



**English Language Arts  
Grade 5**

**Sample Text-Dependent  
Writing Item**

To Persuade  
(through Argument)

**Table of Contents**

**General Introduction** ..... 1

    Purpose ..... 1

    To Persuade (through Argument) Rubric ..... 2

**Text-Dependent Writing (TDW) Passage and Task** ..... 6

**Sample Student Responses and Annotations** ..... 9

    Sample 1 Student Response – Score Point 4 ..... 9

    Sample 2 Student Response – Score Point 4 ..... 13

    Sample 3 Student Response – Score Point 3 ..... 17

    Sample 4 Student Response – Score Point 3 ..... 21

    Sample 5 Student Response – Score Point 2 ..... 25

    Sample 6 Student Response – Score Point 2 ..... 28

    Sample 7 Student Response – Score Point 1 ..... 32

    Sample 8 Student Response – Score Point 1 ..... 35

    Sample 9 Student Response – Score Point 0 ..... 38

    Sample 10 Student Response – Score Point 0 ..... 39

## General Introduction

The South Carolina Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the South Carolina College- and Career-Ready Standards. The Text-Dependent Writing (TDW) sampler was designed as a resource for South Carolina educators to provide guidance and clarity around state summative assessment.

This document contains an example of an argumentative TDW from the SC READY English Language Arts assessment. The TDW item is composed of a reading passage(s) and a writing task aligned to the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. The passage(s) and task were reviewed by a committee of South Carolina educators to ensure appropriateness for the intended grade in terms of text complexity, wording, topic, and bias.

The TDW item requires that students read a passage(s) and respond to a task while drawing upon the text for their written responses. Embedded within the TDW item is a mode-specific writer's checklist. Students can use the embedded writer's checklist to help them plan, write, and proofread their responses. Each student's response is then scored using the SC READY TDW Scoring Guidelines.

The TDW sampler contains student responses that illustrate the score points described in the holistic rubric and represent a point range of 4 (highest) to 1 (lowest). These responses contain a combination of reader-scored responses and teacher committee-scored responses established during rangefinding. Each response is scored holistically by domain: structure, development, and language. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

- 4 points: The 4-point response is a **well-developed argument** that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.
- 3 points: The 3-point response is a **complete argument** that develops and supports claims with sufficient text-based evidence.
- 2 points: The 2-point response is an **incomplete argument** that partially supports claims with loosely related text-based evidence.
- 1 point: The 1-point response is a **weak attempt to write an argument** and does not support claims with adequate text-based evidence.

## Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. SC READY assesses content standards in a variety of ways. This document does not include all item types or standards.

**To Persuade (through Argument) Rubric**

**4 points** – A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.

**Structure**

- Skillfully introduces a claim and maintains focus on the claim throughout the response
- Uses an organizational structure that strengthens the response
- Uses varied transitional words and phrases to skillfully connect ideas and enhance the development of the argument
- Provides a well-crafted concluding statement or section that supports the argument

**Development**

- Skillfully integrates reasons and/or reasoning that may be supported by facts, evidence, and/or data from the text(s)
- Skillfully integrates elaboration of thoughts that includes original thinking combined with summary, paraphrasing, and/or text evidence to support the argument

**Language**

- Uses precise language and vocabulary to skillfully inform and explain about the task
- Uses varied sentence types and phrases to contribute to the skillful development of ideas
- Has very few or no errors in grammar usage and conventions
- Uses a tone and/or voice that strengthens the overall response

**3 points** – A complete argument that develops and supports claims with sufficient text-based evidence.

**Structure**

- Introduces a claim and maintains focus on the claim throughout the response
- Uses an organizational structure in which ideas are grouped logically
- Uses varied transitional words and phrases to connect ideas and develop the argument
- Provides a concluding statement or section that supports the argument

**Development**

- Includes reasons that are supported by facts and evidence from the text(s)
- Includes elaboration of thoughts that may consist of original thinking combined with summary, paraphrasing, and/or text evidence to support the argument

**Language**

- Uses precise language to inform and explain about the task
- Uses varied sentence types and phrases to contribute to the development of ideas
- Has a few minor errors in grammar usage and conventions with no significant effect on readability

**2 points** – An incomplete argument that partially supports claims with loosely related text-based evidence.

**Structure**

- Introduces a claim that may be unclear or loosely related to the task
- Inconsistently maintains focus on the claim throughout the response
- Uses a weak or ineffective organizational structure that does not develop the argument
- Uses transitions to inconsistently connect ideas
- Provides a concluding statement or section that is repetitive, simplistic, or ineffective

**Development**

- Partially develops the argument using facts and/or evidence
- Minimally elaborates on thoughts, and may rely too heavily on the text

**Language**

- Uses vocabulary and word choice that is limited or inconsistent to inform and explain about the task
- Uses varied sentence types and phrases ineffectively
- Has frequent errors in grammar usage and conventions that sometimes interfere with readability

**1 point** – A weak attempt to write an argument and does not support claims with adequate text-based evidence.

**Structure**

- Makes a claim that may be unclear or demonstrates a lack of awareness of the task
- Demonstrates little to no organizational structure
- Transitions may be missing or confusing
- Concluding statement or section may be missing or unrelated to the topic

**Development**

- Evidence from the text may be missing or confusing
- Elaboration of thoughts may consist of vague or confusing ideas
- Response is mostly a summary of the text

**Language**

- Vocabulary and word choice may be unclear or confusing
- Has frequent errors in grammar usage and conventions that significantly interfere with readability

## Text-Dependent Writing (TDW) Passage and Task

Read the passage. Then respond to the TDW task.

### Bike Sharing

There are many bike sharing programs throughout the world. A bike sharing program is where a community or private company allows people to rent a bike when they want to ride one. These bikes are kept in many different places at docking stations. In some places, people can buy a pass for a specific price and can then rent a bike whenever they want. A person who rents a bike does not have to return it to the same docking station from which it was taken. The bike may be returned to any docking station.

Riding bikes is very popular in many countries. In some places, bikes are used more than cars. Denmark, the Netherlands, and China are three countries where getting places on bikes is very popular. There are places in these countries that use bikes more than cars to get around some areas of their larger cities. In the Netherlands, there are about 22.9 million bikes and there are a little less than 17.5 million people. That is more than one bike per person.

Bike sharing programs are not as popular in the United States as they are in other places. However, there has been a lot of discussion about them. There are both advantages and disadvantages to bike sharing programs.

#### Advantages

The list of advantages for bike sharing programs is lengthy. First of all, pollution decreases with bike sharing programs. Bikes do not release any of the fumes that come out of the tailpipe of a car. Because of that, bikes don't add any harmful gases to the atmosphere. When people ride bikes, pollution does not increase.

Another benefit to bike sharing programs is that there is less car traffic on city streets. Many people know how frustrating it is to sit in a traffic jam. Cars are lined up all the way down the street, and drivers just have to sit in their cars until traffic starts to move. This does not happen with bikes. That's because bikes take less space on the road, so the roads don't get as clogged up. People can move more easily through city streets if they are on a bike.

People tend to be healthier if they ride bikes instead of driving cars. On a bike, a person has to pedal for the bike to move. This requires physical movement on the part of the rider. Not only do the rider's leg muscles have to work, but the rider's lungs and heart get exercise too. None of this happens nearly as much for someone sitting in a car. Riding a bike is definitely one way to help people get healthier.

Finally, bike sharing programs are a fantastic way for people to be able to ride bikes without having to buy their own. Bikes in these programs are also maintained by someone else. The person using the bike does not have to worry about repairing a broken bike.

**Disadvantages**

Of course, there are disadvantages to bike sharing programs as well. One disadvantage is the cost. Bike sharing programs cost taxpayers money because cities often pay a lot of the fees to keep the costs down for the rider. This may seem unfair to taxpayers who do not use the bikes. Some people believe it is not fair if they have to pay for other people's transportation.

Some people worry that rented bikes may clutter up parts of the city. They worry that there may not be enough docking stations available to return the bikes. Additionally, some people may not take a bike back to a docking station. They may leave it anywhere they want.

Accidents are another concern, especially in big cities. People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others. They might get nervous riding alongside so many other bikes. Being nervous may cause people to make bad decisions. Nervous bike riders may stop suddenly. The sudden stops may cause other bicyclists behind them to accidentally run into them.

Another safety issue that some people are concerned about revolves around bike helmets. Most people do not carry a bike helmet with them all the time. Many people who take advantage of bike sharing programs do not wear helmets. This could cause problems for riders who fall. Docking stations could also rent helmets. However, some people do not like the idea of wearing a helmet that many others have worn.

**The Debate Continues**

There are those who believe that bike sharing programs have many advantages for cities large and small. Others, however, believe that there are more disadvantages than there are advantages. The debate will surely continue. It will take time to see if bike sharing programs will work in the United States.

**Text-Dependent Writing (TDW) Task**

Do you think bike sharing programs are a good idea?

Write an argumentative response to persuade readers to agree with your ideas about bike sharing programs. Use details from the passage and your own ideas to support your claim.

## Sample Student Responses and Annotations

### Sample 1 Student Response – Score Point 4

While helpful to many, bike sharing is really quite a terrible idea. First, people share the bikes they rent with the germs and bacteria of the previous user. The bikes probably aren't sterilized every single day, and that alone could spell toxic germs up to the thousands! Bike sharing is just unsanitary, as you don't know what the previous owner was using it for.

Bike sharing programs may be helpful to people who can't afford a bike, but aside from that, bike sharing advantages are few and far between. As stated in the article: "People tend to be healthier if they ride bikes instead of driving cars," and "When people ride bikes, pollution does not increase." These are some wonderful benefits about bike riding. But that's just it! These are helpful benefits of bike riding, not bike renting! There are little to no real benefits of bike sharing itself. In fact, the only benefit that bike sharing comes with is that you don't have to stick to a permanent purchase, and can pay less for one ride. Even that has some problems!

While the cost may be lower to rent a bike for the person actually renting it, the author states: "Bike sharing programs cost taxpayers money because cities often pay a lot of the fees to keep the costs down for the rider." This is absurd because even taxpayers who do not use public transportation still have to chip in, making you pay money for something you are not whatsoever involved with, for a stranger's cheap and quick bike ride.

Along with all this, there are still numerous safety concerns with the bike sharing system. If you rode your own bike to town, and were a law-abiding citizen, you would most likely have a helmet, as you came to town with this bike, fully prepared. However, if you wanted to rent a bike, even though you might have known you were going to ride a bike in the city, you probably don't lug a bike helmet around in a backpack every day. As bike sharing is meant to be an on the spot, quick and easy option for those who don't have a bike, helmet wearing contradicts this claim, and presents another issue perfectly.

While no one is in charge of the customers here, and their experience with bike riding, if a person who is normally a pedestrian begins riding a bike without former experience, they could be in serious danger. As said in the article, "People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others." People don't always care for their safety as much as they should, which could lead to legal problems, death, and overall terrible consequences because of carelessness and blatant ignorance on behalf of the passengers of these bikes.

The fact is that the owners of these bike sharing programs cannot insure the safety of their passengers or their bikes, and bike sharing is overall a hazard. There are countless germs and bacteria, there is unreliability in safety concerns, not to mention the theft and misuse of these bikes, and the space the bikes and their docking stations take up. Overall, while bike sharing programs are a great idea, it is near impossible to execute this idea perfectly, and the many flaws which are almost a given represent this perfectly.

**Sample 1 Annotation – Score Point 4**

*Score Point 4 – Exceeds Expectations: A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.*

**STRUCTURE****Skillfully introduces a claim and maintains focus on the claim throughout the response.**

- From the introduction to the conclusion, the writer remains focused on showing that bike sharing is not as beneficial as it appears to be.
  - “While helpful to many, bike sharing is really quite a terrible idea.”

**Uses varied transitional words and phrases to skillfully connect ideas and enhance the development of the argument:**

- “First,” “As stated,” “In fact,” “While the cost,” “the author states,” “Along with all this,” “If you rode,” “However,” “As bike sharing,” “While no one,” “As said in,” “Overall”

**Provides a well-crafted concluding statement or section that supports the argument:**

- “The fact is that the owners of these bike sharing programs cannot insure the safety of their passengers or their bikes, and bike sharing is overall a hazard. There are countless germs and bacteria, there is unreliability in safety concerns, not to mention the theft and misuse of these bikes, and the space the bikes and their docking stations take up. Overall, while bike sharing programs are a great idea, it is near impossible to execute this idea perfectly, and the many flaws which are almost a given represent this perfectly.”

**DEVELOPMENT****Skillfully integrates reasons and/or reasoning that may be supported by facts, evidence, and/or data from the text(s).**

- Reason: “. . .people share the bikes they rent with the germs and bacteria of the previous user.”
- Reason: “Bike sharing programs may be helpful to people who can’t afford a bike, but aside from that, bike sharing advantages are few and far between.”
  - Text support: “These are some wonderful benefits about bike riding. But that’s just it! These are helpful benefits of bike riding, not bike renting! There are little to no real benefits of bike sharing itself.”
- Reason: “. . .the cost may be lower to rent a bike for the person actually renting it. . .”
  - Text support: “Bike sharing programs cost taxpayers money because cities often pay a lot of the fees to keep the costs down for the rider.”
- Reason: “Along with all this, there are still numerous safety concerns with the bike sharing system.”
  - Text support: “. . .you probably don’t lug a bike helmet around in a backpack every day.”
- Reason: “. . .if a person who is normally a pedestrian begins riding a bike without former experience, they could be in serious danger.”
  - Text support: “People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others.”

**Skillfully integrates elaboration of thoughts that includes original thinking combined with summary, paraphrasing, and/or text evidence to support the argument:**

- “The bikes probably aren’t sterilized every single day, and that alone could spell toxic germs up to the thousands! Bike sharing is just unsanitary, as you don’t know what the previous owner was using it for.”
- “There are little to no real benefits of bike sharing itself. In fact, the only benefit that bike sharing comes with is that you don’t have to stick to a permanent purchase, and can pay less for one ride. Even that has some problems!”
- “This is absurd because even taxpayers who do not use public transportation still have to chip in, making you pay money for something you are not whatsoever involved with, for a stranger’s cheap and quick bike ride.”
- “If you rode your own bike to town, and were a law-abiding citizen, you would most likely have a helmet, as you came to town with this bike, fully prepared. However, if you wanted to rent a bike, even though you might have known you were going to ride a bike in the city, you probably don’t lug a bike helmet around in a backpack every day. As bike sharing is meant to be an on the spot, quick and easy option for those who don’t have a bike, helmet wearing contradicts this claim, and presents another issue perfectly.”
- “While no one is in charge of the customers here, and their experience with bike riding. . . People don’t always care for their safety as much as they should, which could lead to legal problems, death, and overall terrible consequences because of carelessness and blatant ignorance on behalf of the passengers of these bikes.”

**Acknowledges an alternative perspective.**

- The alternative perspective is acknowledged in the introduction:
  - “While helpful to many, bike sharing is really quite a terrible idea.”
- In the first body paragraph:
  - “Bike sharing programs may be helpful to people who can’t afford a bike, but aside from that, bike sharing advantages are few and far between. . . These are some wonderful benefits about bike riding. But that’s just it! These are helpful benefits of bike riding, not bike renting!”
- And in the conclusion:
  - “Overall, while bike sharing programs are a great idea, it is near impossible to execute this idea perfectly, and the many flaws which are almost a given represent this perfectly.”
- **Note:** While acknowledging an alternative perspective is NOT a requirement for fifth-grade student responses on the rubric, the student’s thoughtful and well-executed acknowledgment of an alternative perspective was able to elevate the overall quality of the response.

**LANGUAGE****Uses precise language and vocabulary to skillfully inform and explain about the task:**

- “bacteria,” “sterilized,” “toxic germs,” “unsanitary,” “few and far between,” “permanent purchase,” “absurd,” “chip in,” “whatsoever,” “cheap and quick,” “numerous,” “law-abiding,” “fully prepared,” “lug,” “on the spot,” “quick and easy option,” “contradicts,” “normally a pedestrian,” “former experience,” “consequences,” “blatant ignorance,” “on behalf of,” “a hazard,” “countless,” “unreliability,” “theft,” “execute this idea,” “flaws,” “a given”

**Uses varied sentence types and phrases to contribute to the skillful development of ideas:**

- “However, if you wanted to rent a bike, even though you might have known you were going to ride a bike in the city, you probably don’t lug a bike helmet around in a backpack every day. As bike sharing is meant to be an on the spot, quick and easy option for those who don’t have a bike, helmet wearing contradicts this claim, and presents another issue perfectly.”

**Has very few or no errors in usage and conventions.****Uses a tone and/or voice that strengthens the overall response:**

- “This is absurd because even taxpayers who do not use public transportation still have to chip in, making you pay money for something you are not whatsoever involved with, for a stranger’s cheap and quick bike ride.”
- “People don’t always care for their safety as much as they should, which could lead to legal problems, death, and overall terrible consequences because of carelessness and blatant ignorance on behalf of the passengers of these bikes.”

**Score Justification**

- The organizational structure is strong as the writer remains focused on arguing that bike sharing is not as beneficial as some might think it to be.
- The use of transitions creates connections between ideas, resulting in a strong progression of ideas throughout the response.
- The elaboration of ideas is insightful, consisting of text evidence and original thinking which demonstrates a deep understanding of passage ideas.
- The alternative perspective is acknowledged and refuted multiple times, strengthening the argument.
- Precise language and effective phrasing enhance the response.

**Suggestions for Improvement**

- The introduction would be more effective if it clarified how the writer intended to use different reasons to support the claim.
- While the writer provides very insightful elaboration, the argument would be strengthened with support from more text evidence.

**Sample 2 Student Response – Score Point 4**

Bike sharing is a program that is done all around the world. A bike sharing program is where you could rent a bike to ride when you need to, this can be done at docking stations to hold the bikes that were put up by a group of people or a company. Bike sharing is also very popular in many countries like China, Denmark and even the Netherlands. Even though bike sharing is already popular and a simple program all around the world that is very much loved, it has many more benefits to it. Renting and then riding bikes is not only a good source of transportation but also a very nice way to get exercise in your body, and riding bikes also reduces the harmful gases released into the atmosphere by cars. Also, renting bikes from a docking station and riding them instead of cars would cause less traffic jams that nobody likes. Bike sharing programs have a lot of benefits and are a very good idea.

Bike sharing programs let people rent bikes. This makes people all around the world ride bikes more often. This is very good because riding bikes gives exercise to the human body. In a passage called, Bike Sharing, it says, "Not only do the rider's leg muscles have to work, but the rider's lungs and heart get exercise too. None of this happens nearly as much for someone sitting in a car. Riding a bike is definitely one way to help people get healthier." This explains how bike sharing stations have a good effect on humans by making them exercise while also having fun on their rented bike.

Have you ever heard of global warming? This is a huge problem we are facing today and I could safely say that cars are a big part of it. Cars release harmful gases out of their tailpipe that travel up in the atmosphere and make holes in the ozone layer, which is a big big big problem that we could barely face. Putting up bike sharing stations makes bikes an alternative source of transportation that makes people use cars less, meaning that, "pollution decreases with bike sharing programs." Bike sharing is a program that does not only help with your health but also our planet.

If you have not ever been in a traffic jam you are lucky. Bike sharing docking stations let people rent bikes and ride around, but because of the small size of bikes, traffic jams are less common. I found that, "Another benefit to bike sharing programs is that there is less car traffic on city streets. Many people know how frustrating it is to sit in a traffic jam." Bike sharing programs make people put more of an emphasis on riding bikes than other big sources of transportation. That means that the more bike riders there are, the less car drivers there would be.

Some people would say that the cost of renting bikes is too high, but all these benefits prove that it is worth it. Bike sharing is a wonderful program that is popular and known around the world. Bike sharing programs help you clear the streets and exercise at the same time. Bike sharing stations also help us keep our planet safe at the same time. Lastly, bike sharing stations were always a good idea and we need them here in the USA.

**Sample 2 Annotation – Score Point 4**

*Score Point 4 – Exceeds Expectations: A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.*

**STRUCTURE****Skillfully introduces a claim and maintains focus on the claim throughout the response.**

- The introduction provides some context for the response by giving some general information about bike sharing before transitioning to the benefits of the program and the stated claim:
  - “Bike sharing programs have a lot of benefits and are a very good idea.”

**Uses an organizational structure that strengthens the response.**

- The response is consistently focused on supporting the claim that bike sharing has benefits beyond simple transportation.
- Supporting reasons are organized and thoroughly elaborated on with text evidence and original thinking.

**Uses varied transitional words and phrases to skillfully connect ideas and enhance the development of the argument:**

- “Even though,” “Also,” “In a passage called,” “This explains,” “Have you ever heard,” “If you have not,” “That means,” “Some people would say,” “Lastly”

**Provides a well-crafted concluding statement or section that supports the argument.**

- The conclusion acknowledges the alternative perspective and reiterates the benefits discussed in the response:
  - “Some people would say that the cost of renting bikes is too high, but all these benefits prove that it is worth it. . . wonderful program that is popular and known around the world. . . help you clear the streets and exercise at the same time. . . help us keep our planet safe. . . always a good idea and we need them here in the USA.”
- **Note:** While acknowledging an alternative perspective is NOT a requirement for fifth-grade student responses on the rubric, the student’s thoughtful and well-executed acknowledgment of an alternative perspective was able to elevate the overall quality of the response.

**DEVELOPMENT****Skillfully integrates reasons and/or reasoning that may be supported by facts, evidence, and/or data from the text(s).**

- Reason: “. . . riding bikes gives exercise to the human body.”
  - Text support: “Bike sharing programs let people rent bikes. . . Not only do the rider’s leg muscles have to work, but the rider’s lungs and heart get exercise too. None of this happens nearly as much for someone sitting in a car. Riding a bike is definitely one way to help people get healthier.”
- Reason: “Putting up bike sharing stations makes bikes an alternative source of transportation that makes people use cars less. . .”
  - Text support: “. . . pollution decreases with bike sharing programs.”

- Reason: “. . .because of the small size of bikes, traffic jams are less common.”
  - Text support: “Bike sharing docking stations let people rent bikes and ride around. . .Another benefit to bike sharing programs is that there is less car traffic on city streets. Many people know how frustrating it is to sit in a traffic jam.”

**Skillfully integrates elaboration of thoughts that includes original thinking combined with summary, paraphrasing, and/or text evidence to support the argument:**

- “This makes people all around the world ride bikes more often. This is very good because riding bikes gives exercise to the human body. . .bike sharing stations have a good effect on humans by making them exercise while also having fun on their rented bike.”
- “. . .global warming? This is a huge problem we are facing today and I could safely say that cars are a big part of it. Cars release harmful gases out of their tailpipe that travel up in the atmosphere and make holes in the ozone layer, which is a big big big problem that we could barely face. . .Bike sharing is a program that does not only help with your health but also our planet.”
- “If you have not ever been in a traffic jam you are lucky. . .Bike sharing programs make people put more of an emphasis on riding bikes than other big sources of transportation. That means that the more bike riders there are, the less car drivers there would be.”

**Acknowledges an alternative perspective:**

- “Some people would say that the cost of renting bikes is too high, but all these benefits prove that it is worth it.”
- **Note:** While acknowledging an alternative perspective is NOT a requirement for fifth-grade student responses on the rubric, the student’s thoughtful and well-executed acknowledgment of an alternative perspective was able to elevate the overall quality of the response.

## LANGUAGE

**Uses precise language and vocabulary to skillfully inform and explain about the task:**

- “very much loved,” “good source,” “global warming,” “a big part of it,” “safely say,” “ozone layer,” “alternative,” “emphasis,” “clear the streets,” “keep our planet safe”

**Uses varied sentence types and phrases to contribute to the skillful development of ideas:**

- “Have you ever heard of global warming? This is a huge problem we are facing today and I could safely say that cars are a big part of it. Cars release harmful gases out of their tailpipe that travel up in the atmosphere and make holes in the ozone layer, which is a big big big problem that we could barely face. Putting up bike sharing stations makes bikes an alternative source of transportation that makes people use cars less. . .”

**Has very few or no errors in grammar usage and conventions.**

**Uses a tone and/or voice that strengthens the overall response:**

- “If you have not ever been in a traffic jam you are lucky. Bike sharing docking stations let people rent bikes and ride around, but because of the small size of bikes, traffic jams are less common.”

**Score Justification**

- The response remains focused on the claim that bike sharing has benefits.
- Transitions connect ideas between and within body paragraphs.
- Elaboration is thorough, with text support and original thinking for each supporting idea.
- Some precise language facilitates the expression of ideas.

**Suggestions for Improvement**

- More consistent transitioning would improve the coherence of the response.
- Text evidence and elaboration should be further integrated for each supporting idea.
- More consistent use of precise language would enhance the expression of ideas.

**Sample 3 Student Response – Score Point 3**

Yes, I think Bike sharing programs are a good idea. Although it might have some problems it also has benefits. Like how in the text it says Bikes do not release any of the fumes that come out of a tailpipe of a car. Because of that, the bikes don't add any harmful gases to the atmosphere and help our world stay much cleaner in the atmosphere.

If you're wanting to get exercise in and it is a nice, sunny, warm day but there is traffic go ahead and walk on down or take a quick drive to a docking station and you will have so much fun riding your bike in the nice, sunny, warm day without any traffic! People tend to ride bikes to get healthier instead of driving cars. On the bike one person has to push the pedals how fast or slow they want to go to move the bike. Not just only the leg muscles have to work, but the rider's lungs and heart get exercise too! Isn't that crazy that your heart and your lungs get exercising while you ride a bike! Wow that seems like an easy workout for me!

Bike sharing programs also help prevent traffic. You may ask why they help prevent traffic? Well, they help prevent traffic because the bikes take less space on the road and maybe not even on the road they might have their own sidewalk or part of the road. So instead of being late because of traffic, having to sit in your car for hours just for the line to start moving or having to wake up so, so, so early to beat traffic, just use the Bike sharing programs, and that will help the air not smell funky because of the pollution. And help you out to not be so late to work, school or anywhere you're going. You should definitely use Bike sharing programs to help the ecosystem out!

I hope I helped persuade you about Bike sharing programs and how good they would be to have them everywhere and not just in the big cities! I mean if I had Bike sharing programs where I lived I would be out every day riding a bike getting that exercise in. If I were you I would hop right on a bike and ride all around the city or town!

**Sample 3 Annotation – Score Point 3**

*Score Point 3 – Meets Expectations: A complete argument that develops and supports claims with sufficient text-based evidence.*

**STRUCTURE****Introduces a claim and maintains focus on the claim throughout the response.**

- The writer maintains focus on the benefits of bike sharing:
  - “Yes, I think Bike sharing programs are a good idea. Although it might have some problems it also has benefits.”

**Uses an organizational structure in which ideas are grouped logically.**

- The introduction presents a clear claim and then provides the first supporting reason.
- The body of the response has logically organized and developed supporting ideas.
- This leads to the conclusion which enthusiastically encourages the reader to participate in the bike sharing program.

**Uses varied transitional words and phrases to connect ideas and develop the argument.**

- Transitions include the use of rhetorical questions, which are asked and then answered to connect to the next idea:
  - “Although,” “Like how,” “Because of that,” “Not just only,” “Isn’t that crazy,” “You may ask why,” “So instead,” “If I were you”

**Provides a concluding statement or section that supports the argument.**

- The conclusion reminds the reader of the claim and one of the supporting reasons (exercise), while also encouraging the reader to participate in the program:
  - “I hope I helped persuade you about Bike sharing programs and how good they would be to have them everywhere and not just in the big cities! I mean if I had Bike sharing programs where I lived I would be out every day riding a bike getting that exercise in. If I were you I would hop right on a bike and ride all around the city or town!”

**DEVELOPMENT****Includes reasons that are supported by facts and evidence from the text(s).**

- Reason: “. . .it also has benefits.”
  - Text support: “. . .Bikes do not release any of the fumes that come out of a tailpipe of a car. Because of that, the bikes don’t add any harmful gases to the atmosphere. . .”
- Reason: “If you’re wanting to get exercise in and it is a nice, sunny, warm day. . .”
  - Text support: “People tend to ride bikes to get healthier instead of driving cars. On the bike one person has to push the pedals how fast or slow they want to go to move the bike. Not just only the leg muscles have to work, but the rider’s lungs and heart get exercise too!”
- Reason: “Bike sharing programs also help prevent traffic.”
  - Text support: “. . .they help prevent traffic because the bikes take less space on the road. . .”

**Includes elaboration of thoughts that may consist of original thinking combined with summary, paraphrasing, and/or text evidence to support the argument:**

- “. . .and help our world stay much cleaner in the atmosphere.”
- “. . .you will have so much fun riding your bike in the nice, sunny, warm day without any traffic. . .that seems like an easy work out for me!”
- “. . .[the bikes] might have their own sidewalk or part of the road. So instead of being late because of traffic, having to sit in your car for hours just for the line to start moving or having to wake up so, so, so early to beat traffic, just use the Bike sharing programs, and that will help the air not smell funky because of the pollution. And help you out to not be so late to work, school or anywhere your going. You should deffinatly use Bike sharing programs to help the ecosytem out!”

**Acknowledges an alternative perspective.**

- The alternative perspective is acknowledged in the introduction:
  - “Although it might have some promblems it also has benifets.”
- **Note:** While acknowledging an alternative perspective is NOT a requirement for fifth-grade student responses on the rubric, the student’s thoughtful and well-executed acknowledgment of an alternative perspective was able to elevate the overall quality of the response.

## LANGUAGE

**Uses precise language to inform and explain about the task.**

- A strength of the response is the word choice used to express ideas:
  - “go ahead and walk on down” “take a quick drive” “seems like an easy work out” “smell funky” “ecosystem” “getting that exercise in” “hop right on”

**Uses varied sentence types and phrases to contribute to the development of ideas:**

- “So instead of being late because of traffic, having to sit in your car for hours just for the line to start moving or having to wake up so, so, so early to beat traffic, just use the Bike sharing programs, and that will help the air not smell funky because of the pollution. And help you out to not be so late to work, school or anywhere your going.”

**Has a few minor errors in grammar usage and conventions with no significant effect on readability.**

- There are some errors in spelling:
  - “promblems,” “benifets,” “exersise,” “muscel,” “deffinatly,” “ecosytem”
- There are some errors in grammar usage and conventions:
  - “your” for you’re, “their” for there
  - “say’s,” “dont”

**Score Justification**

- The writer remains focused on the claim that bike sharing is beneficial.
- Supporting ideas are logically grouped and connected with transitions, which include rhetorical questions.
- For each supporting idea, there is text support and elaboration which includes some original thinking.
- Word choice and phrasing enhance the expression of ideas.

**Suggestions for Improvement**

- Elaboration should include more original thinking. Explanations should go beyond just restating passage ideas.
- Instead of presenting the first supporting reason, the introduction should focus on providing the reader with an overall idea of how the argument will be supported.
- The conclusion should reiterate the ideas which led the writer to the positive perspective on bike sharing.

**Sample 4 Student Response – Score Point 3**

There are many advantages to bike sharing or renting a bike, but there are also disadvantages to bike sharing. I believe that bike sharing is not a good idea. The disadvantages like the cost, the clutter and even safety, outweigh the advantages.

One of the reasons that bike sharing is not a good idea is because of the cost. In the text it says “bike sharing programs cost taxpayers money because cities often pay a lot of fees to keep the cost down for the rider.” That is not fair for the taxpayers who don't even use bike sharing. It's also not fair to have to pay for other people's bike riding.

Another disadvantage is the clutter. For example in the text it says “there may not be enough docking stations available to return the bikes.” If there are not enough docking stations for the bikes, the bikes end up all over the place. In the text it says “some people may not take a bike back to a docking station,” even if there are docking stations open. Lots of people don't have the integrity to take care of the bikes and put them back.

The last and most important reason is safety. For example in the text it says “people who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others.” They may not know when to stop or slow down which could cause accidents and harm themselves and other people. People who are not used to riding may get nervous which could cause them to make bad decisions. On top of that some people “do not wear helmets,” putting themselves at risk of getting hurt, injured, or even killed.

To sum this up, bike sharing is not a good idea. People's lives are in danger every day. Yes, sharing a bike has its advantages, but there are better ways to go that are better and have all the same advantages. I hope this will help future readers to make good and smart choices on this topic.

**Sample 4 Annotation – Score Point 3**

*Score Point 3 – Meets Expectations: A complete argument that develops and supports claims with sufficient text-based evidence.*

**STRUCTURE****Introduces a claim and maintains focus on the claim throughout the response:**

- “I believe that bike sharing is not a good idea. The disadvantages like the cost, the clutter and even safety, outweigh the advantages.”

**Uses an organizational structure in which ideas are grouped logically.**

- Each body paragraph develops a supporting idea (cost, clutter, safety) with relevant quoted and paraphrased text to show the disadvantages of bike sharing.

**Uses varied transitional words and phrases to connect ideas and develop the argument:**

- “One of the reasons,” “In the text it says,” “Another disadvantage,” “For example,” “If there are not,” “The last and most important reason,” “On top of that,” “To sum this up”

**Provides a concluding statement or section that supports the argument.**

- The concluding section supports the claim by reminding the reader of one of the reasons (danger) for the writer’s perspective:
  - “To sum this up, bike sharing is not a good idea. People’s lives are in danger every day.”

**DEVELOPMENT****Includes reasons that are supported by facts and evidence from the text(s).**

- Reason: “One of the reasons that bike sharing is not a good idea is because of the cost.”
  - Text support: “. . .bike sharing programs cost taxpayers money because cities often pay a lot of fees to keep the cost down for the rider.”
  - Text support: “That is not fair for the taxpayers who dont even use bike sharing. Its also not fair to have to pay for other peoples bike riding.”
- Reason: “Another disadvantage is the clutter.”
  - Text support: “. . .there may not be enough docking stations available to return the bikes. . .some people may not take a bike back to a docking station. . .”
  - Text support: “If there are not enough docking stations for the bikes, the bikes end up all over the place.”
- Reason: “The last and most important reason is safety.”
  - Text support: “People who are not used to riding may get nervous witch could cause them to make bad decisions. . .some people ‘do not wear helmets””

**Includes elaboration of thoughts that may consist of original thinking combined with summary, paraphrasing, and/or text evidence to support the argument.**

- For the second reason (clutter), the writer elaborates with some original thinking:
  - “. . .even if there are docking stations open. Lots of people don’t have the integrity to take care of the bikes and put them back.”
- For the third reason (safety), the writer elaborates on the consequences of not wearing helmets:
  - “. . .putirng themselves at risk of geting hurt, injured, or even killed.”

**Acknowledges an alternative perspective.**

- The alternative perspective is acknowledged in the introduction:
  - “There are many advantages to bike sharing or renting a bike, but there are also disavantages to bike sharing. . .”
- And in the conclusion:
  - “Yes, sharing a bike has its advantages, but there are better ways to go that are better and have all the same advantages.”
- **Note:** While acknowledging an alternative perspective is NOT a requirement for fifth-grade student responses on the rubric, the student’s thoughtful and well-executed acknowledgment of an alternative perspective was able to elevate the overall quality of the response.

## LANGUAGE

**Uses precise language to inform and explain about the task:**

- “outweigh,” “integrity,” “at risk”

**Uses varied sentence types and phrases to contribute to the development of ideas.**

- In some cases, ideas are expressed with integrated text quotes:
  - “If there are not enough docking stations for the bikes, the bikes end up all over the place. In the text it says ‘some people may not take a bike back to a docking station,’ even if there are docking stations open. Lots of people don’t have the integrity to take care of the bikes and put them back.”

**Has a few minor errors in grammar usage and conventions with no significant effect on readability.**

- There are spelling errors:
  - “disavantage,” “actully,” “witch,” “putirng,” “geting,” ”choses”
- And missing apostrophes:
  - “dont,” “lts,” peoples

**Score Justification**

- Focus is maintained on the clear claim throughout the response.
- Supporting reasons for the claim are logically grouped within the body of the response.
- Some transitions are used to provide connections between ideas.
- Reasons are supported with relevant paraphrased and quoted text evidence.
- The elaboration includes some original thinking.

**Suggestions for Improvement**

- A concluding sentence at the end of each body paragraph to clearly connect ideas to the writer's claim would improve organization.
- More consistent use of transitions would create a stronger progression of ideas within each body paragraph.
- Ideas should be supported with more original thinking which goes beyond what has already been stated in the text.
- The use of more precise language and sentence variety would improve the expression of ideas and the coherence of the response.

**Sample 5 Student Response – Score Point 2**

There are many positive and negative effects of bike sharing programs such as being more healthy by riding bikes because of the exercise you get from pedaling or bikes cluttering up the city because people can leave them wherever they want.

In paragraph 5 it says, “First of all, pollution decreases with bike sharing programs. Bikes don't release any of the fumes that come out of a tailpipe of a car.” This means by riding your bike instead of a car you are decreasing the pollution.

In paragraph 6 the text says, “Another benefit to bike sharing programs is that there is less car traffic on city streets. Many people know how frustrating it is to sit in a traffic jam...Cars are lined up all the way down the street, and drivers just have to sit in their car until traffic starts to move.” This means there would be less cars on the street and less annoyed people sitting in their cars.

In paragraph 11 the text says, “bike sharing programs cost taxpayers money because cities often pay a lot of fees to keep the costs down for the rider. This may seem unfair to taxpayers who do not use bikes.” This means even if you are not riding a bike you still have to pay which seems unfair.

In paragraph 13 it says, “Accidents are another concern especially in big cities. People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others.” This means if you are unfamiliar riding a bike you are putting yourself and others in danger.

In conclusion, I think bike sharing programs are a good idea, but only if they limit the amount of people that can get a bike because if a bunch of people got bikes there would be a lot of traffic and there would be a bunch of accidents.

**Sample 5 Annotation – Score Point 2**

*Score Point 2 – Approaches Expectations: An incomplete argument that partially supports claims with loosely related text-based evidence.*

**STRUCTURE****Introduces a claim that may be unclear or loosely related to the task.**

- The claim is unclear because the writer does not take a position until the conclusion:
  - “There are many positive and negative effects of bike sharing programs such as being more healthy by riding bikes because of the exercise you get from pedaling or bikes cluttering up the city because people can leave them wherever they want.”
  - “I think bike sharing programs are a good idea, but only if they limit the amount of people that can get a bike. . .”

**Inconsistently maintains focus on the claim throughout the response.**

- Because the claim is unclear, the response is vague and unfocused as the writer provides both positive and negative examples of the consequences of bike sharing.

**Uses a weak or ineffective organizational structure that does not develop the argument.**

- The body of the response is a list of positive and negative consequences of bike sharing, but there are no explanations to indicate how they are connected to a specific claim.
- Body paragraphs are introduced with text examples instead of topic sentences to clarify the writer’s ideas.

**Uses transitions to inconsistently connect ideas.**

- Transitions do not clarify which examples are positive and which are negative:
  - “In paragraph 5 it says,” “This means,” “In paragraph 6 the text says,” “In conclusion”

**Provides a concluding statement or section that is repetitive, simplistic, or ineffective.**

- The conclusion states a claim and then offers a compromise while reminding the readers of the negative aspects of bike sharing:
  - “In conclusion, I think bike sharing programs are a good idea, but only if they limit the amount of people that can get a bike because if a bunch of people got bikes there would be a lot of traffic and there would be a bunch of accidents.”

**DEVELOPMENT****Partially develops the argument using facts and/or evidence.**

- Each supporting idea is introduced with a text quote, and the writer partially develops the argument by paraphrasing the information in the text quote instead of expanding on ideas:
  - “This means by riding your bike instead of a car you are decreasing the pollution.”
  - “This means there would be less cars on the street and less annoyed people sitting in their cars.”
  - “This means even if you are not riding a bike you still have to pay which seems unfair.”
  - “This means if you are unfamiliar riding a bike you are putting yourself and others in danger.”

**Minimally elaborates on thoughts and may rely too heavily on the text.**

- For each supporting idea, the elaboration consists of paraphrased information from the text quote. The writer restates what the passage author has said without adding any explanation to clarify why the writer thinks the text example is important and how it supports a claim.

**LANGUAGE****Uses vocabulary and word choice that is limited or inconsistent to inform and explain about the task.**

- Vocabulary is drawn from the passage as the writer paraphrases information in the provided text quotes. Some word choice is precise and some is vague:
  - “cluttering,” “annoyed,” “putting yourself. . .in danger,” “a bunch”

**Uses varied sentence types and phrases ineffectively.**

- Sentence construction is repetitive:
  - “This means. . .”

**Has errors in grammar usage and conventions that do not interfere with readability.**

- There is a minor usage error and a missing apostrophe:
  - “more healthy” for healthier
  - “dont”

**Score Justification**

- The claim is unclear until it is stated in the conclusion.
- The response lacks transitions between body paragraphs to clarify the connection to the next idea being presented.
- There are no topic sentences to present the writer’s reasons for supporting or not supporting aspects of bike sharing.
- Elaboration does not explain why the text example is important or how those facts affect the writer’s perspective.

**Suggestions for Improvement**

- The writer should take a position and state a clear claim.
- Transitions/topic sentences should clarify which examples are positive and which are negative.
- Topic sentences should express the writer’s idea/reason, followed by text evidence to support that idea.
- Instead of just paraphrasing text quotes, elaboration should include explanations to clarify why the text example is important and how it supports the claim. The elaboration can be strengthened by including paraphrased text details from another section of the passage integrated with the explanation.

**Sample 6 Student Response – Score Point 2**

If I'm completely honest I'm very neutral about the idea of bike sharing programs because to me, they have many advantages and disadvantages but it's very hard for me to choose just one side.

My reason for this opinion is because, first, riding bikes are a lot more healthier than driving a car, and produce less pollution in general, but some people just randomly leave their bikes in the streets and many new bikers could get anxious and stop which could lead the other bikers to run into said new biker by accident, and many people could get hurt, as stated in the passage.

Another reason why I'm very neutral about the idea of bike sharing programs is because as stated in the disadvantages section "People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others." and I think that it's obvious that nobody would want to get hurt, but there's still some advantages to the bike sharing program like, said in the advantages section (obviously) "Pollution decreases with bike sharing programs. Bikes do not release any of the fumes that come out of the tailpipe of a car" and also "Bike sharing programs are a fantastic way for people to ride bikes without having to buy their own" which shows some of the good things about bike sharing programs.

Everything I previously stated, with all good and bad shows why I feel very neutral about bike sharing programs. I hope this all explained why I feel neutral about all of this. Thank you!

**Sample 6 Annotation – Score Point 2**

*Score Point 2 – Approaches Expectations: An incomplete argument that partially supports claims with loosely related text-based evidence.*

**STRUCTURE****Introduces a claim that may be unclear or loosely related to the task.**

- The claim is unclear because the writer chooses a neutral position:
  - “. . .I’m very neutral about the idea of bike sharing programs because to me, they have many advantages and disadvantages but it’s very hard for me to choose just one side.”

**Inconsistently maintains focus on the claim throughout the response.**

- With the claim of neutrality, the response is unfocused as the writer shifts between positive and negative perspectives within each body paragraph without explaining the reason for the comparison.

**Uses a weak or ineffective organizational structure that does not develop the argument.**

- The body of the response may be an attempt to compare and contrast positive and negative aspects of bike sharing to show that both are equally important. It’s unclear if the second body paragraph is meant to be the quoted text support for ideas in the first body paragraph.
- The first body paragraph begins with a positive perspective of bike sharing and then counters with a negative example:
  - “. . .healthier than driving a car. . .less pollution. . .”
  - “. . .many people could get hurt. . .”
- The second body paragraph returns to these ideas, beginning with the negative perspective and then countering with a positive example:
  - “. . .nobody would want to get hurt. . .”
  - “Pollution decreases. . .”

**Uses transitions to inconsistently connect ideas.**

- Few transitions are used. Some connections are attempted by using conjunctions or a relative pronoun in these over-coordinated sentences:
  - “My reason for this,” “Another reason,” “as stated in,” “but there’s still some advantages,” “like, said in,” “and,” “but,” “because,” “which”

**Provides a concluding statement or section that is repetitive, simplistic, or ineffective.**

- The conclusion is vague and ineffective as it does not remind the reader of the reasons leading to the writer’s perspective:
  - “Everything I preveously stated, with all good and bad shows why I feel very neutral about bike sharing programs.”

**DEVELOPMENT****Partially develops the argument using facts and/or evidence.**

- **Reason:** “My reason for this opinion is. . .” – with paraphrased text to support advantages and disadvantages:
  - **Text support:** “. . .riding bikes are a lot more healthier than driving a car, and produce less pollution. . .”
  - **Text support:** “. . .some people just randomly leave their bikes in the streets. . .many new bikers could get anxious and stop which could lead the other bikers to run into said new biker by accident. . .”
- **Reason:** “Another reason why I’m very neutral. . .” – with quoted text to support disadvantages and advantages:
  - **Text support:** “People who are unfamiliar with riding a bike in a big city can atcually be a danger to themselves and others.”
  - **Text support:** “Pollution decreases with bike sharing programs. Bikes do not release any of the fumes that come out of the tailpipe of a car. . .Bike sharing programs are a fantastic way for people to ride bikes without having to buy their own. . .”

**Minimally elaborates on thoughts and may rely too heavily on the text.**

- The response is mostly paraphrased or quoted information from the text to compare the advantages and disadvantages of bike sharing. There is little elaboration to explain to the reader why those comparisons are important and how the writer’s perspective is affected by the provided facts.
- There is minimal elaboration as the writer comments on the disadvantages:
  - “. . .and many people could get hurt. . .”
  - “. . .and I think that it’s obvious that nobody would want to get hurt. . .”
- Elaboration for the last section on advantages is vague, without telling the reader why the text examples describe positive attributes:
  - “. . .which shows some of the good things about bike sharing programs.”

**LANGUAGE****Uses vocabulary and word choice that is limited or inconsistent to inform and explain about the task:**

- “neutral,” “in general,” “randomly,” “anxious,” “said new biker,” “obvious,” “preveously”

**Uses varied sentence types and phrases ineffectively.**

- Sentences are sometimes over-coordinated, interfering with the smooth flow of ideas. In addition, when so many ideas are combined in the same sentence, it is difficult for the reader to determine which ideas are most important:
  - “My reason for this opinion is because, first, riding bikes are a lot more healthier than driving a car, and produce less polution in general, but some people just randomly leave their bikes in the streets and many new bikers could get anxious and stop which could lead the other bikers to run into said new biker by accident, and many people could get hurt, as stated in the passage.”

**Has errors in grammar usage and conventions that do not interfere with readability.**

- There are some minor spelling, usage, and capitalization errors:
  - “completley,” “polution,” “atcually,” “preveously”
  - “are” for is, “more healthier” for healthier, “produce” for produces, “there’s” for there are
  - “. . .others.’ and I. . .”

### Score Justification

- The claim is unclear as the writer chooses a neutral perspective.
- The organizational structure is unclear as the writer shifts from one perspective to the next within each paragraph.
- There are few transitions to show how ideas are related and to clarify the writer’s strategy in comparing positive and negative aspects of bike sharing.
- Ideas are repetitive with the same reasons used in both body paragraphs. It’s not clear if the quoted examples in the second body paragraph are supposed to support the paraphrased reasons in the first body paragraph.
- There is little elaboration to clarify how the provided text examples affected the writer’s perspective.
- The over-coordinated sentences interfere with the flow of the response and the expression of ideas.

### Suggestions for Improvement

- The writer should state a clear claim, choosing either a positive or negative perspective of bike sharing.
- Ideas within the body of the response should be organized, with transitions clearly showing the connections between them.
- Elaboration should include relevant text and explanation to show how the text examples support the writer’s claim.
- Rather than combining so many ideas in an over-coordinated sentence, use shorter sentences connected with transitions to clearly show how ideas are connected and to emphasize the most important ideas.

**Sample 7 Student Response – Score Point 1**

The passage talks about bike sharing advantages and disadvantages. One of the advantages is it doesn't pollute the air like cars does. Another advantage is that it is more healthy to ride a bike because you have to put physical effort to peddle a bike. Also riding bikes doesn't cause any traffic because bikes take up less space on the road. The passage talks about bike sharing advantages and disadvantages.

Another thing that the passage talks about is disadvantages, one of the disadvantages are. Bike sharing programs cost taxpayers money because cities often pay a lot of fees to keep the cost down for the riders. Lastly the last disadvantage is, accidents. Accidents are another concern, especially in big cities. People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others. They might get nervous riding with a lot of other people. Being nervous may cause people to make bad decisions, like stopping and other people crash into them and make a big cluster in the middle of the road, and another thing that might happen is they might not be looking out for what's happening in front of them and fall.

But the main reason I wrote this is because I wanted to show you that there is an advantage and disadvantage to bike sharing and what can happen and why bike sharing can be good sometimes.

**Sample 7 Annotation – Score Point 1**

*Score Point 1 – Does Not Meet Expectations: A weak attempt to write an argument and does not support claims with adequate text-based evidence.*

**STRUCTURE****Makes a claim that may be unclear or demonstrates a lack of awareness of the task.**

- The introductory statement mentions both perspectives without choosing a position:
  - “The passage talks about bike sharing advantages and disadvantages.”

**Demonstrates little to no organizational structure.**

- There is little organizational structure as the writer summarizes the two sections of the passage by presenting lists of facts.

**Transitions may be missing or confusing.**

- Transitions are used between sentences, but they only minimally show the connections between ideas:
  - “One of the advantages,” “Another advantage,” “Also,” “Another thing,” “Lastly,” “But the main reason”

**Concluding statement or section may be missing or unrelated to the topic.**

- There is a concluding statement that hints at a vague claim:
  - “. . .why bike sharing can be good sometimes.”

**DEVELOPMENT****Elaboration of thoughts may consist of vague or confusing ideas.**

- There is a minimal attempt to elaborate as the writer presents an original thought when describing the consequences of not paying attention, but this situation is not connected to a claim:
  - “. . .make a big cluster in the middle of the road, and another thing that might happen is they might not be looking out for what’s happening in front of them and fall.”

**Response is mostly a summary of the text.**

- Paraphrased text is used in the section describing advantages:
  - “. . .it doesn’t pollute the air like cars does. . .it is more healthy to ride a bike because you have to put physical effort to peddle a bike. . .riding bikes doesn’t cause any traffic because bikes take up less space on the road.”
- Mostly copied text is used in the section describing disadvantages:
  - “Bike sharing programs cost taxpayers money because cities often pay a lot of fees to keep the cost down for the riders. . .Accidents are another concern, especially in big cities. People who are unfamiliar with riding a bike in a big city can actually be a danger to themselves and others. They might get nervous riding with a lot of other people. Being nervous may cause people to make bad decisions. . .”

**LANGUAGE****Vocabulary and word choice may be unclear or confusing.**

- There is some vague phrasing:
  - “. . .what can happen and why bike sharing can be good sometimes.”

**Has errors in grammar usage and conventions that may interfere with readability.**

- There are spelling errors:
  - “peddle,” “becuase,” “unfamilliar,” “stoping,” “their”
- There are usage errors:
  - “more healthy” for healthier, “does” for do, “a” for an
- There is a sentence error which combines a comma splice and a fragment which should connect to the next statement:
  - “Another thing that the passage talks about is disadvantages, one of the disadvantages are.”

**Score Justification**

- The claim is unclear as the writer describes advantages and disadvantages of bike sharing. There is a vague claim in the conclusion.
- The organization of the response follows the organization of the passage.
- The response is mostly a summary of text information from the sections of the passage describing advantages (mostly paraphrased) and then disadvantages (mostly copied).
- There is an attempt at elaboration as the student describes some of the consequences of not paying attention.
- The writer spends more time presenting the disadvantages of bike sharing, but the conclusion hints that the writer believes bike sharing is good.

**Suggestions for Improvement**

- The response should have a clear claim and provide specific supporting reasons for that claim.
- These supporting ideas should be organized and developed within the body of the response.
- Transitions should be consistently used to connect ideas and show how text examples are related to the writer’s own thoughts.
- Relevant text should be used to support ideas. Integrating paraphrased text with explanations is more skillful than copying blocks of text.
- Elaboration should include some original thinking and explanation to show how the text examples and supporting ideas are connected to the claim.
- The use of more specific word choice would improve the expression of the writer’s original ideas.

**Sample 8 Student Response – Score Point 1**

He was talking about renting bikes and how it has good sides and bad sides he said there is a thing called bike sharing to where you buy a bike for the day or a week or a month or a year and you can put the bike anywhere and some times the people you buy the bike from pays the taxes for you and how populare bikes are and how it wouldn't polute the air.

**Sample 8 Annotation – Score Point 1**

*Score Point 1 – Does Not Meet Expectations: A weak attempt to write an argument and does not support claims with adequate text-based evidence.*

**STRUCTURE****Makes a claim that may be unclear or demonstrates a lack of awareness of the task.**

- The writer does not take a position, either in favor of or against the idea of bike sharing:
  - “He was talking about renting bikes and how it has good sides and bad sides. . .”

**Demonstrates little to no organizational structure.**

- The body of the response is a list of information. These statements could be presented in a different order without changing the meaning of the response.

**Transitions may be missing or confusing.**

- Conjunctions are used in an attempt to connect ideas:
  - “and”

**Concluding statement or section may be missing or unrelated to the topic.**

- There is no concluding statement.

**DEVELOPMENT****Evidence from the text may be missing or confusing.**

- Information from the text is provided, but it is not used to support a claim:
  - “. . .you buy a bike for the day or a week. . .you can put the bike anywhere. . .people you buy the bike from pays the taxes for you. . .how populare bikes are. . .how it wouldn't polute the air.”

**Elaboration of thoughts may consist of vague or confusing ideas.**

- The writer vaguely describes what the passage author has discussed:
  - “. . .how it has good sides and bad sides. . .”

**Response is mostly a summary of the text.**

- The response lacks explanation to show the reader how the text supports the idea that there are positive and negative views of bike sharing.

**LANGUAGE****Vocabulary and word choice may be unclear or confusing.**

- Word choice leads to vague expression of ideas:
  - “good sides and bad sides”
  - “there is a thing”

Has frequent errors in grammar usage and conventions that significantly interfere with readability.

- The response is a run-together sentence due to a missing period:
  - “. . .how it has good sides and bad sides he said there is a thing. . .”
- And there are some spelling errors:
  - “some times,” “populare,” “polute”

### Score Justification

- The claim is unclear as the writer references both positive and negative aspects of bike sharing without choosing a position.
- The response lacks organization.
- There are no transitions to connect ideas.
- There is no conclusion to reiterate ideas and remind the reader of the writer’s position.
- The response is a summary of what the author talked about in the passage presented as a random list of facts.
- There is no elaboration to clarify for the reader why these facts are important or how they support a claim.

### Suggestions for Improvement

- A clear claim should be stated to clarify the writer’s positive or negative perspective on bike sharing.
- Supporting ideas should be organized within the body of the response.
- Transitions should be used to provide connections between ideas.
- Text evidence should be chosen specifically to support the claim.
- Elaboration should include an explanation of why the provided text details are important and how they support the claim.
- Instead of combining so many ideas in an over-coordinated sentence, the sentence should be broken into smaller parts and each idea discussed separately.

**Sample 9 Student Response – Score Point 0**

yes & no because it's good & bad because biking pelope are good & bad pelople becaues I thike they are good!

**Score Justification**

The response is too limited to score. The writer attempts to make a vague claim “it’s good & bad,” and supports it with the reason that “biking pelope are good & bad pelople.” This is elaborated on with a vague statement that indicates the writer has chosen a positive perspective “I thike they are good.” There is no explanation to show the reader what’s “good & bad” or to clarify who the biking people are and what they have done to make the writer think they are good. There is no evidence that the writer has read the passage or understands that the task is to argue the merits of bike sharing. To obtain a score 1, the writer needs to state a clear claim, support ideas with facts from the text, and provide explanations that persuade the reader that the claim is valid.

**Sample 10 Student Response – Score Point 0**

the story is about Bike sharing places on bikes is very popular 22.9 million more than one bike per person  
united states much good

**Score Justification**

The response is too limited to score. The claim is unclear “the story is about Bike sharing.” Most of the response is a copied list of facts from the text “places on bikes is very popular 22.9 million more than one bike per person” which attempts to convey some information about the popularity of biking. The meaning of the final phrase is unclear and is not a complete thought “united states much good.” To obtain a score 1, the writer needs to improve control of conventions, state a clear claim, use paraphrased evidence from the text as support, and provide an explanation to show the reader how that text supports the claim.