



# ANNOTATED WRITING SAMPLES



**WYOMING**  
DEPARTMENT OF EDUCATION

**2018 Grade 7 ELA Writing**

## Table of Contents

<b>BACKGROUND .....</b>	<b>4</b>
<b>PURPOSE .....</b>	<b>4</b>
<b>ARGUMENTATIVE TEXT-BASED WRITING RUBRIC.....</b>	<b>5</b>
<b>SAMPLE STUDENT RESPONSES.....</b>	<b>7</b>
Sample 1 (S-1) Student Response Score Point 4/4/2 .....	7
Sample 2 (S-2) Student Response Score Point 4/4/2 .....	11
Sample 3 (S-3) Student Response Score Point 3/3/2 .....	15
Sample 4 (S-4) Student Response Score Point 3/2/2 .....	19
Sample 5 (S-5) Student Response Score Point 2/2/2 .....	23
Sample 6 (S-6) Student Response Score Point 2/1/1 .....	26
Sample 7 (S-7) Student Response Score Point 1/1/1 .....	29
Sample 8 (S-8) Student Response Score Point 1/1/0 .....	31

### BACKGROUND

The WY-TOPP ELA test has a Writing portion for grades 3, 5, 7, and 9. The structure presented in this guide is akin to the format in the actual WY-TOPP writing test. Each writing test contains one or more passages that relate to a prompt. Students are required to read passages associated with a topic then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. Students do not answer comprehension questions about the prompt.

### PURPOSE

The purpose of this guide is to provide examples of student responses used to train the AI scoring engine. Initially, the engine was trained on specific prompts. The engine was designed to predict human responses on each prompt by exposing the engine to scores provided by experienced and trained human scorers. After initial training was completed with trained rater scores, the engine was run through an extensive quality control process by professional psychometricians. This engine will be the mechanism used to score students' WY-TOPP writing responses.

The student responses in this document were also scored using the WY-TOPP Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received from the trained human scorers as well as a description of the task and additional notes about scoring. Examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, the responses do not necessarily represent the highest or lowest example of each score point in each domain.

For more information on the rubrics used to score writing responses on WY-TOPP visit the WY-TOPP website under "Resources" [HERE](#).

**To view the Grade 7 prompt and passage set**

"Do Video Games Have a Major Effect on Players' Physical Health?" [CLICK HERE](#).

## Argumentative Essay Writing Rubric (Grades 6–11)

Score	4	3	2	1
<b>Purpose, Focus, and Organization</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained claim with little or no loosely related material</li> <li>• Clearly addressed alternate or opposing claims<sup>1</sup></li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and tone established and maintained</li> </ul>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained claim, though some loosely related material may be present</li> <li>• Alternate or opposing claims included but may not be completely addressed<sup>1</sup></li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Appropriate style and tone established</li> </ul>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Focused claim but insufficiently sustained or unclear</li> <li>• Insufficiently addressed alternate or opposing claims<sup>1</sup></li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Absent, confusing, or ambiguous claim</li> <li>• Missing alternate or opposing claims<sup>1</sup></li> <li>• Few or no transitional strategies</li> <li>• Frequent extraneous ideas that impede understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>

<sup>1</sup>Not applicable to Grade 6

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED SEPTEMBER 2018]

## Argumentative Essay Writing Rubric (Grades 6–11)

Score	4	3	2	1
<b>Evidence and Elaboration</b>	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	<p>The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>
<b>Conventions</b>	<p><b>N/A</b></p> <p>(2-point rubric begins at score point 2)</p>	<p><b>2</b></p> <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p><b>1</b></p> <p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p><b>0</b></p> <p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

Good day Middle School! A recent question left unanswered has been floating around in our school's atmosphere. "Do video games have a physical effect on the players' health?" Well, sorry to say, but it does. No, you won't be able to shoot monsters like in your video games, but you will have better eye-to-hand coordination. Alas, there are some negative effects on your health too. Players have experienced inadequate sleep, pain in their wrist or neck, and obesity. Rest assured, if you don't play excessively, you should not get these effects. Unfortunately, the hard-core gamers out there are in for another story.

According to research, players have experienced pain in their wrists, neck, or elbow. Carpal tunnel (~~a~~ <sup>an</sup> injury to a nerve in the wrist) and tennis elbow, has also been linked to excessive gaming (Source 1). Most of these pains are caused by sitting in one position for multiple hours and by repeating the same movements (source 2). Gamers who take long breaks and stretch are less likely to experience pain. Sometimes this pain doesn't effect those gamers after they stop playing. Ways to prevent this from even happening to portion-size the amount of time that you play your video games. Not enough players actually get any physical exercise besides tapping a screen or clicking a mouse. If

you add physical exercise along with gaming, there will be less tension on your joints.

Moving along, some players' do not get enough sleep. Some players' who do not have bedtimes (or follow them) tend to sleep after midnight. At first, this is all fun and games until you start feeling the side effects. Exhaustion, depression, obesity, and poor school performance are risks from inefficient sleep (source 3). Not to mention that you won't grow with little sleep! Playing games until 1 a.m. without moving or stopping will damage your body in the long term. Ways to prevent this is to set a bed-time and follow it. Putting a limit on video games is the first step to a healthier lifestyle.

Finally, we come to the last major effect on our bodies. I'm sure most of us have heard of it... obesity. For those of you who don't know, obesity is the term for excessive weight. Along with obesity comes heart problems, high cholesterol, stretch marks, and sometimes lack of self-esteem. Obesity is not a disease but it is in correlation with excessive gaming. "People may choose video games over physical activity" (source 2). Like I wrote above, gamers who don't move for hours on end are not getting any exercise. Obesity from video gaming can be

prevented by adding some physical exercise along with your gaming. Take a walk, clean the house, or play with your pets or siblings or friends. Of course obesity is not only caused by excessive gaming, but playing games is one factor. For those of you reading this that are obese, I suggest eating a balanced diet with less processed foods and adding exercising into your daily routine (and less gaming).

Now students, I hope that I have answered your question. Excessive gaming can cause pain, lack of sleep, and obesity which can each lead to more health problems. On the contrary, video games can actually be good for you, by not only relaxing but for your eyes. "... playing video games can improve eye-hand coordination and visual attention" (source). Video games can also sharpen your vision. As for physical exercise, some games like Wii fit plus or Wii fit resort turns physical activity into games like yoga. Although, video games DO have a positive effect on us, it will not necessarily work for everyone. So, to wrap it all up, limiting the time that you play video games will benefit your health in more ways than one. See you next time!

**4–Purpose/Focus/Organization**

This response is fully sustained and clearly focused within the purpose, audience, and task. The response begins with a satisfying introduction that establishes the tone for the targeted audience and provides an effective lead-in for the claim that there are negatives to video games, but many are due to over playing. Ideas progress logically within each assertion (*Most of these pains are caused by sitting in position for multiple hours and by repeating the same movements (Source 2). Gamers who take long breaks and stretch are less likely to experience pain. Sometimes this pain doesn't effect those gamers after they stop playing. Ways to prevent this from even happening*), and the relationships between and among ideas are clarified with a variety of transitions (*Well, Alas, Not to mention, Along with obesity, On the contrary, Finally, we come to the last major effect on our bodies*). Opposing claims are imbedded within the paragraphs (*Of course obesity is not only caused by excessive gaming, but playing games is one factor*) showing skillful organization and planning as well as an understanding of the argumentation task. A more extensive concession/rebuttal is included (*On the contrary, video games can actually be good for you, by not only relaxing but for your eyes; Although, video games DO have a positive effect on us, it will not necessarily work for everyone*) and leads to a concluding statement that reinforces the claim (*So, to wrap it all up, limiting the time that you play video games will benefit your health in more ways than one*). Overall, the organizational structure of this response creates a sense of coherence and completeness.

**4–Evidence/Elaboration**

This response provides thorough and convincing support for the claim using consistently cited evidence. Details from source material (*Carpal tunnel . . . and tennis elbow; Exhaustion, depression, obesity, and poor school performance are risks from inefficient sleep (source 3)*) are used to consistently establish and develop assertions. The evidence supports the ideas and is integrated with purposeful elaboration that expands upon the evidence (*Ways to prevent this from even happening to portion size the amount of time that you play your video games. Not enough players' actually get any physical exercise besides tapping a screen or clicking a mouse*). Evidence from multiple sources is effectively synthesized (*Carpal tunnel (an injury to a nerve in the wrist) and tennis elbow, has also been linked to excessive gaming (Source 1). Most of these pains are caused by sitting in one position for multiple hours and by repeating the same movements (Source 2)*). Ideas are expressed clearly using domain specific vocabulary (*self-esteem, in correlation*). A variety of sentence structures demonstrates language facility and clearly communicates complex ideas (*obesity is not only caused by excessive gaming, but playing games is one factor. For those of you reading this that are obese, I suggest eating a balanced diet with less processed foods and adding exercising into your daily routine (and less gaming)*).

**2–Conventions**

An adequate command of basic conventions is demonstrated in this draft response.

Guess what? I have a secret. It turns out 97% of teenagers in America play video games. Well, maybe that's not much of a secret. But, it is a serious problem. I mean, really, 97% is, well, millions of teenagers. Seriously, that is a gigantic amount. That's why I need to address this problem, and maybe fill you in on what exactly that Nintendo you're playing on is really doing to you.

Now, let's say, you're almost on level twenty of your favorite video game. Dad says you've been playing enough, and Mom says dinner's ready. Well, maybe next time you should listen to them when they tell you to turn it off for a little bit. Let's talk about our physical movements first. Your controller is small, so you crouch down in your chair while playing. An hour goes by, and you start to feel cramped, but it's no big deal, right? Then, for some reason, six hours go by, and you start to feel a slight shooting pain in your back. It's nothing to mind though, remember, you're almost at level twenty! Until suddenly, you can't handle it, and the pain is excruciating! You now have a strain in your body, because you were stiff while reaching level twenty for six hours. According to paragraph 10 in the Article, "Video Games and Physical Health," it explains this dilemma: "Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension and repetition can strain body parts such as the neck, wrist, or elbow." From the information in that passage, it proves that while gamers are hooked up in their favorite video game, pain arises from the obsession and the sedentary movement. So, no big deal, it will wear off, right?

Well, yes, it will, but that's not the only problem you got on your hands. Studies have been proven that excessive game play leads to obesity, and, I could guess a substantial chunk of those 97% of gamers play obsessively. From paragraph 11 in the article, "Video Games and Physical Health," it states this health problem: "Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can only be avoided by making time for physical activity." The nice thing about this problem is that it can be avoided, by completing physical activity, but the only down side is that it is a tough process, and with the rise in excessive gaming continues, it will only get worse.

Next, let's discuss a more sleep-based situation. Every teen stays up at night every once in a while. That's a given. The problem here is that, teenagers who play video games excessively, lose sleep by their obsession. Thanks to video games, teenagers' healthy 9 hours of sleep has slimmed down to nearly none, and that is dangerous to their health and body functions. As stated in paragraph 20 in the article, "Teens' sleep cut short by high-tech toys," it states the grim side effects: "yet despite years of warnings about the risks of insufficient sleep—including poor school performance, obesity, and, as presented in June at an annual meeting of sleep researchers, links to depression—teens and their parents say adolescent exhaustion remains a fact of life." Yes, this information may be startling or possibly shocking, it is completely true. So that is why we must cut back on late night video games and start gaining back a good night's rest, or else other dire consequences may occur as well. According to paragraph 26 in the article, "Teens' sleep cut short by

high-tech toys," it informs us what we'll gain back from sleeping well again: "Teens need adequate sleep and REM sleep to rebuild long-term memory for learning, focus attention for driving, and maintain health and fight obesity." Once teenagers begin to lessen their video game activity, these strengths will regain back into their minds, and we can all sleep well again:

Even though there are still many, many problems with playing video games, and all of the side effects that go along with it, there are some positive effects to playing your Nintendo and reaching that level twenty. Most importantly, it has been proven so that it improves eye-hand coordination and visual attention. Thanks to this extra ability, it also significantly improves vision as well. According to paragraph 2 in the Article, "Action-Packed Video Games a Sight for Sore Eyes," it explains this one positive message in video game play: "On the positive side, some research has shown that playing video games can improve eye-hand coordination and visual attention—the ability to search for a target in a jungle of objects, to monitor several items at once, and to keep track of a steady stream of objects zipping swiftly by." This information does prove that there is a good thing about video games, but it is not an excuse to excessively play video games for hours on end. People must learn to play video games in moderation, so that there is not problems.

In conclusion, no, this is not a secret, but it is useful information to know about for your game play. I am not saying to quit video games forever—that's cruel. I am only stating that if those 97% of teenagers who play video games would only play in moderation, so it would not interfere with sleep and school work, we would be living in a happier world. We can have our video games, our apps, and everything, we just all have to begin cutting ourselves back a bit, one step at a time.

**4–Purpose/Focus/Organization**

This response is fully sustained and consistently focused. The introduction provides an effective lead-in for the response by conveying the importance of the issue (*a serious problem; 97% is, well, millions of teenagers*) and establishing a claim (*That’s why I need to adress this problem, and maybe fill you in on what exactly that Nintendo you’re playing on is really doing to you*). A logical progression of ideas from beginning to end creates coherence and is maintained by the use of a wide variety of transitional elements within and between paragraphs (*Now; Until suddenly; Well; Thanks to video games; Next, let’s discuss a more sleep-based situation*) that clarify the relationships between and among ideas. A counterclaim is clearly and completely addressed (*Even though there are still many, many problems with playing video games, and all of the side effects that go along with it, there are some positive effects to playing*) and is refuted (*This information does prove that there is a good thing about video games, but it is not an excuse to excessively play video games for hours on end. People must learn to play video games in moderation, so that there is not problems*). An effective conclusion ties back to ideas established in the introduction (*no, this is not a secret, but it is useful information to know about your gameplay*) and provides a final argumentative appeal (*I am only stating that if those 97% of teenagers who play video games would only play in moderation, so it would not interfere with sleep and school work*) that highlights key ideas without listing them.

**4–Evidence/Elaboration**

This response provides thorough, convincing support for the claim that makes effective use of cited evidence from the source material. Evidence is effectively synthesized, well-integrated, and consistently cited (*According to paragraph 10 in the Article, “Video Games and Physical health”*). A well-elaborated scenario (*Now, let’s say you’re almost on level twenty*) is skillfully integrated to provide detailed context for some of the issues presented in the source material (*Some people play video games for too long. They hold their body in one position for hours, Video games have also been blamed for the rise in obesity*). Ideas are clearly and effectively elaborated (*Thanks to video games, teenagers’ healthy 9 hours of sleep has slimmed down to nearly none, and that is dangerous to their health and body functions*), and several well-integrated details from the source material are included (*healthy 9 hours of sleep; the risks of insufficient sleep – including poor school performance, obesity; Teens need adequate sleep and REM sleep to rebuild long-term memory*). Integration of several select details (*some research has shown that playing video games can improve eye-hand coordination and visual attention*) serves as an effective opposing claim. Academic and domain-specific vocabulary are used to clearly express ideas (*excrutiating, excessive, substantial, moderation*). A variety of sentence structures demonstrates language facility.

**2–Conventions**

Few errors are present in this response. An adequate command of basic conventions is demonstrated over the course of this draft essay.

Imagine walking through your front door from school, phone in hand. You walk immediately to your TV and turn on your Wii. After jumping and swinging for three hours, your mom tells you its time for bed. Knowing your rest is important, you stroll to your room and get ready to sleep. Video games are not a threat to health as long as they are controlled.

To begin with, video games can help with vision. According to "Action-Packed Video Games a Sight for Sore Eyes" by Lisa Stein, action packed games can sharpen vision. Stein explains that the video games help your brain process visual information. Professor Baveller acknowledges that the discovery can help people with lazy eye, reduced vision in one eye. With the support of the entertaining games, people can be helped out, while having a fun time. Peoples' vision is improved by just playing a simple game.

This is definitely useful to people with lazy eye or other vision problems.

Next, some games get people playing, moving. Based on "Heart group backs video games in obesity campaign" by Joel Schectman, some games have more people somewhat exercising. Games like Wii Sports Resort and Wii Fit Plus, do just that. While playing, people are exercising their body without even realizing it. The element of fun and competition in the game cause people to just want to do it more and bring friends and family along with them.

Along with that, video games motivate people to move their body. While competing against family on the Wii, they get used to the feeling of exercising. The feeling, they grow to love, has them leaving the living room to go run or play a sport. Video games can get people wanting to do the activity, other than on the television screen. As video games evolve, physical activity comes with them. Enjoying the game is one thing but physically doing it, is even better.

On the other hand, video games do have some downsides. When people, especially teens, get addicted to playing games, it can lead to them not getting the sleep they need. According to "Teen's sleep cut short by high-tech toys" by Vikki Ortiz Healy, technology can deprive sleep. Some people much rather play than go to sleep. Technology can lead to wanting more technology. Teens and kids with technology, on average get 6.5-7.5 hours of sleep of the 9 recommended. The distractions can be controlled though, but, still be played. You wake up on Saturday morning. Walking to the Wii, you realize you want to try baseball for real, not just the virtual version. It's always been your favorite sport on the Wii, so you take a swing at it. You end up absolutely loving it and may have not realized it until you played it on screen. While video games have ups and downs, they do help in the long run, physically and mentally.

**3–Purpose/Focus/Organization**

This response establishes and maintains a claim and has an evident organizational structure. The introduction presents a purposeful scenario that illustrates healthy gaming and adequately leads into a qualified claim (*Video games are not a threat to health as long as they are controlled*). Ideas in the response’s body are presented in a logical order and adequately progress from one to another (*While competing against family on the Wii, they get used to the feeling of exercising. The feeling, they grow to love, has them leaving the living room to go run or play a sport. Video games can get people wanting to do the activity, other than on the television screen*). A variety of transitions are used, both between paragraphs (*Along with that, On the other hand*) and internally (*While playing*), to clarify the relationships between and among ideas. An opposing claim is introduced in the final body paragraph and briefly rebutted (*On the other hand, video games do have some downsides. When people, especially teens, get addicted to playing games, it can lead to them not getting the sleep they need; The distractions can be controlled though but, still be played*). The response ends with a conclusion that revisits the scenario from the introduction and includes an assertion made by the student in the body of the essay, which may indicate careful planning in consideration of the task (*You wake up Saturday morning. Walking to the Wii, you realize you want to try baseball for real*).

**3–Evidence/Elaboration**

This response provides adequate support and elaboration for the claim. Several detailed references to ideas presented in the source material are used (*can help people with lazy eye, reduced vision in one eye; on average get 6.5 – 7.5 of sleep of the 9 recommended*) and adequately cited (*Based on “Heart group backs video games in obesity campaign” by Joel Schectman*). Evidence is purposefully used and is generally integrated with the elaboration, which includes analysis or explanation of the source material (*With the support of the entertaining games, people can be helped out, while having a fun time. Peoples’ vision is improved by just playing a simple game; While playing, people are exercising their body without even realizing it. The element of fun and competition in the game cause people to just want to do it more*). Some domain-specific vocabulary is used (*motivate, virtual version*) and there are varied sentence structures.

**2–Conventions**

While a few errors are present (*recommended, cause for causes*), an adequate command of basic conventions is demonstrated over the course of the essay.

Boom! Pow! Your X-box is roaring. Then mom walks in and turns it off. Does it really need to be off? Studies show that playing video games can sharpen your vision, cause good reflex's, and some can get you physically active. Video games are not really that bad.

First, it sharpens your vision. All of the action games you play cause you to spot a target. You can monitor 2 things at once (Action - Packed video games sight for sore eyes). Video games change the way your brain functions (Source!). You process faster and think quick. A lot of people despise video games but, if you think about it they really aren't as bad as you thought.

Video games also strengthen your reflexes. These games are almost like a simulator. They put you in a situation and want you to defend yourself. So the instant you see a target you immediately go after it. After you play the game for a while your reflexes build and get stronger. Before you know it you don't just think, you act!

There is a video game council that gets you physically active. It is called the Wii. Nintendo invented a council that allows you to do physical activities while playing. There are games such as boxing that causes you to move your arms (Heart firoug backs video games in obesity campaign). The Wii also can come with a foot pad that you can use to jog on and jump on (Source 4). This game is called Wii Fit Plus. It counts your calories burnt, lets you set goals, shows if your a healthy weight, and has fun games to play!

Video games are healthy but they can also be very unhealthy. If you stay in the same position for a long time you can become obese, and you can get cramps. Also games can lower your amount of sleep. (Teens Sleep cutshort by high tech toys). As long as you are moving and working while playing, you will become best friends with your game.

Video games are a really healthy thing if you use them right. Your vision can be sharpened, you can build strong reflexes, and

you can even get physically active with them.  
Video games are fun and healthy if they  
are used responsibly.

**3–Purpose/Focus/Organization**

This response establishes and maintains a claim and has an evident organizational structure. The introduction presents a purposeful scenario that illustrates healthy gaming and adequately leads into a qualified claim (*Video games are not a threat to health as long as they are controlled*). Ideas in the response’s body are presented in a logical order and adequately progress from one to another (*While competing against family on the Wii, they get used to the feeling of exercising. The feeling, they grow to love, has them leaving the living room to go run or play a sport. Video games can get people wanting to do the activity, other than on the television screen*). A variety of transitions are used, both between paragraphs (*Along with that, On the other hand*) and internally (*While playing*), to clarify the relationships between and among ideas. An opposing claim is introduced in the final body paragraph and briefly rebutted (*On the other hand, video games do have some downsides. When people, especially teens, get addicted to playing games, it can lead to them not getting the sleep they need; The distractions can be controlled though but, still be played*). The response ends with a conclusion that revisits the scenario from the introduction and includes an assertion made by the student in the body of the essay, which may indicate careful planning in consideration of the task (*You wake up Saturday morning. Walking to the Wii, you realize you want to try baseball for real*).

**3–Evidence/Elaboration**

This response provides adequate support and elaboration for the claim. Several detailed references to ideas presented in the source material are used (*can help people with lazy eye, reduced vision in one eye; on average get 6.5 – 7.5 of sleep of the 9 recommended*) and adequately cited (*Based on “Heart group backs video games in obesity campaign” by Joel Schectman*). Evidence is purposefully used and is generally integrated with the elaboration, which includes analysis or explanation of the source material (*With the support of the entertaining games, people can be helped out, while having a fun time. Peoples’ vision is improved by just playing a simple game; While playing, people are exercising their body without even realizing it. The element of fun and competition in the game cause people to just want to do it more*). Some domain-specific vocabulary is used (*motivate, virtual version*) and there are varied sentence structures.

**2–Conventions**

While a few errors are present (*recommended, cause for causes*), an adequate command of basic conventions is demonstrated over the course of the essay.

Do you play a lot of video games? Well that is really good thing. Video games help you significantly.

You need your eyesight don't you? Well video games help your eyesight. Video games can improve hand-eye coordination. Also, it helps with visual attention. Playing fast-paced games can sharpen your vision.

Video games can also physically strain body parts. You sitting in one spot for hours isn't good. But, some games you can get up and get active. Kids can get exercise without even knowing. So therefore they won't strain body parts.

However, video game significantly affect obesity. But if your kids play games like the wii they can get active. You should get a wii because it encourages kids to take the first step to fitness. People say exercising isn't entertaining enough. But, exercising helps your physical health.

In conclusion, video games can be good or bad. They help your vision but also physically strain your body. So get a wii they won't strain body parts then.

**2–Purpose/Focus/Organization**

This response is somewhat sustained in the purpose, audience, and task. The response begins with a somewhat ambiguous introduction. The claim (*video games help you significantly*) is somewhat unclear as health is never mentioned, although a vague sense that video games benefit a player’s health is present in the body of the response. A counterclaim is present in the third paragraph (*Video games can also physically strain body parts*) but is insufficiently addressed. While basic transitions are present (*But*), the lack of variety and improper use (*However, video game significantly affect obesity*) prevent the transitions from creating a relationship between and among ideas, resulting in the uneven progression. The conclusion lapses into ambiguity (*video games can be good or bad, So get a Wii they won’t strain body parts then*), which impedes a sense of completeness in the response.

**2–Evidence/Elaboration**

This response provides some support for the claim, but it is uneven and cursory. Several pieces of evidence from the source material are used, but they are weakly integrated and lack development. Referenced material is a list of several benefits to vision (*hand-eye coordination, visual attention, sharpen your vision*), vague references to the second source (*So therefore they won’t strain body parts*), and a summary of ideas from Source 4 (*But if your kids play games like the Wii they can get active. You should get a wii because it encourages kids to take the first step to fitness*). In this response, most of the sentences are articulated using simple constructions. No citations are present.

**2–Conventions**

While there are minor errors present in this response, there are no patterns of errors. An adequate command of basic conventions is demonstrated over the course of the essay.

Do Video Games significantly affect Physical health? That is a big question in an American community. It said that at least kids who are 12 to 14 most have a video game system and play it on a daily basis. I myself have a xbox I think it is one of the funnest thing a kid can have. But from the studys done we have to choose a side.

Staying healthy while playing xbox is a very hard thing. But it also has some benefits like reactions, reactions become so much faster after playing Call of Duty Black Ops 2. That is one of my favorite games I have so much to look forward to but I still got time to put in for football and other sports.

My Dad is a very sportish kind of guy he always wants me to be in a league or be the best. But in his opinion my video games are like trash to him he tells me "Its gonna kill you" I took this to heart. I love my games but they are a waste of time

I think that the best way to fix this problem is time limits — you have to put a time limit on your xbox or ps3. we have to make time for what actually matters to you family, exercise, and right food chooses. These are the only ways not to stay obese.

**2–Purpose/Focus/Organization**

This response is somewhat sustained within the purpose, audience, and task. The response begins with an introduction that addresses the question being asked (*Do Video Games signifacantly affect Physical health?*) and somewhat leads into the rest of the response; however, it does not address a claim. While the response focuses on choosing other things over video games (*football and other sports; they are a waste of time; what actually matters to you family, exercise, and right food chooses*), it is unclear if the main focus is the need to spend less time playing games or how games negatively affect health. An uneven progression of ideas is present (*Staying healthy while playing xbox is a very hard thing. But it also has some benefits, That is one of my favorite games I have so much to to look foward to but I still got time*), and transitions are inconsistent and repetitive (*But*). An attempt to address an opposing viewpoint may be present (*But it also has some benefits like reactions*), but it is insufficiently addressed and its purpose is unclear.

**1–Evidence/Elaboration**

This response makes minimal use of source material as support. References are either vague (*not to stay obese*) or erroneous (*at least kids who are 12 to 14 most have a video game system*), and commentary comes from personal experience (*reactions become so much faster after playing Call of Duty Black Ops 2, My Dad is a very sportish kind of guy*) without connection to the source material. The expression of ideas is unclear as explanation necessary to extend and develop the ideas is not present. The response includes limited and inappropriate vocabulary (*got time to pot in for, sportish*) and limited use of complex sentences. No citations are present.

**1–Conventions**

The response includes a pattern of incorrect sentence formation (*But it also has some benefits like reactions, reactions become so much faster; My Dad is a very sportish kind of guy he always wants me to be; But in his opinion my video games are like trash to him he tells me*) in addition to some errors in usage; therefore, a partial command of basic conventions is demonstrated over the course of the essay.

I think the video games affect the physical health when you play all day and your body stay in the same place for hours your body receive damage to the physical health.

Another thing that affect the physical health is when the only thing you do is play video games and in the same time you eating food.

Another thing that affect the physical health is when you play all night and you only sleep 6 hours, well below the 9 hours recommended

for the newsletter. The 97% people in the United States at the age of 12-17 play video games. I think the video game is

funny but you need to use the video games two hours per day and with precaution. If you do sports you can play more time video

games because when you play sports you do exercises and your body is in form. Finally I think the video games can help you or destroy

your life.

**1–Purpose/Focus/Organization**

This response is related to the topic but has little discernible organizational structure. The response begins with a minimal introductory statement that provides the claim (*I think the video games affect the physical health*) and moves directly to reasoning (*when you play all day and your body stay in the same place for hours*), followed by a list of ideas that do not progress (*play all night and you only sleep 6 hours, well below the 9 hours recommended for the newsletter. The 97% people in the United States at the age of 12-17 play video games. I think the video game is funny*). Basic transitions (*Another*) are present but do not show the relationships between ideas. A minimal conclusion statement is present (*Finally I think the video games can help you or destroy your life*) but does not bring a sense of completion to the essay as it introduces an undeveloped idea (*can help you*) that is not addressed elsewhere in the response.

**1–Evidence/Elaboration**

This response includes minimal support and evidence for the claim. Minimal source material is used (*you only sleep 6 hours, well below the 9 hours recommended for the newsletter. The 97% people in the united states at the age of 12-17 play video games*), and most of the commentary (*the only thing you do is play video games and in the same time you eating food, If you do sports you can play more time video games because when you play sports you do exercices and your body is in form*) and source material lacks development, which leads to a confusing expression of ideas. Vocabulary is limited and often repetitive (*I think, Another thing that affect the physical health*). No citations are present.

**1–Conventions**

Because patterns of errors in usage (*stay for stays, affect for affects, you eating for you are eating*) as well as issues in sentence formation are present, a partial command of basic conventions is demonstrated.

S-7

playing video game everyday and play while stay in one spot for a long time can hurt your muscle and bones mostly. Your back and can gives you scoliosis. Video game can also give you better eye sight but bad physical health.

Video game can really hurt you body if you plays too much games. but some video games helps you be active like games on the wiii can make you active and sometime healthy.

**1–Purpose/Focus/Organization**

This response is related to the topic but has little awareness of purpose and little organizational structure. The claim in this response is confusing as the response lists reasons video games are good or bad for you (*can hurt your muscle and bones, better eye sight but bad physical health, some video games helps you*), and transitions are not used to clarify the relationships between ideas. The lack of both introduction and conclusion contribute to the response being too brief to demonstrate knowledge of focus or organization. An opposing claim is not discernible in this response.

**1–Evidence/Elaboration**

This response provides minimal support for the claim. While the response includes ideas from the source material (*stay in one spot, eye sight*, video games can help and harm a person's health), they are simply listed and lack development, which leads to a vague expression of ideas. Limited vocabulary (*can gives you, can also give you, helps you, can make you*) is demonstrated. No citations are present.

**0–Conventions**

Because frequent and severe errors are present throughout, including usage (*play while stay in one spot, if you plays too much*), capitalization (first words in sentences), and sentence formation (*your back and can gives you scoliosis*), a lack of a command of basic conventions is demonstrated.