

# B.E.S.T. Writing Anchor Sets

## Grade 5



THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

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

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

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

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

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

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

Florida Anchor Key

Grade 5

ARG

Item #37736

Classroom Technology

Paper	P/S	D	L		Lithocode
A-1	1	1	1		58002700
A-2	1	1	1		58002362
A-3	1	1	1		770005428042
A-4	2	2	2		770004754168
A-5	2	2	2		58000089
A-6	2	2	2		58001216
A-7	2	2	2		770005321459
A-8	2	2	2		770004734664
A-9	3	2	3		770004758020
A-10	3	3	3		770004774204
A-11	3	3	3		58002525
A-12	3	3	3		58002482
A-13	3	3	3		770005310255
A-14	4	4	4		58001887
A-15	4	4	4		770005089605
A-16	4	4	4		770004773288

**Grade 5 Writing Q37736 ARG**

1/1/1

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Write an argumentative essay about whether technology has positive or negative effects in schools.

I think that it is positive effect Becuse if we did have our phone it will be a big distracshin in class and pepol that do bring there phone they clound cheat on test or on a Quiz and they clound play Games on there phone and they clound all so record stuff that there not post to and take picthers of a test or the FSA. and they clound allso get cot cheating they clound fail and stay Backe in 5<sup>th</sup> 4<sup>th</sup> or 3<sup>th</sup> and the they are going to fail the test that they did and you don't kowe if it is importin so just don't cheat

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

- A claim is provided but ambiguous and confusing, demonstrating a lack of awareness of the task (*I think that it is positive effect Becuse if we did have our phone it will be a big distracshin; pepol that do bring there phone they clound cheat on test*).
- Little or no discernible organizational structure is provided.
- Limited transitions are provided (*all so; so*) that do little to connect ideas.
- No clear introduction or conclusion is provided.
- The response is too brief to demonstrate knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- The response demonstrates a lack of understanding of the prompt and a lack of development of the claim.
- Elaboration consists of confusing ideas (*they clound all so record stuff that there not post to; you don't kowe if it is importin so just don't cheat*).
- Evidence from the sources is vague but present (*phone; distracshin; play Games on there phone*).
- The response lacks appropriate citations.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear and confusing (*stuff; get cot*).
- Sentence structure is simplistic and confusing.
- A variety of severe errors obscure meaning and demonstrate a lack of command of grammar (*there* instead of *their*), punctuation (consists of two run-on sentences), capitalization (*Becuse; Games; Backe*), and spelling (*pepol; picthers; clound; kowe*).
- The response is too brief to establish or maintain tone or voice
- Brevity with errors demonstrates a lack of command of language skills.

**Grade 5 Writing Q37736 ARG**

1/1/1

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Write an argumentative essay about whether technology has positive or negative effects in schools.

sometimesbeing away from your phone is a bad idea. You could miss a furniral or a party you were invited too, or miss a important day be away from you for awhile. not too long though and more than that phones can help you with math problems, phones have app calculators to help teens just do it for homework instead and technology can connect people together in virtual reality. those are good reasons why technology is a force for good.

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

- A claim is provided in the last sentence and is confusing (*those are good reasons why technology is a force for good*), demonstrating a lack of awareness of task.
- No discernible organizational structure is present as it is more of a list of random ideas vaguely related to the source material.
- Limited transitions are provided (*more than that*) that do little to connect ideas.
- There is no introduction or conclusion provided.
- The response is too brief to demonstrate knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- The response demonstrates a lack of understanding of the prompt and a lack of development of the claim.
- Elaboration consists of random and confusing ideas (*You could miss a furniral or a party you were invited too, or miss a important day be away from you for awhile*).
- Minimal evidence obtained from the sources is vague and confusing (*phones have app calulators; technology can connect people together in virtual reality*).
- The response lacks appropriate citations.
- Brevity due to little original writing demonstrates a lack of knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are unclear (*or miss a important day be away from you for awhile*).
- Sentence structure is confusing (*not too long though and more than that phones can help you with math problems; to help teens just do it for homework instead*).
- A density and variety of severe errors in grammar, punctuation (*phones have app calulators to help teens just do it for homework instead and technology can connect people together in virtual reality*), capitalization (*sometimesbeing away; not too long though*), and spelling (*furniral; too* instead of to) obscure meaning and demonstrate a lack of command of standard English conventions.
- The response is too brief to establish an academic, appropriate tone and voice in this paper.
- Brevity with errors demonstrates a lack of command of language skills.

**Grade 05 Writing Q37736 ARG**

1/1/1

Write an argumentative essay about whether technology has positive or negative effects in schools.

Is technology a good thing? Technology has a posive effect on people. Tecnology is a tool that can help humans.

Technology has a posive effect on humans. Technology can benefit teachers too. Some teachers use online quizzes to get a instant grade on the work.[s3p21] I have bad hand righting but when I type on a compuer i dont have to worry about my hand righting.

technology has a positve effect on us. Technoology is good for humans. Do you thank that technololgy is good or bad for us.

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

- A claim is provided but minimally sustained (*Technology has a positive effect on people*).
- Little organizational structure is present.
- Limited transitions are provided (*but*) that do little to connect ideas.
- A brief introduction that begins with a rhetorical question (*Is technology a good thing?*) and concluding statement are present.
- The response demonstrates minimal awareness of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- The response demonstrates a lack of development to support the claim.
- Elaboration is minimal and includes only minor attempts to extend ideas (*I have bad hand righting but when I type on a computer I don't have to worry about my hand righting*).
- Evidence from the sources is vague (*Some teachers use online quizzes to get a instant grade on the work*).
- Evidence from one source is appropriately cited (*[s3p21]*). Although an appropriate citation is present, the Development score is evaluated holistically and is not impacted by the presence of a citation.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*technology has a positive effect on us*).
- Sentence structure is simplistic (*Technology is a tool that can help humans; Do you think that technology is good or bad for us*).
- A density and variety of severe errors in grammar (*Some teachers use online quizzes to get a instant grade*) punctuation, capitalization (*i; technology has a positive effect on us*), and spelling (*hand righting; positive*) do not obscure meaning, though they demonstrate a lack of command of standard English conventions.
- The response is too brief to establish or maintain tone and voice.
- Brevity with errors demonstrates a lack of command of language skills.



**Grade 05 Writing Q37736 ARG**

2/2/2

Write an argumentative essay about whether technology has positive or negative effects in schools.

Hello! its nice to see you again, have you ever wondered what life would be like without telephones in school? Well in this essay i have an opinion on that.

Therefore i think there should be no phones in class or on school property. everyone can live without a phone even animals. How will kids react to the phones and thats the risk It will be hard for kids to focus in class and that would bring down their ability to do things like they can.

then kids will never pay any attetion to the teacher. I strongly disargee with bringing phones or any digital device to school, its a huge risk that we should not take i mean if phones make it in school teachers are not gonna get the pay they deserve for trying so hard and we barely have alot of teachers so thats just gonna make it worse.

Thank you for coming again reader! will i see you again on our next quest?

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

- A claim is provided more clearly in the first body paragraph (*i think there should be no phones in class or on school property*), but it is insufficiently sustained.
- The organizational structure is inconsistent, disrupting the advancement of the ideas.
- Basic transitions attempt to connect ideas but lack variety (*Therefore; then; if; so*).
- An introduction and conclusion are present but simplistic. The introduction does not provide much preview nor an obvious claim, and the conclusion is a brief statement without context (*Thank you for coming again reader! will i see you again on our next quest?*).

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration attempts to develop the argument but is ineffective, providing incomplete and loosely related ideas to the topic (*everyone can live without a phone even animals; its a huge risk that we should not take i mean if phones make it in school teachers are not gonna get the pay they deserve*).
- Evidence includes nods to source content that is partially related to the topic but disconnected from the argument (*everyone can live without a phone; hard for kids to focus in class*).
- No appropriate citation is provided.

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

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*we barely have alot of teachers so thats just gonna make it worse*).
- Sentence structure is partially controlled (*It will be hard for kids to focus in class and that would bring down their ability to do things like they can*), demonstrating a lack of grade-appropriate language facility.
- Inconsistent use of correct grammar (*thats the risk It will be hard for kids to focus in class and that would bring down their ability to do things like they can*), punctuation, and capitalization (*its nice to see you again; i; then kids*) does not distract, but it demonstrates a partial command of standard English conventions.
- Tone and voice are inconsistent for the overall argument.

**Grade 5 Writing Q37736 ARG**

2/2/2

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Write an argumentative essay about whether technology has positive or negative effects in schools.

Many people use technology. Technology includes things like Phones, tablets, Laptops, and Smartwatches. Technology is also used in school. In my opinion technology has a negative effect in school, let me tell you why.

I think Technology distracts people from learning because students play games like Fortnite and Roblox. Students also take pictures and post them and they also call people during their learning time. How does this distract them. This keeps the from Learning.

I believe that students also cheat because why would student email or text each other during a test or a quiz. And why would students use a calculator or look things up on the internet during a test. That's why I believe students cheat on test.

I also feel that students Fail because of Technology. Technology makes student fail because students don't study instead of studying students play games, watch youtube, text, call, or are on the internet using Facebook, Twitter, Snapchat, Tik Tok, and Instegram. And, boys spend there time playing Fortnite.

In cunclusion, Technology has a negative effect in school and Learning.

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

- A claim is present in the introduction (*In my opinion technology has a negative effect in school*) yet is insufficiently sustained within the task.
- The organizational structure has general topics organized by paragraphs (*I think Technology distracts people from learning; I believe that students also cheat; students Fail because of technology*), but the repetitiveness disrupts the advancement of the ideas.
- Basic internal transitions attempt to connect ideas but lack variety (*also; also; That's why; also*).
- An introduction and conclusion are present but are ineffective and simplistic. While the introduction attempts to draw the reader in describing various technology used today, (*Technology includes things like Phones, tablets, Laptops, and Smartwatches*), the conclusion is a one-sentence statement that restates the claim without attempting to wrap up any of the ideas in the essay (*In conclusion, Technology has a negative effect in school and Learning*).

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration is repetitive and ineffective by providing incomplete ideas to tie back to topic (*Students also take pictures and post them and they also call people during their learning time. How does this distract them. This keeps the from Learning*).
- Evidence from one source is partially integrated though not expanded upon to clarify the ideas (*students play games; students use a calculator or look things up on the internet*).
- No citations are provided.

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

- Vocabulary is imprecise demonstrating a partial command of expression of ideas (*students Fail*).
- Sentence structure is partially controlled (*I believe that students also cheat because why would students email or text each other during a test or a quiz*) and simplistic (*Many people use technology; Technology is also used in school; This keeps the from Learning*), demonstrating a lack of grade-appropriate language facility.
- Inconsistent use of correct grammar (*This keeps the; students cheat on test; boys spend there time*), punctuation (missing commas: *take pictures and post them and they also call people*; missing question marks: *How does this distract them.; And why would...during a test.*), and capitalization (*Phones; Laptops; Learning; Fail*) demonstrates a partial command of standard English conventions.
- Tone and voice are casual and add little to the argument (*And, boys spend there time playing Fortnight*).

**Grade 5 Writing Q37736 ARG**

2/2/2

Write an argumentative essay about whether technology has positive or negative effects in schools.

Boom! Bam! you may be wondering what happened. Well I'll tell you that's a sound of an electronic falling. In my opinion I think technology is a negative effect in school because if you get assigned an online homework it can sometimes be shut down.

Moving right along, I agree with source #1 because they said that people spend too much time on electronics than being outside and having fun. Like for example, my cousin was on her phone too much that she missed her bus so then she had to walk to school.

Further more, my class had to take a test in our laptops and this kid in my class dropped the laptop and it cracked. Now he has to pay a lot of money for that laptop to be fixed. I know that my best friend was trying to do an online homework that we were assigned to do but she couldn't do it because it got shut down. Also kids in my school listen to music or play games on the laptops instead of doing their homework. Also I think that teachers should take kids' electronics away in the morning's and give it back to them when it's time to leave. Also teachers should give homeworks on papers because sometimes the online programs may be shut down and your grades could go down too.

In conclusion, This is why I think electronic devices are negative in schools. Now go outside and have fun and leave your electronics inside!

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

- A claim is present in the introduction (*In my opinion I think that technology is a negative effect in school because if you get assigned an online homework it can sometimes be shut down*) yet is insufficiently sustained within the task.
- The organizational structure is inconsistent, disrupting the advancement of the ideas.
- External transitions attempt to connect ideas with little variety (*Moving right along; Futher more; In conclusion*), while internal transitions attempt to connect ideas within paragraphs (*Like for example; Now; Also; Also; Also*) but are repetitive.
- An introduction and conclusion are present but simplistic. The introduction attempts to grab the reader's attention with a hook (*Boom! Bam! you may be wondering what happened. Well I'll tell you that's a sound of an electronic falling*), which ties somewhat to the concern of technology being dropped or shutting down, and the conclusion is a simple restatement of the claim.

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

- Development demonstrates a partial and incomplete understanding of the topic.
- Elaboration attempts to develop the argument but is ineffective, providing incomplete and loosely related ideas to the topic (*Like for example, my cousin was on her phone to much that she missed her bus so then she had to walk to school; my bestfriend was trying to do an oline home work that we were assineged to do but she couldn't do it because it got shut down*).
- Evidence from sources is partially integrated with some loose nods to source content (*I agree with source #1 because they said that people spend to much time on electronics than being outside and having fun; oline home work; play games; shut down*).
- Although appropriate citation is present (*source #1*), the Development score is evaluated holistically and is not elevated by the presence of a citation alone.

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

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*Well I'll tell you that's a sound of an electronic falling*).
- Sentence structure is partially controlled, demonstrating a lack of grade-appropriate language facility (*my class had to take a test in our laptops and this kid in my class droped the laptop and it craked*).
- Inconsistent use of correct grammar (*to* instead of *too*, plurals), punctuation (missing commas), and spelling (*Futher more; droped; craked*) does not distract but demonstrates a partial command of standard English conventions.
- Tone and voice are conversational and casual (*Now go outside and have fun and leave your electronics inside*).

**Grade 05 Writing Q37736 ARG**

2/2/2

Write an argumentative essay about whether technology has positive or negative effects in schools.

Could a student live with out a phone?

"Ring,ring"!Class has started and you are doing a lesson.As you are working,you sneekout your phone to play games instede of working.This is a BIG problem because,#1,kids get distracted in class.#2,it's easier for teachers to teach the student.These digital devices can be used for cheating by the students on a test.

To begin with,the first reson is kids get distrated.digital devices like computers,smart watchs,and cell phones can be very helpful in some ways however,very harmful in other ways.Sometimes,kids can get "glud" to their device at luacth or in the libery at school.But when they have it in class,it can lead to many problems.It is easier for teachers to teach when their students are not distrated.But when they are,other students can distrated, the teacher will most likeliy stop the lesson,or they might have to start all over agin and can be a big waste of your time instide of working on the school lesson.

To continue,the secound reson is that students can cheat on a test.It is very important that each student does their apasloute best on every test they take.If they are caueht cheating on a important test,they might have to do it agin or the test will not be socred.What is the point of cheating if you are not learning?Students did to be tought the right way to use technology.Some teachers use technology in their classrooms every day therefore, students can have fun while learning but are really just watching vidoes of diffrent supjats.This can make students very lazy and is harmful for both the students and the teachers.

In consloson,you can live with out a digital device.Students can cheat on a test.It makes teaching easier for teachers to teach and that students can get distrated.

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

- A claim is present in the introduction, giving the negatives of technology in schools (*This is a BIG problem because, #1, kids get distracted in class. #2, it's easier for teachers to teach the student*) and somewhat sustained within the task.
- The organizational structure has two general topics organized by paragraphs (*kids get distracted; students can cheat on a test*), which provides an uneven advancement of the ideas.
- Topic sentences attempt to transition from one paragraph to the next (*To begin with, the first reason is kids get distracted; To continue, the second reason is that students can cheat on a test*), and internal transitions attempt to connect ideas (*Sometimes; But when; If they are; therefore*).
- An introduction and conclusion are present but simplistic. The introduction provides a claim and loosely previews ideas, and the conclusion provides a brief recap of ideas.

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to extend and tie ideas back to the topic (*Sometimes, kids can get “glud” to their device at luacth or in the libery at school. But when they have it in class, it can lead to many problems; This can make students very lazy and is harmful for both the students and the teachers*).
- Evidence from sources is partially integrated and somewhat supportive of the argument. Source ideas are used but blended with elaboration (*students can get distracted; Some teachers use technology in their classrooms every day therefore, students can have fun while learning but are really just watching vidoes of diffrent supjats*).
- Appropriate citations are not provided.

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

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*These digital devices can be used for cheating by the students on a test*).
- Sentence structure is partially controlled, demonstrating a lack of grade-appropriate language facility (*If they are caueht cheating on a important test, they might have to do it agin or the test will not be socred*).
- Inconsistent use of correct grammar (*other students can distrated; Students did to be tought*), punctuation (missing commas), and spelling (*sneckout; instede; luacth; libery; caueht*) demonstrates a partial command of standard English conventions.
- Tone and voice are engaging at times (*“Ring, ring”! Class has started and you are doing a lesson*) and generally express concern with technology in the classroom, though somewhat informally (*kids can get “glud” to their device; can be a big waste of your time; What is the point of cheating if you are not learning?; but are really just watching vidoes of different supjats; This can make students very lazy*).



**Grade 05 Writing Q37736 ARG**

2/2/2

Write an argumentative essay about whether technology has positive or negative effects in schools.

Did you know that technology has many positive effects with school? One point to consider is technology can make expensive trips less expensive . Another point to consider is technology can help students that dont live in the U.S communicate with others.

One point to consider is that technology can let students experience something without the high cost . The text states that "students can experience what is like to hike along trail at the grand canyon " . This means that students can view something without the high out of pocket cost for the trip. The text states that " students can experience other countries and explore different places" This is important because it will let students understand peoples cultures and there traditions.

Another point to consider is that technology can help students that live in other countries to communicate with others. The text states that " Technology can connect students in many ways ". This means that students can communicate and work together on the topic and other things. The text states that " students and teachers can video chat with students in other countries" This is important because it lets student in other areas still get the same education like the other students.

In conclusion technology can really help students and others learn and have fun. Technology really does have many positive effect that can vary.

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

- A claim is provided in the introduction in the form of a rhetorical question (*Did you know that technology has many positive effects with school?*) and somewhat sustained.
- The organizational structure has two general topics organized by paragraphs (*technology can make expensive trips less expensive; technology can help students that dont live in the U.S communicate with others*), but the repetitiveness somewhat disrupts the advancement of the ideas.
- Transitions attempt to connect ideas with some basic variety. External transitions with topic sentences are used to transition from one paragraph to the next (*One point to consider; Another point to consider; In conclusion*), while some internal transitions attempt to show a relationship between ideas (*This means; This is important because*).
- The introduction provides the claim and gives the general ideas to be addressed, and the conclusion briefly reiterates the claim and attempts to wrap up the essay (*In conclusion technology can really help students and others learn and have fun*).

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

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the argument with extensions that go just beyond restatements (*This means that students can view something without the high out of pocket cost for the trip; This is important because it lets student in other areas still get the same education like the other students*).
- Evidence from sources is partially integrated and related to the topic (*The text states that “ students can experience other countries and explore different places”; The text states that “ students and teachers can video chat with students in other countries”*).
- Although appropriate citations are provided (*The text states that*), the Development score is evaluated holistically and is not elevated by the presence of a citation alone.

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

- Imprecise word choice (*This means that students can communicate and work together on the topic and other things*) demonstrates a partial command of expression of ideas.
- Sentence structure is partially controlled (*This is important because it will let students understand peoples cultures and there traditions*).
- Inconsistent use of correct grammar (*positive effects with school; there traditions*) and punctuation (*dont; peoples; missing commas*) throughout does not distract but demonstrates a partial command of standard English conventions.
- Tone and voice are matter-of-fact in addressing the task with a few attempts to engage the audience (*Did you know that technology has many positive effects with school; One point to consider; This is important; technology can really help students; Technology really does have many positive effect that can vary*).

**Grade 05 Writing Q37736 ARG**

3/2/3

Write an argumentative essay about whether technology has positive or negative effects in schools.

*Aaron! What did I tell you about playing games on the computer!? Technology has a negative affect on schools. My first reason is, it takes away time from outdoors and doing fun projects. My second reason is, students like to use it for games and to chat with friends instead of doing their work. My final reason is, students stopped using their brains.*

*First of all, technology is bad for schools because it takes away from outdoor time and fun projects. In source 1, paragraph 3, it states " The experts running these challenges argue that technologe often distracts us from more important things-like face-to-face conversations, creative projects, and enjoying the outdoors." This means that students are not getting the proper energy and experience that they need because of technology.*

*The next reason why technology is bad for schools is students might use it to play games, or go on certain sites that they're not supposed to go on. In source 2 paragraph 9 it states "There are students who try to play games, look at the Internet, or message their friends instead of doing their assigned task." This shows that students are irresponsible and are most likely not learning what they are supposed to be and goofing off and playing around instead.*

*My final reason why technology is bad for schools is they stopped using their brains and started used phones and calculators. In source 2 paragraph 11 it states "Some teachers have also become concerened about how much they see their students using technology, rather than their brains, to problem solve. Instead of trying to think through a complex math problem or have a discussion where they can form their own opinions, students can start to rely on search engines to provide their answers or opinions." This proves that students should not be using technology and start using their brains to work and speak.*

*Finally, schools should not have technology in use because it takes away time from outdoors and projects, students might use it for games, and students stopped using their brains and started to use calculators and phones.*

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

- A claim (*Technology has a negative affect on schools*) is stated in the introduction and clarified in the conclusion (*Finally, schools should not have technology in use*). It is focused on the task and generally maintained throughout the response.
- A logical organizational structure, organized by paragraphs, is used and allows for the advancement of the argument.
- Varied transitional strategies, including topic sentences (*First of all, technology is bad for schools because it takes away from outdoor time and fun projects; The next reason; My final reason*), successfully connect the ideas externally but with somewhat less variety internally (*This means; This shows; This proves*).
- A sufficient introduction and conclusion are present and contribute to a sense of completeness. The introduction pulls the reader in with an anecdotal example (*Aaron! What did I tell you about playing games on the commputer!?*), which in turn leads to the claim and ideas addressed in the essay. The conclusion succinctly restates the claim and ideas discussed.

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

- Development demonstrates a partial understanding of the topic.
- Elaborative techniques attempt to develop the argument but rely heavily on text and provide only minor extensions on quotes, although they do go beyond merely restatement (*This means that students are not getting the proper energy and experience that they need because of technology*).
- Evidence from two sources is partially integrated, relating to the topic, but not always clearly connected to the argument (*The experts running these challenges argue that technologe often distracts us from more important things-like face-to-face conversations, creative projects, and enjoying the outdoors*).
- Precise citations are provided (*In source 1, paragraph 3, it states; In source 2 paragraph 9 it states; In source 2 paragraph 11 it states*). **Note: Had elaboration demonstrated more sufficient understanding, this response could have received a higher Development score.**

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*irresponsible; start using their brains to work and speak*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*My second reason is, students like to use it for games and to chat with friends instead of doing their work; The next reason why technology is bad for schools is students might use it to play games, or go on certain sites that they're not supposed to go on*).
- Overall, command of standard English conventions is grade-appropriate.
- Tone and voice are conversational yet still academic and appropriate for the overall argument (*This shows that students are irresponsible and are most likely not learning what they are supposed to be and goofing off and playing around instead*).

**Grade 05 Writing Q37736 ARG**

3/3/3

Write an argumentative essay about whether technology has positive or negative effects in schools.

Do you think technology has a positive effect in schools? Many people think technology does. Technology helps people in many different ways. One way is, it can help make learning easier for students. Technology also, helps teachers not have to plan as much as they did before, for a lesson. Here are some reasons, why technology has a positive effect in schools.

First, technology can help make learning easier for students. People today, have basically grown up with technology. Could you imagine not having a calculator to help you solve a math problem, you didn't know? Technology also, helps with customization for students. "A Tool That Can Help or Hinder" states, "Technology allows for customization that can support different kinds of learners." Customization, when learning, can improve learning, in many different ways. Technology overall, helps students learn better, in a fun, and easy way! Technology helps us in many different ways!

Secondly, technology also, helps teachers. Could you imagine being late to work, and you forgot to plan a lesson to teach? Technology helps teachers not have to plan, as much, for a lesson. "A Tool That Can Help or Hinder" states, "Technology can benefit teachers, too." Technology comes in handy, for many different things. Teachers are grateful, and happy, to be able to use technology, in their classrooms. Technology also, helps create a better learning environment online for students. Technology helps teachers, and students!

Some people say, technology can hinder learning. That might be true. However, technology helps learning more, than it does hinder it. Technology helps learning be easier for students. Technology is really useful, for teachers, and students!

In conclusion, technology has a positive effect in schools. Technology helps students learn better. It also, helps teachers not have to be as stressed, or have to plan a lesson to teach. Technology helps us in many different ways. Technology overall, has a positive effect in schools for both, teachers, and students!

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

- A claim is focused on the task and generally maintained throughout (*Technology helps people in many different ways*).
- A logical organizational structure is used that allows for the advancement of the argument, with topics forecasted in the introduction (*it can help make learning easier for students; Technology also, helps teachers not have to plan as much as they did before, for a lesson*).
- Varied transitional strategies, including topic sentences and summation statements (*First, technology can help make learning easier for students; Technology helps us in many different ways*), successfully connect ideas within and among paragraphs (*People today; Secondly; also; In conclusion; Technology overall*).
- A sufficient introduction and conclusion are present and contribute to a sense of completeness. The conclusion adequately recaps the main ideas and claim of the essay (*Technology helps students learn better. It also, helps teachers*).

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing (*Technology also, helps create a better learning environment online for students*) and rhetorical questions with quoted or paraphrased text (*People today, have basically grown up with technology. Could you imagine not having a calculator to help you solve a math problem, you didn't know?*), extending the text ideas to support the argument.
- Relevant, integrated evidence (*Technology allows for customization that can support different kinds of learners; Technology can benefit teachers, too*) from one source is used to lend credibility to the argument.
- A counterclaim is present and addressed. Although no counterclaim is required, holistically it clarifies sufficient understanding of the topic and improves the development of the argument (*Some people say, technology can hinder learning. That might be true. However, technology helps learning more, than it does hinder it. Technology helps learning be easier for students*).
- Precise citations are provided (*"A Tool That Can Help or Hinder" states*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*grateful; learning environment; stressed*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Technology overall, helps students learn better, in a fun, and easy way!; Technology comes in handy, for many different things*).
- Overall, command of standard English conventions is grade-appropriate.
- Tone and voice are academic, confident in the topic, and appropriate for the overall argument (*Technology overall, has a positive effect in schools for both, teachers, and students!*).

**Grade 5 Writing Q37736 ARG**

3/3/3

Write an argumentative essay about whether technology has positive or negative effects in schools.

All over the world technology is being used. These articles tell about technology and its effects on students and teachers. Technology has a positive effect in schools for many different reasons.

First of all, technology can have a positive effect on learning. According to Source 2, technology can let teachers teach students from another country, through a video conference. This means that teachers can still teach students even if they are in a totally different place. Technology gives students a chance to learn even when they aren't at school. This source also states that Virtual Reality can have a positive effect on students. Virtual Reality is a type of technology that when used in schools, can take students to where they are learning about in class. This can really give students a better understanding of what they are being taught.

On the other hand technology can have a positive effect on teachers. Source 3 states that teachers can measure a student's knowledge of a topic in a matter of moments. This is important to know because using a computer and sometimes even their phone teachers can track how well a student is doing or understanding what they are being taught. This means that teachers can help certain students with things they need to work on, and this could really improve the student's grade. Another Source states that teachers can just give students links to games about a certain topic in class. Giving students these links instead of teaching the class yourself can give the teacher more time to grade papers and do other stuff. While the students get a second perspective and probably more fun way to do what they are learning about.

While technology does have its goods and bads it is still being used everywhere. These Sources were about the effects technology has on schools. If technology keeps being used in schools, then students' interests and education will keep excelling.

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

- The claim provided in the introduction is focused (*Technology has a positive effect in schools for many different reasons*) and generally maintained throughout the response.
- Organizational structure is logical and allows for the advancement of the argument with main topics organized by paragraph (*technology can have a positive effect on learning; technology can have a positive effect on teachers*).
- Transitional strategies include external transitions with topic sentences and internal transitions (*This means; even if; even when; also; This is important to know because; and this could really, Another; instead of; While; If*) that adequately connect ideas throughout.
- A succinct yet sufficient introduction and conclusion that restates the claim and wraps up the essay contribute to a sense of completeness.

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration, including original writing with paraphrasing and examples to support the argument (*This means that teachers can still teach students even if they are in a totally different place. Technology gives students a chance to learn even when they aren't at school*).
- Relevant, integrated evidence (*technology can let teachers teach students from another country, through a video conference; teachers can measure a student's knowledge of a topic in a matter of moments*) from multiple sources lends credibility to the argument.
- Evidence is appropriately cited in this response (*According to Source 2; Source 3 states*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*second perspective; improve the student's grade*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Virtual Reality can have a positive effect on students. Virtual reality is a type of technology that when used in schools, can take students to where they are learning about in class; If technology keeps being used in schools, then students' interests and education will keep excelling*).
- Overall, command of standard English conventions is grade-appropriate.
- Tone and voice are explanatory, academic, and appropriate for the overall argument (*This means that teachers can help certain students with things they need to work on, and this could really improve the student's grade*).



**Grade 5 Writing Q37736 ARG**

3/3/3

Write an argumentative essay about whether technology has positive or negative effects in schools.

Imagine sitting in class listening to the teacher talk about the same test over and over again that you won't have until next month and all you are thinking about is the game that you played before coming to classroom. In my opinion technology can benefit schools for various kinds of reasons from helping students and teachers and making school more fun for students. Not having technology at your school could be very boring but with it you'll be able to understand and focus more!

To begin with, the internet doesn't only keep the school modern it helps the students understand more. For example in a text called "A tool that can help or hinder" it states, "Kids who might want to draw during the entire class can now create an infographic to demonstrate their capabilities and understanding of the content." Simple things like this show the teachers they are understanding the topic and learning about it. Technology isn't only for games and communication it benefits education and helps you understand more about the world.

The Internet doesn't only benefit students, it helps teachers as well. It can help teachers by showing that their students are having fun and learning by giving them online quizzes and play learning games like Kahoot. In a passage called "Keeping up in the Classroom" it says, "Students and teachers can video conference with other students in different countries" this shows that students and teachers can learn about different places while using advanced technology in class. Teachers cut off electronics in the classroom but they should allow them to be used because they do more than distract.

While devices benefit learning experience, it makes school more entertaining too. Students do not only learn but they enjoy it too. For example in "Keeping up in the Classroom" it states, "Using virtual reality, students can experience what it's like to hike along a trail at the Grand Canyon or explore the great wall of China;" Virtual reality etc. can allow kids to have fun and make them excited for school and do more than just listening to the teacher speak all day.

To conclude, in my opinion schools should allow technology to be used because it helps students by helping them understand and make them less distracted, benefits teachers by seeing their students understand the topic given, and makes school exciting and fun for students. Without the technology we have in class, learning wouldn't be as fun and exciting for children and teachers.

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

- The claim provided in the introduction is focused (*In my opinion technology can benefit schools*) and generally maintained throughout the response.
- Organizational structure is logical and allows for the advancement of the argument with main topics organized by paragraphs (*helps the students understand more; helps teachers; making school more fun for students*).
- Transitional strategies of external transitions with topic sentences and internal transitions adequately connect ideas within (*For example; Simple things like this show; this shows that*) and among paragraphs (*To begin with, the internet doesn't only keep the school modern; The Internet doesn't only benefit students, it helps teachers as well; While devices benefit learning experience, it makes school more entertaining too; To conclude*).
- A sufficient introduction pulls the reader in with a scenario (*Imagine...listening to the teacher talk about the same test over and over*), and the conclusion restates the claim and also wraps up the essay (*Without the technology we have in class, learning wouldn't be as fun and exciting for children and teachers*), contributing to a sense of completeness.

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing with paraphrasing and examples to support the argument (*Technology isn't only for games and communication it benefits education and helps you understand more about the world; Virtual reality etc. can allow kids to have fun and make them excited for school and do more than just listening to the teacher speak all day*).
- Relevant, integrated evidence from multiple sources (*Kids who might want to draw during the entire class can create an infographic to demonstrate their capabilities; Using virtual reality, students can experience what it's like to hike along a trail at the Grand Canyon*) lends credibility to the argument.
- Evidence is appropriately cited (*For example in a text called "A tool that can help or hinder" it states; In a passage called "Keeping up in the Classroom" it says; For example in "Keeping up in the Classroom" it states*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*modern; communication; learning experience; entertaining*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*While devices benefit learning experience, it makes school more entertaining too; Simple things like this show the teachers they are understanding the topic and learning about it*).
- Overall, command of standard English conventions is grade-appropriate.
- Tone and voice are confident and academically appropriate for the overall argument (*To begin with, the internet doesn't only keep the school modern it helps the student understand more*).

**Grade 05 Writing Q37736 ARG**

3/3/3

Write an argumentative essay about whether technology has positive or negative effects in schools.

Many people think that the use of technology can help them with school, but I strongly disagree. My reasons why the use of technology is an awful idea are that without technology people can enjoy the real world and it can cause students to pay less attention to the lesson they are learning about, and get lower grades. Imagine not caring about anything except using technology all day, that would be horrible. Keep reading so I can briefly tell you my reasons why the use of technology is bad.

First of all, one reason the use of technology is bad is that using technology a lot can prevent you from enjoying the real world. In "Could You Live without Your Phone?" by Kathryn Hulick it says, "The experts running these challenges argue that technology often distracts us from more important things-like face-to-face conversations, creative projects, and enjoying the outdoors." Also, in the same text it says, a girl named Esther Laver did an experiment where she gave up social media for two weeks and she didn't really care and had more time for important things. In the summer, I decided to go to a baseball camp with my teammate. My teammate almost didn't go because he wanted to stay home in his room playing video games and playing on his iPad. Luckily, I was able to convince him to go with me and we had lots of fun. Imagine if he decided to stay at home and play all day without enjoying the outdoors. In school the staff can organize some groups to allow students to enjoy everything in the real world than just technology.

Moreover, another reason why the use of technology is bad is that students may pay less attention to the topic they are learning about and get lower grades. In "A Tool That Can Help or Hinder" by Mary Kate Brown it says, "One study suggested that students who were using laptops in a classroom struggled to pay attention to the lesson. Also, in the same text it says, that the students using laptops during the lesson earned lower grades, because they were distracted. In my afternoon class, my classmate named Julian gets his phone and starts playing games during class. Once, we were working on a reading passage and while the whole class was working quietly my classmate Julian did not finish, because he was on his phone. He got a D because some of the questions were incomplete, and the teacher asked him what happened and he said he was on his phone. I asked him how he was doing in class and he said he had very bad grades. If you do what he did you might get major consequences and awful grades.

Finally, using technology is a horrible idea and it can negatively effect you in school. It can cause students to pay less attention and get lower grades and prevent students from getting to enjoy the real world. Make sure to get away from using lots of technology, and focus on important things in the real world.

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

- The claim provided in the introduction is focused (*Many people think that the use of technology can help them with school, but I strongly disagree*) and generally maintained throughout the response.
- Organizational structure is logical and allows for the advancement of the argument with main topics outlined in the introduction and organized by paragraphs (*without technology people can enjoy the real world and it can cause students to pay less attention to the lesson they are learning about*).
- Purposeful transitional strategies of external transitions with topic sentences and internal transitions adequately connect ideas within (*Also; In the summer; Once; If*) and among paragraphs (*First of all, one reason the use of technology is bad; Moreover; Finally*).
- A sufficient introduction, which begins with a counterclaim statement that is refuted (*Many people think that the use of technology can help them with school, but I strongly disagree*), draws the reader’s attention and then provides the layout for the argument. The conclusion is brief yet adequate and sums up ideas after restating the claim. Both the introduction and conclusion contribute to a sense of completeness.

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

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration includes a combination of original writing with paraphrasing (*a girl named Esther Laver did an experiment where she gave up social media for two weeks and she really didn’t care and had more time for important things*) and anecdotal examples to support the argument (*In the summer, I decided to go to a baseball camp with my teammate. My teammate almost didn’t go because he wanted to stay home in his room playing videos games*).
- Relevant, integrated evidence (*The experts running these challenges argue that technology often distracts us from more important things-like face-to-face conversations, creative projects, and enjoying the outdoors; One study suggested that students who were using laptops in a classroom struggled to pay attention to the lesson*) from multiple sources lends credibility to the argument.
- Evidence is appropriately cited (*In “Could You Live without Your Phone?” by Kathryn Hulick it says; In “A Tool That Can Help or Hinder” by Mary Kate Brown it says*).

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

- Integration of academic vocabulary demonstrates clear expression of ideas (*horrible; briefly; major consequences and awful grades*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Luckily, I was able to convince him to go with me and we had lots of fun; He got a D because some of the questions were incomplete, and the teacher asked him what happend and he said he was on his phone*).
- Overall, command of standard English conventions is grade-appropriate.
- Tone and voice are personalized and academically appropriate for the overall argument (*If you did what he did you might get major consequences and awful grades*).

**Grade 5 Writing Q37736 ARG**

4/4/4

Write an argumentative essay about whether technology has positive or negative effects in schools.

How would you feel if you had to give up technology from a classroom? This would be hard because technology has a positive impact on a classroom. Technology has helped teachers and students by being there when students grow up, can be customized to fit a student's learning, and give teachers instant feedback on what students need to work on. Without technology in the classroom, things would erupt into chaos.

To begin with, technology has been there when students were growing up. To support this, the author wrote, "Technology is a part of these students' everyday lives. They expect it." (Source 3, p 18) Have you ever been told something you couldn't do? This is exactly why kids need technology in class. It's impossible for them to work without a laptop or an iPad. Many of these students could navigate through a tablet before they could even start Pre-K! By the time they're in 5<sup>th</sup> grade, they have pretty much conquered every bit of technology in their house. A kid without technology is like putting a fish in sand and expecting it to swim. Just like adults, kids have expectations. A student's expectation is technology in a classroom.

Second of all, technology in a classroom is great because students can customize how they learn. To back this up, the passage states, "In other words, technology allows for customization that can support different kinds of learners" (Source 3, p 19) Each student is unique. Each kid learns a different way. For example, I learn better by actually doing the task while some people may learn more by listening to how it is done. Having a laptop set up in a certain way for everyone may benefit most people, but some people may struggle. With a more personalized experience, students can grasp onto more difficult content than with something set up for everyone. If you are familiar with iReady, you know you take a diagnostic places you on a level just right for you. Knowing this you can tell everyone's lesson are going to be different. This is because everyone is different.

Finally, technology can also help teachers by giving them instant feedback on what their students need to work on. To support this, the passage states, "In a matter of moments, teachers can measure a student's knowledge of a topic." (Source 3, p 21) One way technology can benefit teachers is a new class format called a flipped classroom. Instead of listening to a teacher's lecture at school and having a ton of homework after, students watch or listen to the lecture online at home and do classwork at school. One school did a study and it proved that students pay attention more in a flipped classroom than a normal one. Teachers can also assign quizzes and feedback on what a student is doing. Unfortunately, technology fail sometimes. Crashed browsers, error messages, and more can happen. But still, technology is good in a classroom.

Classrooms have evolved over the years. One of the biggest changes is technology. Technology has made a positive impact on a classroom by being there when a student grows up, can be customized to fit ones learning style, and give teachers instant feedback on what a student is doing. If you take technology away, the whole classroom would fall apart.

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

- The claim is focused on the task (*technology has a positive impact on a classroom*) and consistently maintained throughout.
- Organizational structure strengthens the response, with topics organized by paragraphs, allowing for advancement of the argument (*technology has been there when students were growing up; students can customize how they learn; technology can also help teachers*).
- Purposeful, varied transitional strategies connect ideas smoothly between and among paragraphs using topic sentences and internal transitions (*To begin with; To support this; if; By the time; Just like adults; Second of all; To back this up; For example; Finally; Instead of; Unfortunately*) to enhance the progression of the argument.
- An effective introduction sets the tone and forecasts the ideas to be discussed in the paper (*being there when students grow up, can be customized to fit a student's learning, and give teachers instant feedback on what students need to work on*). The conclusion restates the claim and reinforces the ideas laid out in the introduction.

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration is provided that includes a combination of original writing with paraphrasing, examples (*Many of these students could navigate through a tablet before they could even start Pre-K; Each kid learns a different way. For example, I learn better by actually doing the task while some people might learn more by listening to how it is done*), and rhetorical techniques (*Have you ever been told something you couldn't do? That is exactly why kids need technology in class*) to support the argument.
- Smoothly integrated, relevant evidence from one source (Source 3) lends credibility to the argument.
- A counterclaim is addressed, which goes beyond grade-level expectations (*Unfortunately, technology fail sometimes. Crashed browsers, error messages, and more can happen. But still, technology is good in a classroom*).
- Evidence is appropriately cited (*Source 3, p 18; Source 3, p 19; (Source 3, p 21)*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*navigate; diagnostic; expectations; grasp*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*Without technology in the classroom, things would erupt into chaos; With a more personalized experience, students can grasp onto more difficult content than with something set up for everyone*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- The confident, personal tone and voice strengthen the overall argument (*Each student is unique. Each kid learns a different way. For example, I learn better by actually doing the task while some people may learn more by listening to how it is done*).

**Grade 05 Writing Q37736 ARG**

4/4/4

Write an argumentative essay about whether technology has positive or negative effects in schools.

You're in a class, your teacher just sent you an assignment through Google Classroom, and all the students are doing the digital pop quiz. You can study the states and capitals for your test, or get the information for the one-pager you're making. Your teacher can send you any assignment you need to do with the click of a button using their online resources. Even students can use a calculator to check their answers, or to figure out a problem. This is so much easier, not only for the teacher, but also for the kids. Students are more used to tech and it can be more entertaining for them as well. The teachers also get benefits, from easier ways to send things to students, to getting quick results to see if the students are struggling.

For teachers, getting the kids to do quizzes can be difficult, especially if the students think it's boring, they just guess it through, or they "don't feel like doing it". But with technology, their teachers could find a fun video to get them back on track. As well as to get them to understand a topic they're having trouble with. Like [Keeping Up in the Classroom](#) showed, "Every student learns in a different way, and interactive computer games can give students opportunities to learn new skills and be excited about learning" For us kids, that means we can have fun while learning fundamental skills we'll use. [A Tool That Can Help or Hinder](#) said "Lesson plans can include links to videos and images that make lessons come to life." Not only is that true, but we also could find ways to balance technology with our learning. That makes a teacher's job much easier, with a click, they are able to send us videos and texts to enrich us with learning and get us to experiment with our thoughts and ideas.

As for students, they might also be more used to technology since, most of us now use it a lot! Kids will probably be comfortable with the keys of a computer or the screen of a tablet or phone. Not just that, kids have been using tech for a while, and with customization, anyone can accommodate to using the internet in time. Technology can also present images that could help students understand better than with just a text. [A Tool That Can Help or Hinder](#) talked about how we use tech on a daily basis, and we expect to be using it. We can quickly maneuver the internet to get articles and pictures, in the time it takes to write a question on the search bar. To get to the next page on our e-book we just scroll or press a button, and to read more we search a different book online. We can access it without any problem, it's a great way of easily taking a quiz or doing a test, like how I am now!

Teachers and students alike, we all make mistakes, from spelling something wrong, to getting an incorrect answer. With technology, it is programmed to get the correct answer all the time. With technology in classrooms we could reach our full potential, to be anything! Like in [Keeping Up in the Classroom](#) wrote on "...just turn to a calculator or even their phones to add and subtract." We can trust its results won't be wrong, and using tools like these to benefit, anyone could find the next groundbreaking theory! We can use technology to learn about many many different things, anywhere from global warming for your new project, to why cats purr for your next one! We could learn from calculators and looking at an explanation, when problems are difficult. As well as to check our answers when we're finished with something. In [A Tool That Can Help or Hinder](#), they put "Technology is nothing more than a tool." Which I agree with. Ultimately, technology is something we can move forward with in education in schools and even inside of individual classrooms.

To wrap this all up, I think that using technology in a school is a great idea. Some people worry about technology being a distraction to students, or "one more thing to worry about" for teachers. But that's not necessarily true. Students can be taught to use technology for good reasons, and teachers will benefit from one more thing they don't have to worry about. From entertaining students, to making jobs easy for teachers, technology is something that we are able to use as a tool to help the learning environment.

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

- The claim is focused on the task and consistently maintained throughout. The claim is implied in the introduction (*This is so much easier, not only for the teacher, but also for the kids*) but more specifically stated in the conclusion (*I think that using technology in a school is a great idea*).
- Organizational structure strengthens the response and allows for advancement of the argument (*Students are more used to tech and it can be more entertaining for them as well. The teachers also get benefits, from easier ways to send things to students, to getting quick results to see if the students are struggling*).
- Purposeful and varied transitional strategies connect ideas with topic sentences and internal transitions (*As well as to; Not only is that true, but we could also find ways to balance technology with our learning; As for students; Not just that; Teachers and students alike; As well as; Ultimately; To wrap this all up*), enhancing the progression of the argument.
- An effective introduction and conclusion enhance the essay. The introduction engages the reader with a narrative used to introduce the claim and over-arching ideas that will support the claim (*You're in a class, your teacher just sent you an assignment through Google Classroom; The teachers also get benefits, from easier ways to send things to students, to getting quick results to see if the students are struggling*). The concise conclusion skillfully wraps up the essay after restating the claim and the benefits of using technology in the classroom (*Some people worry about technology being a distraction to students, or "one more thing to worry about" for teachers. But that's not necessarily true; From entertaining students, to making jobs easy for teachers, technology is something that we are able to use as a tool to help the learning environment*).

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration is provided that includes a combination of original writing with paraphrasing and extended examples (*For us kids, that means we can have fun while learning fundamental skills we'll use; Technology can also present images that could help students understand better than with just a text; We can use technology to learn about many many different things, anywhere from global warming for your new project, to why cats purr for your next one!*) to support the argument.
- Smoothly integrated, relevant evidence, from multiple sources lends credibility to the argument.
- A counterclaim, though not required, is addressed and holistically enhances the development of the essay (*Some people worry about technology being a distraction to students, or "one more thing to worry about" for teachers. But that's not necessarily true. Students can be taught to use technology for good reasons, and teachers will benefit from one more thing they don't have to worry about*).
- Evidence is appropriately cited (*Like Keeping up in the Classroom showed; A Tool That Can Help or Hinder said*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*enrich us with learning; click of a button; experiment with our thoughts; maneuver; full potential*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*To get to the next page on our e-book we just scroll or press a button, and to read more we search a different book online. We can access it without any problem, it's a great way of easily taking a quiz or doing a test, like how I am now*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Tone and voice are authoritative, academic, and confident, strengthening the overall argument (*Ultimately, technology is something we can move forward with in education in schools and even inside individual classrooms*).



**Grade 05 Writing Q37736 ARG**

Write an argumentative essay about whether technology has positive or negative effects in schools.

You slouch farther down into your chair, staring at the chalkboard, not having a clue what to do. You open up your mathbook, knowing that there was no way to get help now. With no one to tell you what your doing wrong, and with no one to explain the unit a little bit more, you start your assignment. You don't understand a thing, and you aren't gaining the same knowledge as other kids because you don't think and understand things like them. Maybe if you were doing the assignment on a computer, it would offer more help. Computers and other technology offer more learning tools and they let kids learn at their own level and pace, getting a push along the way. Technology has a positive effect on kids in school because it provides flexible learning and it connects students in a different way.

To begin, technology has a positive effect on kids in school because it provides flexible learning. Source 2 states "Every student learns different way. Interactive computer games give students opportunities to learn skills in new ways." This shows that all these computer games are helping kids better learn because the games are able to match their skills and abilities by teaching them new things based on what they know how to do. They can better understand things because they are getting more support then just learning stratigies and appling them. This reminds me of the program Dreambox. Dreambox is a very helpful online learning game. It finds your level in different standards and units, and then gives you lessons to help strengthen your knowledge in that standard. It also tells you the correct answer when you get something wrong, which lets you learn from your mistakes. It never really tells you how to do stuff though, and its a good skill to be able to navigate through it on your own. These "games" do help a lot! Source 3 also states "Technology allows for a type of flexible learning that is unique. Chalkboards can be replaced for digital whiteboards. Textbooks can be traded for electronic books. Lesson plans can include links to videos and images that make lessons come to life" All of these things, like chalkboards, are being replaced with new technology that allows kids to learn in better and more interesting ways. If you cant understand things by just hearing them, you can use online videos to really experience the topic and have a better understanding of it. Technology is more engaging, and it allows for lots more creativity and learning strategies. This is important because every kid deserves to be able to understand things, and these electronics do so. Without them, lots of children wouldn't be able to pick up lessons and strategies that could help them. It wouldn't be fun to sit in school for 7 hours, not knowing anything your learning about, which is why there needs to be different ways of learning like technology. Without technology, some children wouldn't even be learning.

To continue, technology has a positive effect on kids in school because it connects students in a different way. Source 2 states, "Technology can help students connect in many ways. Students can video conference in different countries. Virtual Reality can let kids experience new adventures with others." This is a great way to connect with friends you aren't close with. Wouldn't it be fun to go on a VR(Virtual Reality) trip to go skydiving or explore a different country? It lets you have new and fun experiences to help you connect with your friends, other then just having a normal conversation with them. This is like the time I did Virutal reality with my friends. I had never really seen them outside of school, and it was really fun to get to do something different with them then just talk. It helped us connect and become better friends because we did something that was interactive together and different from usual. There is stuff to do outside of technology , but you can't always go to a different state or country with your best friend! Source 1 also states "I didn't know what was going on. One of my friends from secondary school had her birthday, and I missed it." This is a girl who tried to get off of her phone for a bit. In return, she missed events and missed time to connect and hang out with her friends. It must have been awful to miss that party, especially if you haven't seen or talked to that person in a while. This shows that the internet is one of the only ways to get to hangout and be aware of what you can do with your friends. Without it, there wouldn't be ways to communicate plans and do things outside of school. Imagine that you get your technology taken away for a week. Once you finally get your technology back, you realize that your best friend asked you to go to disney world with her, only to find out she asked you 5 days ago and she already went with someone else. Wouldn't it be awful to miss something that big? Technology helps you be aware what others are doing, so you don't miss a time to hang out and strengthen your friendship!

In conclusion, Technology has a positive effect on kids in school because it provides flexible learning and it connects students in a different way. Next time you go to school, make sure to appreciate your technology. Without it, you might of not known all that you have learned, and those good friends might of not been so good anymore.

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

- The claim is clearly stated in the introduction (*Technology has a positive effect on kids in school because it provides flexible learning and it connects students in a different way*), focused on the task, and consistently maintained throughout.
- Organizational structure frames the essay, which strengthens the response and allows for advancement of the argument (*To begin, technology has a positive effect on kids in school because it provides flexible learning; Without technology, some children wouldn't even be learning*).
- Varied and purposeful transitional strategies connect ideas with topic sentences and internal transitions (*This shows; This reminds me; All of these things; This is important because; This is like the time; Without it*) and summation statements (*Technology helps you be aware what others are doing, so you don't miss a time to hang out and strengthen your friendship!*), enhancing the advancement of the argument.
- An effective introduction and conclusion enhance the essay. The introduction draws the reader in with a scenario (*You slouch farther down into your chair, staring at the chalkboard, not having a clue what to do*). A more succinct conclusion successfully recaps the two main ideas and reinforces the claim (*Next time you go to school, make sure to appreciate your technology*).

**4 – Development** – Above grade-level accomplishment demonstrated

- A skillful development of ideas demonstrates thorough understanding of the topic.
- Effective elaboration is provided that includes a combination of original writing with paraphrasing, explanations, rhetorical questions, and examples (*Dreambox is a very helpful online learning game. It finds your level in different standards and units, and then gives you lessons to help strengthen your knowledge in that standard; Wouldn't it be fun to go on a VR[Virtual Reality] trip to go skydiving or explore a different country?; This is a girl who tried to get off of her phone for a bit. In return, she missed events and missed time to connect and hang out with her friends*) to support the argument.
- Smoothly integrated, selective, and relevant evidence from multiple sources lends credibility to the argument (*Source 2 states "Every student learns different way. Interactive computer games give students opportunities to learn skills in new ways"; Source 1 also states "I didn't know what was going on. One of my friends from secondary school had her birthday, and I missed it"*).
- A counterclaim is presented and addressed (*This is like the time I did Virtual reality with my friends; There is stuff to do outside of technology, but you can't always go to a different state or country with your best friend!*).
- Evidence is appropriately cited (*Source 2 states; Source 3 also states; Source 1 also states*).

**4 – Language** – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*learning strategies; strengthen your friendship; appreciate*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*You don't understand a thing, and you aren't gaining the same knowledge as other kids because you don't think and understand things like them; This is important because every kid deserves to be able to understand things, and these electronics do so*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Tone and voice are personalized and confident, strengthening the overall argument (*If you cant understand things by just hearing them, you can use online videos to really experience the topic and have a better understanding of it*).