic conventions of sentence structure, mechanics, usage, and punctuation.

Students should have a parttime job sometime during high school. Why? For one thing it shows them how to be responsible grown up! Another it lets them have their own money so they can do what they want, and not have to ask their parents for money so they can do what they want, and not have to ask their parents for money for stuff they need for school. Also it will get them ready for the life after high school.

Students need to get a parttime job in high school to show them how to be responsible grown up. The job will let them know how it feels to be an adult. Maybe they might be a little easier on the older adult, and start seeing things from their point of view. Also it will give them some independantness in their character by doing something on their own, and receiving a pay for it.

Another reason why teens should get jobs in high school is so that they have their own money. They need their own money so they won't bother their parents with stuff they need for projects. Also clothes and shoes parents have to pay bills and car payments. Some don't have money to do all of these things like shoes and clothes every-time they need them. That is why they need a job so they can provide

For them selves sometimes.

Also students should get a parttime job to let them know what life might be like after high school. They have to know that their parent aren't going to be their all of the time. The job will tell them this is what I'm going to have to do to survive or to keep my family living. Also student are going to have to know that they are going to have to work when they leave high school, and this is just preparing them for the road ahead.

well, students should get parttime jobs in high school for all of these reasons. One was to learn how to be a responsible adult. The next was student need their own money. The last was to see how life is after school for most. Thoes are the Reasons that teens need jobs while their in high school.

Anchor Paper 6 (page 3 of 3)

Score Point 2

Anchor Paper 6
Score Point 2

- The writing in this response is focused on the topic, including a position in favor of part-time jobs in high school (*Students should have a parttime job sometime during high school*).
- A predictable organizational plan is demonstrated with an introduction that previews supporting ideas, three body paragraphs, and a conclusion that reviews supporting ideas.
- Support in this response is erratic, consisting of generalizations in the first body paragraph, followed by slightly stronger development in the second and third body paragraphs (*Also students should get a parttime job to let them know what life might be like after high school. They have to know that their parent arent going to be their all of the time. The job will tell them this is what I'm going to have to do to survive or to keep my family living*).
- Errors in basic conventions detract from overall understanding (*Also It will give them some Independentness in their character by doing something on their own, and receving a pay for it; Also Clothes and shoes parent have to pay bills and car payment's*).

High school is the best years of your life. So students are doing everything they can to make it fun and enjoyable, like playing sports, joining clubs and just keeping good grades. This way they will have a wonderful future ahead of them. So I don't believe all students should have a job sometime during high school.

First, playing sports and joining clubs is the best thing to do after school. It's away to have fun, meet new friends and do something you love! When on a team you have responsibilities and goals you have to meet. Like going to practice and meetings and also showing up ready for anything to come your way.

Second, now you're in high school and you have homework every night. Whether it be study or doing math problems you're bound to have something to do. So you have to focus on your work so you are able to get good grades. Without good grades you'll get nowhere in life.

Last, everyone doesn't have a car and maybe it's too far to walk. So how are they supposed to get to work? They can't there will just be a mad boss and someone will lose their job. Once they lose their job it will prevent them from getting a job easy after they

Anchor Paper 7 (page 2 of 2)

Score Point 3

graduate.
So, I don't believe every student should have a job during high school. Because the student's job during school is being a student. Worry about their school work and just having fun. Once you get a job you won't be able to focus on school as well. So just let us be students and do as good as we can.

Anchor Paper 7
Score Point 3

- The writing in this response is focused on the topic, establishing a position opposed to part-time jobs in high school (*So I don't believe all students should have a job sometime during high school*).
- An organizational pattern is demonstrated with basic transitional devices used (*First, Second, Last, So*).
- Development is uneven. The first body paragraph presents a developed idea (*When on a team you have responsibilities and goals you have to meet. Like going to practice and meetings and also showing up ready for anything to come your way*). The second body paragraph provides general support (*So you have to focus on your work so you are able to get good grades. Without good grades you'll get nowhere in life*).
- Some variation in sentence structure is demonstrated. Errors occur in the conventions of punctuation and usage.

Would you like fries with that? This is what most high school students say after school, instead of going to a game. Some business leaders think every student should have a part-time job sometime during high school, but is that really the best idea? Most students with a part-time job have problems in school. They miss out on school activities, stay out later, and they stop doing their school work.

Students who chose to have a part-time job usually miss out on school activities. They don't have a chance to play sports because they would miss the practices. Everyone knows practice makes perfect. A student with a job would never go to any games.

Secondly, a typical student with a job misses more school because they don't get enough sleep. High school students usually have to close, which means they don't get home until after 10 o'clock.

It will also cause them to sleep in class. If you walk into a class room you are most likely to see one out of ten students sleeping or trying to sleep.

Thirdly, most students with

an after school job are doing poorly in there school work. Students who miss school or sleep in class don't do there work. When the teacher is teaching the student is snozzing away. Which means they are missing there lesson for the day and getting a zero for the day. If a student is a sleep they might miss any announcements. For instance like a homework assignment. After a while those zeros add up and it will cause the student to fail.

Whether or not some business leaders think every student should have a part-time job sometime during school, I think it should be left up to the student. They should chose if they want to be sculpting fries or watering the schools football team. Students with a part-time job miss out on school activities, stay out later, and stop doing there school work. So would you like fries with that?

Anchor Paper 8 (page 3 of 3)

Score Point 3

Anchor Paper 8
Score Point 3

- The writing in this response is focused on the topic, establishing a position opposed to part-time jobs in high school (*Some business leaders think every student should have a part-time job sometime during high school, but is that really the best idea? Most students with a part-time job have problems in school. They miss out on school activities, stay out later, and they stop doing their school work*). The introduction, however, relies on the reader's familiarity with the prompt, leaving readers to infer the actual topic.
- An organizational pattern is attempted, with an introduction, three body paragraphs, and a conclusion. Ideas within the paragraphs, however, do not always progress logically (*Everyone knows practice makes perfect. A student with a job would never go to any games*).
- Development of support is uneven, with extended ideas in the first body paragraph and more specific information in the second and third body paragraphs. In the second body paragraph, development concerns the consequences of students working late (*students usually have to close. Which means they don't get home until after 10 o'clock. It will also cause them to sleep in class*). The third body paragraph, though developed, contains some repetition of ideas.
- Errors in usage (*A student with a job would never go to any games*), spelling, and punctuation occur.

Dear business leaders,

TIME magazine states that about 72% of high school students receive a diploma. This is because students are distracted with other activities. Students engage in after school activities, homework, and personal time. Many students couldn't handle a part-time job on top of school. I believe it is not important to have a part-time job during high school.

First, let's start off with homework. In high school students are usually given two to three hours of homework every night. Homework is a big part of the students' grades. When students complete their homework, they have a better understanding of the subject. If students get a part-time job there will not be enough time to finish all their homework too.

Not only do students have a lot of homework, but many students dedicate their time in extracurricular activities. Students constantly stay after school to go to this meeting or help out with that event. Not to mention, most clubs and teams also get together on the weekends. There is just not enough time in a day for high school students to handle school and a job.

Then of course, there is personal time. This includes spending time with friends and

family. Many students have younger siblings to take care of. Students are responsible for helping out with dinner or doing chores. Students don't only have to concentrate on school, but also their life at home.

In my opinion, if students were required to get a part-time job, they would be overwhelmed with life. A high schooler can only handle so much on their plate. They have to deal with school and their personal life already. Getting a part-time job during high school is unnecessary.

Sincerely,

[Jessica P.]

Anchor Paper 9 (page 3 of 3)

Score Point 3

Anchor Paper 9
Score Point 3

- The writing in this response is focused on the topic. The student states opposition to students having part-time jobs while in high school (*I believe it is not important to have a part-time job during high school*).
- The response is organized in letter format (*Dear business leaders; Sincerely, [Jessica P.]*) and includes an introduction, three body paragraphs, and a conclusion. Some of the supporting ideas don't progress logically (*Students constantly stay after school to go to this meeting or help out with that event. Not to mention, most clubs and teams also get together on the weekends. There is just not enough time in a day for high school students to handle school and a job*).
- Development of support is mostly even across all supporting ideas, but there are places where the support becomes general or list-like (*Many students have younger siblings to take care of. Students are responsible for helping out with dinner or doing chores. Students don't only have to concentrate on school, but also their life at home*). The student misses some opportunities to flesh out the development in each paragraph.
- Some variation in sentence structure is demonstrated, and conventions are generally followed.

When my best friend reached the working age she went out and got a job at Winn Dixie. In about two weeks she was rocking the hottest gear and buying me lunch. I felt ashamed because now she started looking better than me. Now when you were growing up didn't you have or want a job sometime in high school? Nowadays it's just getting harder and harder. Having a part-time job in high school is a great way to make things easier for you.

Having a part-time job sometime in high school can give us many opportunities. The experience that we'll receive will look great on resumes. When you go out and apply for a job they always want to know if you've had any experience. It can also help by when you're looking to get a job you would be able to say that you have references making them feel more assured in hiring you because your last jobs can put in good words for you.

Or maybe having a part-time job while in high school can teach you to be more responsible. It'll teach you how to be on time and good manners that you'll need for many jobs in the working world today. You can't get a

real job if you're never on time. That could ruin you. It can also teach us how to manage our money and pay bills. Managing money is very important and without I know for sure I would go bankrupt with the amount of shoes I like to buy. When we all get cell phones and go over our minutes surely my mom's not paying it. That's a way of teaching us how to pay bills when we're out on our own.

Also having a part-time job during high school can keep us looking good and your stocks going up. Everyone knows looking good and high school should be a compound. I love having the hottest thing on the market. If I don't then I'm out of style and I can't let that happen. Buying shoes and having accessories to match is a must nowadays so that's even more money out of my pocket and into yours.

I'm pretty sure there are thousands more reasons why you should have a part-time job in high school. Look at the bright side, you benefit and so do we. So keep jobs open and we'll keep coming.

Anchor Paper 10 (page 3 of 3)

Score Point 4

Anchor Paper 10**Score Point 4**

- This student takes a stance in favor of students having part-time jobs in high school (*Having a part-time job in high school is a great way to make things easier for you*). This focus is maintained throughout the paper.
- The organizational pattern is apparent, strengthened by a detailed introduction, and a conclusion that maintains the persuasive tone set forth in the introduction.
- Development of support is consistent, though sometimes lacking in specificity (*The experience that we'll receive will look great on resumes. When you go out and apply for a job they always want to know if you've had any experience. It can also help by when you're looking to get a job you would be able to say that you have references*). Some good word choice enhances the support (*hottest gear, go bankrupt, on the market, accessories to match*).
- Some variation in sentence structure is demonstrated. Though a few errors are present, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

They say High School is the most important part of a growing child's life. It's a time for them to experience the meaning of being a teenager. Now when they're saying that some business leaders think every student should have a part-time job sometime during high school, I totally disagree. Not because most kids are lazy, it's because they're still kids.

If every student had a part-time job, that pretty much means that right after school, they would have to go straight to work, giving no time for homework. Getting a job is a big distraction from school. Like if they had to work overtime and come home late, they would have to, I'm sure, do household work in addition to school work if they're up to it. Usually by that time it would be late by the time they finally get to bed. Plus with High School starting so early, that student wouldn't have gotten any sleep, which leads to not concentrating on school. I'm sure the teachers would be very disappointed.

A great experience of high school is the friends you make. Also who and where you hang out. After school everyday is a time for kids to just hang out and relax. Have fun! Not be working behind some counter all day long. Kids need to experience life first. Experiment with different things. Yeah they need money to do those kind of things but they can always get money from doing little jobs for different people. Not working also gives the kid more time to spend

with their family. When they're at home doing homework, they can be there with their family members to actually talk to them and just be there. Working just holds all that back.

Studies show that students who work wind up dropping out of school from all the stress from everything. Plus when they get to working, they decide that work is more important than school because they're getting paid for going to school. So they drop out. It all affects the student in the long run what they do in high school.

Seeing that every student have a part-time job in high school is just not a good idea. They don't need to be treated like adults yet and get worked to death every day. They need to experience being a teenager. You're only young once and why make them waste their best four years working when they have the rest of their lives to do so?

Anchor Paper 11 (page 3 of 3)

Score Point 4

Anchor Paper 11**Score Point 4**

- This student takes a stance by showing the reader, in the introduction, why it is important that students should not have a part-time job sometime during high school (*I totally disagree. Not because most kids are lazy, it's because they're still kids*).
- An organizational pattern is apparent, with an introduction, body paragraphs, and a conclusion that maintain the persuasive tone of the response. Ideas progress within the body of the response and in the convincing conclusion (*They don't need to be treated like adults yet and get worked to death every day. They need to experience being a teenager. You're only young once*).
- Support is consistently developed across the response, although it is less specific in the second body paragraph (*Kids need to experience life first. Experiment with different things. Yeah they need money to do those kind of things but they can always get money from doing little jobs for different people*).
- Variation in sentence structure is demonstrated, and though some errors occur, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

High school students often have hectic, high stress lifestyles, from constant bombardment of pressure from both school and social life. Taking this into consideration, it seems ludicrous to add on more pressure by undertaking a part-time job, or does it? Students in high school will soon be pushed out of the nest only to freefall into the real world where job experience and time, along with stress management are imperative.

Anyone who's applied for a job knows one of the big questions are prior job experiences, and those with none most often start off making the coffee runs or asking would you like paper or plastic, along with the lowest pay rate. Students fresh out of high school need the upper hand since that six-fifty per hour that paid for movie tickets and a dent in the car insurance can no longer support their new lifestyle. A job employer will appreciate an applicant who could handle part-time hours in retail while studying for finals, demonstrating commitment and motivation to succeed.

Once embarked in college, high school grads are now faced with supporting themselves along with adjusting to an overwhelming workload. Someone with previous experience with the balancing act of work and school

will most likely ease into this change more gracefully. Most college students would rather leave home and enjoy their new found freedom, as opposed to living in their childhood bedroom where your mom still makes your bed, which means income is a must. Now that you've worked your way from lowest of low positions in high school, a higher pay will now be able to support rent and a few minimal necessities.

Most overlook the importance of a impressive job resume while solely focusing on padding up their college application with extracurriculars. While a college education is a must these days, so is job experience, and the best time to start is now.

Anchor Paper 12 (page 3 of 3)

Score Point 4

Anchor Paper 12**Score Point 4**

- The student focuses the writing on the topic, establishing a position in favor of students having a part-time job in high school.
- An organizational pattern is apparent and is strengthened by the use of transitional devices between and within paragraphs (*Once embarked in college, Now that youve worked your way, Most overlook, While*). The support is consistently developed but has tighter control in the first half of the response (*Students fresh out of high school need the upper hand since that six-fifty per hour that paid for movie tickets and a dent in the car insurance can no longer support their new lifestyle*). The final body paragraph and conclusion contain some awkward constructions that render the writing less than controlled in these sections (*Now that youve worked your way from lowest of low positions in high school, a higher pay will now be able to support rent and a few minimal necessities*). Specific word choice, especially in the first half of the response (*stress management, coffee runs, paper or plastic*), enhances the writing.
- Sentence structure is sometimes varied, and although a few errors are present, conventions are generally followed.

"Welcome to M=Donalds! Would you like to try our value menu?" Fast food restaurants, convenience stores, apparell stores, grocery stores and so many other places hire students in highschool. I think a part-time job during highschool is a very good idea. A part-time job is preparation for a bigger job and life in the real world, will earn you your own money, and will gain you references and a little experiance.

First of all, a part-time job for a high school student could be a very good thing. Although a job requires responsibility and possibly some labor, it is more than likely going to pay off. A job in a fast-food place may not be your dream career but it will prepare you for the job you wish to get. Having a job in highschool teaches you how to work with others, hopefully teach you responsibility and will teach how real buisnesses run.

In addition to the real world "training" you receive, you will earn your own money. When your employer issues your first paycheck, it is defiently a good feeling. Earning and spending your own money has a sense of pride and pleasure in it. Not only does the satisfaction of knowing you earned that money put a smile on your face, but it also tends to make you a wiser shopper. When it's your money being spent, that ninety dollar sweater becomes less of a necessity.

Furthermore, a part-time job serves as a very good reference. When applying for a big job or a "real" job, it looks good to have experience. If in your part-time job you were responsible and a hard worker, your previous employer can be a very good reference. Not only can a part-time job look good, it is in a way like extra practice. When you were little you and your father may have tossed around a softball. That seemingly meaningless game of catch could pay off when you decide you'd like to try out for a school team.

In conclusion, a part-time job is overall a very good idea. A part-time job in high school "prepares you for the real world," earns you your own money, and can serve as a very useful reference. I think every high school student able to get a part-time job, should definitely do so! You'll be surprised how much the words "Can I take your order?" may pay off.

Anchor Paper 13 (page 3 of 3)

Score Point 5

Anchor Paper 13**Score Point 5**

- The student focuses the writing on the topic, establishing a position in favor of students having part-time jobs in high school.
- Ideas progress logically from the introduction through the body (*Not only, can a part-time job look good, it is in a way like extra practice. When you were little you and your father may have tossed around a softball. That seemingly meaningless game of catch could pay off when you decide you'd like to try out for a school team*) and the conclusion. Transitional devices help move the reader from idea to idea and from paragraph to paragraph, creating a sense of completeness.
- Ample, consistent development of ideas is demonstrated through the use of specific details and examples (*Not only does the satisfaction of knowing you earned that money put a smile on your face, but it also tends to make you a wiser shopper. When it's your money being spent, that ninety dollar sweater becomes less of a necessity*). A mature command of language is demonstrated throughout the response in the varied sentence structure and attention to word choice.
- The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

During adolescence, there are a lot of firsts in a student's life. There's the first licence, the first term paper, and the first job. However, many students today do not appear as willing to apply for a job. However, it is my firm belief that all students should have a part-time job during high school. These jobs can help shape a student's future, and influence the type of person they become.

To begin with, getting a job can help a student acquire better work ethics, which are necessary if the student hopes to keep their job. Naturally, these will begin to show in other aspects of a student's life, such as school. A student with better work ethics is more likely to pay attention in class, which will invariably lead to better grades. It's also been shown that a student with better grades is less likely to start using illegal substances or abuse alcohol or other substances. Thus, having a part-time job helps students with other important aspects of their lives.

Having a part-time job as a student also helps prepare students for life after high school. Part-time jobs show students the responsibility necessary for starting and maintaining a career. It also allows them a head start in creating a college fund if they plan to further their education after high school. This also leads students into their first foray into the world of personal finance, a knowledge they must possess if they hope to get anywhere in the real, working world. Thus, having a part-time job is not only beneficial, it is almost necessary for students to further their lives.

Finally, part-time jobs promote independence in students. With these jobs, they learn how to care for themselves, which is vital once they leave the

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Score Point 5

house. They also learn self-control, as once they are in charge of their money, they will relax the incessant desire to spend it. And finally, they gain the knowledge to become well-rounded, productive members of society.

Anchor Paper 14
Score Point 5

- The student establishes the persuasive position in the first paragraph (*During adolescence, there are a lot of firsts in a student's life. There's the first license, the first term paper, and the first job; it is my firm belief that all students should have a part-time job during high school*). The writing stays effectively focused on the topic while maintaining the persuasive tone throughout.
- This controlled paper is fluent and organized. Ideas progress logically (*A student with better work ethics is more likely to pay attention in class, which will invariably lead to better grades. It's also been shown that a student with better grades is less likely to start using illegal substances*). The effective use of transitional devices both between and within paragraphs contributes to an overall sense of completeness.
- The main ideas are developed with strong word choice and ample use of specific examples (*It also allows them a head start in creating a college fund if they plan to further their education after high school. This also leads students into their first foray into the world of personal finance*). The mature command of language throughout the response contributes to the quality of this short, tightly written response.
- Sentence structures are varied, and conventions are generally followed.

Some business leaders believe every student should have a part-time job during high school. Some students do have jobs, but at what cost? Students who take on a part-time job may start to get lower grades. They might have to neglect household responsibilities. A job may also keep them from participating in clubs or sports, something students who have a part-time job may sacrifice more than what it's worth to have the job.

A student who spends their afternoons or nights working will have less time to do homework or study for tests. At the time it might seem worth it, a "B" instead of an "A", but they have a job and now they have money. For an average student though, lowering grades because of a job may make it harder for them to get into college. If they can't get into college, or not into the one they want, in the long run it may be harder for them to find a job as an adult. They may sacrifice a college education or a "good" job as an adult just for a job in high school.

Students also have more responsibilities than just school. By taking on a job, a student may neglect other responsibilities at home. Whether it's picking up a sibling from school or getting dinner ready, it's a responsibility another person will have to do if they can't keep up. The student will have time to do nothing but go to school and go to work. A student is not ready for a job, part-time or not, if they neglect other responsibilities because of it.

Last but not least, high school students are still kids. Most schools have clubs, sports and

other extra-curricular activities they encourage students to participate in. If a student is working afternoons, they will not be able to go to any of these clubs. To graduate high school, students have to complete so many volunteer hours. If they have a job and are going to school, when will they find time to volunteer? Students need to participate in school activities while they can; they will probably work for the rest of their life.

Is it worth sacrificing all this for a part-time job? Students may receive lower grades, which could cause them to be turned down by colleges. That makes it harder to find a good job as an adult. Students may also neglect responsibilities at home. And again, students are kids; clubs and sports should take up their afternoon, not a job. A student can't volunteer in the community with a job, either. In the end, a high school student may sacrifice more than it's worth, all for a part-time job.

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Score Point 5

Anchor Paper 15**Score Point 5**

- The student focuses the writing on the topic, establishing a position in opposition to students having part-time jobs sometime during high school.
- Ideas progress logically, and a well-developed introduction and conclusion help to create a sense of completeness. The sentence-to-sentence progression of ideas makes for a seamless read.
- The main ideas are developed with ample, specific elaboration (*For an average student though, lowering grades because of a job may make it harder for them to get into college. If they can't get into college, or not into the one they want, in the long run it may be harder for them to find a job as an adult. They may sacrifice a college education or a "good" job as an adult just for a job in high school*). A mature command of language is demonstrated throughout the response in the varied sentence structure and appropriate word choice.
- Few errors in writing conventions are present.

Dear Business Leaders:

It has been brought to my attention that you think it is necessary for every student to have a part-time job sometime during high school. I find this proposition as one that is not fully thought out. Much negativity could come out of this. I believe that this should not be mandatory, or even expected from a student because it means less opportunities for extra-curriculars, less down-time, and a distraction from their education.

If a student were to have this part-time job, there would be no time for extra events. Let's say a child plays soccer. Having that job would take away some practices and games, and everyone knows that in order to be on a competitive sport, every member has to be committed to every practice or the team won't function properly, and someone will get replaced. It will also be distracting if said child is in a club, for some meetings will be missed. Depending on hours, this job might also distract from church services and events. Missing important aspects of the student's life, such as those mentioned above, is not teaching that child commitment, and responsibility for those commitments.

Having this new scenario on a child's plate will offer less down time for him/her. Although we all know life's not all fun and games, a high school child is just that - a child. Children need to have fun. They need to be able to come home, watch TV, relax with friends, and

participate in their favorite hobbies. Sure, some young minds can balance all this and a job, but many can't. They need this leisure time to keep everything going, without having to worry about stress and mental breakdowns.

Finally, and most importantly, this job can and will distract from what is truly important, which is the student's education. Here, we have a child the week before exams. Every teacher is pounding hard study guide notes into his head, everyday, every class. If the stress over the thought of this exam being twenty five percent of his grade isn't enough, let's add some sleep deprivation in there. Now you ask, "Why sleep deprivation?" Well you see, if this student has to go to work every day after school, that leaves less time for studying. Say after school and work, he gets home at six o'clock. Now by the time any homework and dinner is finished, this puts him at about eight o'clock. Already tired from a long day, the child now has to cram at least four classes into his head. Do you see how the stress of this job truly affects the child?

I'm not saying a job isn't a great thing for some students, just it should not be forced upon everyone. Some people just don't have that kind of energy, or even the will to do all that. We need our high schoolers focusing on their education, not worrying about how they can juggle a million different things. Situations like that need to be saved for when that's supposed to be learned, which is in college.

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Score Point 6

Anchor Paper 16**Score Point 6**

- This purposeful response is focused on why students should not have a part-time job sometime during high school (*I believe that this should not be mandatory, or even expected from a student because it means less opportunities for extra-curriculars, less down time, and a distraction from their education*).
- The student, in addressing business leaders, introduces the organizational pattern in an effective, persuasive manner, both setting up the main points as well as setting the tone for the piece of writing (*It has been brought to my attention that you think it is necessary for every student to have a part-time job sometime during high school. I find this proposition as one that is not fully thought out*). Effective use of transitional devices within and between paragraphs contributes to the progression of ideas and to a sense of completeness in the writing.
- Development of support is substantial throughout, providing specific, concrete details. The student also demonstrates insight into the writing situation and awareness of the audience by addressing counter-arguments through dialogue with the reader (*If the stress over the thought of this exam being twenty five percent of his grade isn't enough, let's add some sleep deprivation in there. Now you ask, "Why sleep deprivation?" Well you see*).
- Sentence structure is varied and well controlled, and few errors in writing conventions are present.

"Come back in 30," my boss demands as I start my break. It's only noon, yet I've already worked four hours. I enjoy my peace and alone time and spend it thinking about when I first decided to get a job. It took me a while, but eventually I convinced my parents to let me work. I presented them with the benefits of me working. As I once told my parents, working teaches a student to prioritize and manage their time, manage their own finances, and prepares them for corporate America.

The first and most obvious point seems to be that work teaches a student to prioritize and time manage. Before I begin working, I found myself staying up late to finish my homework which I could have finished by 4, had I not put it off until 10. Now, I know that I have less time to waste and need to work hard before I can play hard. I finish homework by 4 so that I can be ready for work on time. Instead of meeting up with my friends at the last minute, I plan ahead of time to fit my work schedule. I make time for extracurricular activities by planning everything out. I can get more done in a week than I normally would have in a month.

Another important reason for students to work is that it serves as a learning tool for managing finances. A student may not own a house or car, so this provides a way for students to manage money without ruining their life if they make a mistake. For instance, a friend of mine went on a recent shopping spree and spend most of her paycheck. She was just barely able

to pay her cell phone bill. She had no money to spend for the next week and a half. She realized her mistake and vows to never repeat it. It's better that she learned this now so that she won't do it when she is older, making her unable to pay a serious bill, such as a mortgage. I have saved half of nearly all my paychecks. In doing so, I'll be able to buy a car in just 2 months. I have learned that if something is important, it's worth saving for. Luxuries and lavish spending show nothing save folly. Managing money is something I'll always need to do.

Ah, the final and most crucial point. It is best to become familiar with the corporate world early. Those are rough waters filled with sharks attacking and fishermen constantly trying to reel you in. By beginning work early, a student can learn about this world gradually and learn these tricks before they can ruin a career. In time, through being pushed around, fooled, and betrayed a person learns the signs and is able to avoid them by the time they are aiming for the top of the corporate ladder. I believe The Who put it best, "Won't get fooled again." Students should be able to learn early, so as to not walk into the corporate world naïve.

Students are not being stripped of their youth by working. It's simply school changing its form. Lessons will be learned and maturity will be developed. Students should work, no doubt about it. Work will teach students to prioritize and time manage, become financially responsible and ease them into the rough waters that are corporate America. Well, back to work

Anchor Paper 17 (page 3 of 3)

Score Point 6

Anchor Paper 17**Score Point 6**

- This purposeful response has a clear focus on the topic. The creative opening (*"Come back in 30," my boss demands as I start my break*) engages the reader and shows insight into the writing situation while establishing a stance in favor of part-time jobs during high school.
- The organizational pattern includes an introduction and the first two body paragraphs that reflect on the student's personal experiences, followed by a third body paragraph and conclusion that expand to speak about students as a whole. The progression, from the student's personal experience to the experience of all students, moves fluidly through the use of transitional devices and strong support.
- An involvement with the subject is evident through the development of ideas, consisting of relevant, concrete, purposeful personal examples (*It's better that she learned this now so that she won't do it when she is older, making her unable to pay a serious bill, such as a mortgage. I have saved half of nearly all my paychecks. In doing so, I'll be able to buy a car in just 2 months*). A mature command of language is apparent in the sophisticated word choice (*Luxuries and lavish spending show nothing save folly*).
- Sentence structure is varied, and few errors in conventions are present.

A part-time job allows students to experience many things not offered in the school or home environment. School provides an education, requires hard work to succeed, and offers a chance for social interaction. A job, however, is working hard so that you can survive comfortably and have the things you desire. It offers a more basic and essential form of gratification, one which all students can benefit from. Part-time jobs are positive in a student's life and development because they demonstrate how real goals can be achieved—beyond getting an A on a geometry test—and teach students to appreciate the ability to earn their own money. A part-time job is also the best preparation available for future emergence into the full-time labor force.

A primary reason that part-time jobs are beneficial is that they teach students how and what it takes to achieve certain goals. For example, I heard about a trip that my school is taking next year to Italy. I desperately wanted to raise the \$200 fee, so I worked two part-time jobs in the summer. I worked long hours almost everyday waitressing and cashiering. I earned over \$2000 within a relatively short span of time, and was astonished at how rewarding it felt to truly learn the value of a dollar. The experience also helped me understand the difficulty of working long days, and appreciate what my parents must do in order to support our

family. With that realization, I developed a new level and sense of respect.

In addition to values, part-time jobs are the only true preparation for the work force that all students ^{will} face once out of school. I often complained, like my classmates, about the difficulty of school. When I realized how much easier seven hours of school is than seven hours of waitressing, I began to appreciate school more. Instead of having my homework and extra-curricular activities suffer for the sake of my job, I was forced to develop better time management. My job may get in the way of some things, but I am an honors student who is very involved in clubs and my school in addition to my work. When I am in college or when I have a family, I will have many obligations in addition to my job. It is absolutely a positive thing to prepare for such situations now.

Obviously, I feel very strongly about the benefits of students having part-time jobs. Jobs allow students to achieve goals, develop appreciation for a variety of things, and prepare for a full-time job in the future. Because I have a part-time job, I will be going to Italy, I have more appreciation for my parents and school, and I organize my time more efficiently. My part-time job has helped me in more ways than I could have anticipated.

Anchor Paper 18 (page 3 of 3)

Score Point 6

Anchor Paper 18**Score Point 6**

- The response is focused and purposeful and reflects insight into the writing situation. The first sentence establishes a position in favor of students having a part-time job sometime during high school.
- The organizational pattern includes a well-developed introduction and conclusion that contribute to a sense of completeness. Transitional devices are used effectively to create a logical progression of ideas from the introduction through the two body paragraphs, finishing strongly in the conclusion (*Because I have a part-time job, I will be going to Italy*).
- Development of support is substantial, specific, relevant, and concrete. The writer uses her own life experience to great effect; the personal anecdotes are controlled and show a commitment to the subject (*I desperately wanted to raise the \$2800 fee; so I worked two part-time jobs in the summer. I worked long hours almost everyday waitressing and cashiering. I earned over \$2000 within a relatively short span of time*). The writing demonstrates a mature command of language with freshness of expression.
- Sentence structure is varied and well controlled, and few errors in writing conventions are present.