



AASA Annotated Writing Samples

Grade 5



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Table of Contents

INTRODUCTION	3
WRITING PROMPT	4
OPINION TEXT-BASED WRITING RUBRIC	5
SAMPLE STUDENT RESPONSES	7
Sample 1 Student Response Score Point 4/4/2	7
Sample 2 Student Response Score Point 4/4/2	11
Sample 3 Student Response Score Point 4/4/2	15
Sample 4 Student Response Score Point 4/3/2	19
Sample 5 Student Response Score Point 3/3/2	23
Sample 6 Student Response Score Point 3/3/2	27
Sample 7 Student Response Score Point 2/2/2	31
Sample 8 Student Response Score Point 2/2/2	34
Sample 9 Student Response Score Point 2/1/2	37
Sample 10 Student Response Score Point 2/1/1	39
Sample 11 Student Response Score Point 1/1/2	42
Sample 12 Student Response Score Point 1/1/1	44
Sample 13 Student Response Score Point 1/1/1	46
Sample 14 Student Response Score Point 1/1/0	48

INTRODUCTION

The AASA ELA test will have a Writing unit and a Reading Unit 1 and Unit 2 for all grade levels. The structure of the sample Writing test is similar to the actual AASA Writing test. Each Writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT) Writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper test booklet or on the computer in TestNav.

CBT—On the CBT Writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and an area on the computer in TestNav to enter their “final” response.

PBT—On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response in their test booklet. On paper, the Writing Guide will also appear after the writing prompt and before the “final” copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of 0.375” for grades 3 and 4 (wide ruled) and 0.3” for grades 5-8 (college ruled).

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. This guide provides sample student responses which were scored using the AASA Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received 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, they do not necessarily represent the highest or lowest example of each score point in each domain.

For more information on the Writing Guides available to students and the rubrics used to score writing responses on AASA visit the ADE website under “AASA Writing Resources” [HERE](#).

WRITING PROMPT

Naptime

Researchers have studied the benefits and drawbacks of taking naps. Write a multiparagraph essay in which you give your opinion about whether elementary students should take naps and why.

Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- an introduction
- support for your opinion using information from the sources
- a conclusion that is related to your opinion

Your response should be in the form of a multiparagraph essay. Enter your response in the space provided.

OPINION-TEXT BASED WRITING RUBRIC



Writing Rubric

Opinion Essay Writing Rubric (Grades 3–5)

Score	4	3	2	1
Purpose, Focus, and Organization	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained opinion with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained opinion, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused opinion but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	<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 opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, confusing, or ambiguous opinion Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization

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

[UPDATED OCTOBER 2021]

Opinion Essay Writing Rubric (Grades 3–5)

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

[UPDATED OCTOBER 2021]

SAMPLE STUDENT RESPONSES

Grade 5

Student-1

Score Point 4/4/2

Have you ever wondered if children in elementary school should have naps? Based on the information in "Do Kids Need Naps?", "Nap replacements", and "Older kids need naps, too?". There are many reasons children over the age of six deserve naps. Three reasons are that students who take daily naps tend to show more happiness, some students don't sleep or sleep very well at night, and students control feelings better.

One reason older kids deserve naptime is it increases their happiness. Studies have shown that children who do take naps show more signs of happiness during their school day. To add to this "many students who do not get enough sleep have reported feeling tired, stressed or they needed a break in the middle of the day." This is a perfect example of what would happen if the child does not sleep at night or nap during the day. If the child were to sleep their happiness will increase which allows them to

Grade 5

Student-1

Score Point 4/4/2

this is just one reason children should have daily naps. Another reason elementary students should nap is because they might not get any sleep during the night. as stated in the "A 2018 study of 800 adolescents showed that only 2.2% got enough sleep at night." This isn't good because many people need sleep to function. If a student isn't sleeping during night or day, it can cause them to focus less, stop listening, or fall asleep in class. which, obviously isn't good because you have to be awake to learn. In addition, if the child would take a nap they would be happy and ready to learn! This is another reason kids should nap.

The last reason children should nap is it helps with controlling your emotions. The passage states "Researchers found that the

Grade 5

Student-1

Score Point 4/4/2

students who took regular naps were happier
 and showed better self control! This is
 very helpful and prevents a lot of things
 from a students day to day life!
 For an example with controlled emotions
 it would be unlikely that students
 would get into fights because emotions
 are controlled and there won't be any
 breakdowns of anger or sadness. This
 could also cause less stress and worry because
 everything is under control. With emotions under control
 could cause more happiness with all anger and sadness
 under control, the student would focus more on
 being happy and have a good day! This is
 the last way kids should nap. In summary older
 kids do deserve to have naptime. Three reasons are it allows
 them to be happier, some don't get sleep at night, and
 they have their feelings under control. Do you think they deserve naps?

Grade 5

Student-1 Annotation**Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience and task. There is a strongly maintained and clearly stated opinion (*There are many reasons children over the age of six deserve naps*) with no loosely related material, which amplifies the sustained focus. The organizational structure is effective in creating coherence and completeness as the response moves forward sequentially according to the framework indicated in the opening paragraph (*Three reasons are that students who take daily naps tend to show more happiness, some students dont sleep or sleep very well at night, and students control feelings better*). This response has a logical progression of ideas from beginning to end and within paragraphs (*Another reason elementary students should nap is beca they might not get any sleep during the night. As stated in the text "A 2018 study of 800 adolescents showed that only 2.22% got enogh sleep at night." . . . If a student isnt sleeping during night or day, it can cause them to focus less, stop listening, or fall asleep in class. Which, obviously isn't good because you have to be awake to learn*). Transitional strategies are effective and used skillfully, enhancing our understanding (*To add to this "Many students who do not get enough sleep have reported feeling tired, stressed or they needed a break in the middle of the day."*) and (*For an example with cotrolled emotions, it would be unlikely that students would get into fights*).

Evidence and Elaboration - Score Point 4

The support provided for the writer's opinion that older children deserve naps is thorough and convincing and includes sources, facts and details. Relevant evidence is integrated smoothly and thoroughly with references to cited sources (*The last reason children should nap is it helps with controlling your emotions. The passeg states "Researchers found that students who took regular naps were happier and showed better self contol". This is very helpful and prevents a lot of things from a students day to - day- life! For an example with cotrolled emotions it would be unlikely that students would get into fights becuas emotions are controlled and there wont be any break downs of anger or sadness. This could also cause less stress and worry because everything is under controll*). Effective elaborative techniques are used such as the writer's observations "because you have to be awake to learn" and "with all anger and saddness under controll, the student would focus more on being happy and have a good day!", and a rhetorical question opens the response (*Have you ever wondered if children in elementary school should have naps?*). Exclamation points highlight what the writer considers to be an important detail (*In addition, if the child would take a nap they would be happy and eager to learn!*).

Conventions - Score Point 2

Minor errors are apparent but not to the detriment of the overall content, and on the whole, this response shows an adequate command of basic conventions, with adequate usage, punctuation and capitalization. It is important to remember that even a 4/4/2 is not perfect and we score each trait separately, considering the score to be assigned in that context.

Grade 5

Student-2

Score Point 4/4/2

Have you ever wondered whether elementary students should take naps and why. Based on the information in "Do kids Need Naps?", "Nap Replacements," and "Older kids Need Naps, TOO," kids should take naps. Three reasons are good night sleep, contral, and kids struggling in school.

One reason why kids should take naps is with good night sleep. In source 3 paragraph 5 it states "The combination of quality over night sleep with naps has been linked to better memory." This is good because if a teacher gave you something to study overnight and it was vocabulary you would have to remember it. When you have a good night sleep it would be easier to memorize it all. Additionally sleep helps by processing your actions. This benefits a student because if you were in a fight and you both were arguing you would have a choice

Grade 5

Student-2

Score Point 4/4/2

to go get a teacher or stay and fight. So by processing your actions you would be able to choose. This is just one reason why kids should take naps.

Another reason why kids should take naps is with control. In source 3 paragraph 2 it states "Students who took regular naps were happier and showed better self-control." If you stayed up at 12:00 and went to school and you fell and a kid said are you ok you would probably snap and say I am fine leave me alone. But if you were to go asleep at 6:00 or 7:00 you would come to school with a good attitude and be happy and help others. In addition good sleep benefits to good academics. If you were at school and had a test and your teacher gave you a pencil you wouldn't just rip it out of her hands. You would have self-control over your self and take the test. It helps

Grade 5

Student-2

Score Point 4/4/2

because you would want a good grade. If you had bad rest you wouldn't be able to get a good grade. This just another reason why kids should have naps.

The last reason why kids should take naps is because they are struggling in school. If a kid didn't get enough sleep they would often have a hard time in school. In source 1 it says "studies have showed that sleepy kids have more trouble with school work." Better sleep can help kids with their struggles. If you went to bed late you would not be able to focus and when homework comes you would have a hard time doing it. To add to this they also struggle in activities and challenges "such as getting to classes on time." This is just the last reason why kids should take naps.

In conclusion kids should often take naps. Three reason why is with good rest, self-control, and struggles in school. Do you think kid should take naps?

Grade 5

Student-2 Annotation

Score Point 4/4/2

Purpose, Focus, and Organization - Score Point 4

This response is fully sustained and consistently focused within the purpose, audience and task. There is a strongly maintained opinion (kids should take naps) with no loosely related material. The organizational structure is effective in creating coherence and completeness. This response has a logical progression of ideas from beginning to end and within paragraphs (*Another reason why kids should take naps is with control. In source 3 paragraph 2 it states "Students who took regular naps were happier and showed better self-control". . . . In addition . . . if you were at school and had a test and the teacher gave you a pencil, you wouldn't just rip it out of her hand. You would have self-control over yourself and take the test*). There is a satisfying conclusion with a preview of purpose and a conclusion with a brief recap.

Evidence and Elaboration - Score Point 4

Thorough and convincing support for the writer's opinion regarding the necessity of naps for kids is provided that includes the use of identified sources, as well as facts and details (*In source 1 it says "studies have showed that sleepy kids have more trouble with school work." Better sleep can help kids with their struggles*). Effective elaborative techniques are used showing an understanding of the topic and text such as pairing source references with hypothetical examples of how the lack of sleep can have have negative consequences that may be remedied by getting sufficient sleep (*In source 3, paragraph 2 it states "students who took regular naps were happier and showed better self-control." If you stade up at 12:00 and went to school and you fell and a kid said are you ok you would probily snap and say I am fine leave me alone. But if you were to go asleep at 6:00 or 7:00 you would come to school with a good aditude and be happy and help others*). Or the writer may simply highlight the positive outcome of kids taking naps (*In source 3 paragraph 5 it states "The combination of quality over night sleep with naps has been liked to better memory." This is good because if a teacher gave you something to study overnight and it was vocabulary you would have to remember it. When you have a good night sleep it would be easir to memorize it all*). A rhetorical question opens the response. This response provides clear and effective expression of ideas, using precise language (*Additionally sleep helps by processing your actions*).

Conventions - Score Point 2

This response shows an adequate command of basic conventions despite a few minor errors in spelling.

Grade 5

Student-3

Score Point 4/4/2

I think that it is important to take naps in the mid-day. My personal opinion is that we should be able to take naps because it can get you in athletic shape, have a good grade in school, and having mid-day naps can help your mind.

I feel like every one should take naps but it just matters how long of a nap and your age. In source ~~the~~ paragraph ~~is~~ it says that if your age zero to three months you would need to sleep fourteen to sixteen hours per twenty-four hours. If you are four to eleven months old you should sleep twelve to fifteen hours a day. One to two years you should sleep eleven to fourteen hours per day. Three to five years old you should sleep for ten to thirteen hours every day. If you are six to thirteen years you should sleep for nine to eleven hours a day. If you are fourteen

Grade 5

Student-3

Score Point 4/4/2

to ~~enough~~ you should sleep for eight to ten hours a day if you are eight to sixteen years old you should sleep for seven to nine hours and if you are sixteen and older you might need to sleep seven to eight hours per day. So I think that if you are zero months to thirteen years old you should take twenty to thirty minute naps a day.

Although taking a nap in the middle of my day can be hard to do just that so what I do is to put a blanket over any windows close all of your doors and get in your bed if you do not own a bed then find a soft spot then take your nap. If you are six to thirteen take your nap just after you get home.

Naps can loosen your mind in source three paragraph one it said that if you have lots of homework, pressure, tons of sport games having a

Grade 5

Student-3

Score Point 4/4/2

nap can loosen up your mind that can make you do better on your homework, not have pressure, and win all of your games. Have your naps everyday and you will be shocked how much better you feel and do stuff.

Did you know that sleeping in the day can stop your injuries and headaches? Well it can you can sleep in the day and not have broken feet, headaches, etc. This can make you more and more and more athletic by taking naps everyday.

If you don't take naps every day that is ok just try to take a nap three or four days a week. You will still have the same effect but not as big as an effect. I recommend six days per week to get smart and strong and all.

I think I know that I have told you all of the things to and why to take a nap in the day.

Grade 5

Student-3 Annotation**Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience and task. It has a clearly stated opinion that is strongly maintained (*My personal opinion is that we should be able to take naps because it can get you in athletic shape, have a good grade in school and having mid-day naps can help your mind.*) and expands on that opinion in the first body paragraph (*I feel like every one should take naps but it just matters how long of a nap and your age*). The organizational structure is effective in creating coherence and completeness and there is a logical progression of ideas from beginning to end as well as within paragraphs. (*Naps can loosen your minds in source 3 paragraph 1 it said that if you have lots of homework, preschure, tons of sport games having a nap can loosen up your mind that can make you do better on your homework, not have preschure, and win all your games. Have your naps everyday and you will be shocked how much better you feel*).

Evidence and Elaboration - Score Point 4

The writer's opinion in this response is supported by thorough and convincing evidence that includes the effective use of cited sources, facts and details. Relevant evidence is integrated smoothly and thoroughly with references to identified sources (*In source 3, paragraph six it says . . . If you are six to thirteen you should sleep for nine to eleven hours a day*). Often this evidence is elaborated (*Did you know that sleeping in the day can stop your injuries and headaches? Well it can you can sleep during the day and not have broken feet, headaches. etc. This can make you more and more and more athletic by taking naps every day*). This response provides clear and effective expression of ideas, using precise language (*Although taking a nap in the middle of my/your day can be hard to do just that so what I do is to put a blanket over any windows close all of your doors and get in your bed . . . If you are six to thirteen take your nap just after you get home*). Academic and domain-specific vocabulary are clearly appropriate for the audience and purpose.

Conventions - Score Point 2

This response shows an adequate command of basic conventions with adequate usage, punctuation, capitalization, and sentence formation.

Grade 5

Student-4

Score Point 4/3/2

Naps are needed by some, but disallowed by others. First things first if elementary school kids took naps then it would have to be in school because naps should end no later than 3 p.m. With this information noted, I think there should be a thirty minute "recess" every day where some kids could relax, others could nap, and the rest could play outside. The following paragraphs will show you why I chose each of these.

The first thing the other paragraph had in store were naps and this is because many require naps for concentration and energy. These naps could be a period of no talking and only sleep. The reason this is not the only option is because not everyone wants to or even can take a nap. This is due to the stopping of mid-day naps when they were around for six most

Grade 5

Student-4

Score Point 4/3/2

or seven. The benefits of napping are more energy, less stress, better focus and just feeling better overall.

Next on our list is a relaxing period. This period would be a time where people could bring in headphones or books and relax on comfortable chairs. The reason a school would have this is because again not all students can nap. However good replacements could be slowly and deeply breathing, guided thinking, relaxing movements, reading or even listening to music. This would be great for kids who could not nap because it still refreshes them for a longer day of learning.

The final option was a normal recess because that is just what some children want. Some kids don't need mid-day rest and would just prefer some

Grade 5

Student-4

Score Point 4/3/2

free time and vitamin D. The reason kids would do this would either be will or because they just can't sleep. Playing outside can also sooth yourself if you play a soothing game. The air outside is also fresh and could feel good in the cold or warm weather.

Overall this is why I think students should be able to nap but should not be forced because not everyone can nap, would nap, or should nap because it can mess up sleep scedual. However if done properly you can wake up feeling refreshed. Also if you don't want to nap you could always just relax.

Grade 5

Student-4 Annotation**Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience and task. It has a clearly stated opinion that is strongly maintained and without loosely related material (Overall, this is why I think students should be able to nap but should not be forced because not everyone can nap, would nap, or should nap) and an effective organizational structure creating coherence and completeness. This structure is fortified by the skillful use of transitional strategies clarifying the relationships between and among ideas that seamlessly form connections (First things first if elementary school kids took naps than it would have to be in school because naps should end no later than 3 p.m. With this information noted, I think there should be a thirty minute "recess" every day where some kids could relax, others could nap, and the rest play outside. The following paragraphs will show you why I chose each of these). There is a logical progression of ideas from beginning to end as the student follows through with the plan spelled out in the introduction and summarizes the rationale for the expressed opinion in the conclusion.

Evidence and Elaboration - Score Point 3

The response provides adequate support and evidence for the writer's opinion that includes the use of sources, facts and details that is generally integrated (However good replacements [*for napping*] could be slowly and deeply breathing, guided thinking, relaxing movements, reading or even listening to music) and developed with elaboration (The reason kids would do this would either be will or because they just can't sleep. Playing outside can also sooth yourself if you play a soothing game. The air outside is also fresh and could feel good in the cold or warm weather). There is an adequate expression of ideas employing a mix of general and precise language (The first thing the other paragraph had in store were naps and this is because many require naps for concentration and energy. These naps could be a period of no talking and only sleep). Sentence structure shows some variation.

Conventions - Score Point 2

We see an adequate command of basic conventions here.

Grade 5

Student-5

Score Point 3/3/2

You may have taken a nap or two when you were a toddler, and occasionally you might see your parents take one, but have you ever considered yourself taking one? It can be beneficial, but there can be several defects that can make these naps not worth it. And I'm gonna show you them.

First of all, taking naps can lead to sleep inertia, if you take an extra long nap this condition causes confusion and makes you even more tired than before. Scientists are still studying sleep meaning there could be conditions worse than this one!

Also, naps don't work for all of us. Some

Grade 5

Student-5

Score Point 3/3/2

of us get groggy after a nap and others can't sleep at night if they take a nap during the day. Or maybe you just need less sleep. If you're one of these people then do not force yourself to sleep and waste precious time, when it isn't right for you anyways.

Lastly, there are many replacements for naps so you don't need to waste your time. Like: making nap time the time to read it's relaxing and sharpens your brain. You can also listen to tunes just don't forget your headphones! You can also move gently. Use a rocking chair the motions help you relax. Deep breaths also can count four in and four out. See it can even be replaced you

Grade 5

Student-5

Score Point 3/3/2

don't need naps! Not at all!

Well, I've proven to you they can be bad for you, some aren't the type to need them, and that they can be replaced altogether! You don't need them and you can save your time now. Lights out! Bye!

Grade 5

Student-5 Annotation**Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused with the purpose, audience and task. There is a maintained opinion that while taking naps (*can be beneficial, but there can be several defects that can make these naps naps not worth it*) and an evident organizational structure creating a sense of completeness as well as an adequate use of transitional strategies that clarify the relationships between and among ideas (*First of all, taking naps can lead to sleep inertia, Also, naps don't work for all of us, Lastly, there are many replacements for naps*). The introduction outlines the writer's goal (*but there are several defects that can make naps naps not worth it. And I'm gonna show you them*) and a decisive conclusion points out that goal has been achieved (*Well, I've proven to you they can be bad for you . . . You don't need them and can save your time now*).

Evidence and Elaboration - Score Point 3

This response provides adequate support and evidence for the student's opinion. Evidence from the sources is generally integrated and then developed (*First of all, taking a nap can lead to sleep inertia, if you take an extra long nap, this condition causes confusion and makes you even more tired than before. Scientists are still studying sleep meaning there could be conditions worse than this one!*). The response effectively uses elaborative techniques such as specific examples often sourced from the text combined with personal reflections (*Also naps don't work for all of us. Some of us get groggy after a nap . . . If you are one of those people then do not force yourself to sleep and waste precious time, when it isn't right for you anyways*). Exclamation points are used for emphasis (*See it can even be replaced you don't need naps! Not at all!*). There is an adequate expression of ideas, employing a mix of precise and general language.

Conventions - Score Point 2

The response shows an adequate command of basic conventions.

Grade 5

Student-6

Score Point 3/3/2

Napping can benefit everybody. For starters, naps can reduce stress by a significant amount. Secondly, some kids are tired at school because they don't get good sleep at night, so naps would help them catch up on sleep. Lastly, people who don't have trouble sleeping can still take naps, naps would help them with memory and controlling emotions. Napping is good for all ages.

Naps can reduce stress levels from school or afterschool activities. When you feel stressed out because you have work to do, take a nap! It is scientifically proven that when you take naps you feel relaxed after. This can lower stress levels by a lot. The nap you take doesn't have to be long, it can be just 20 to 30 minute long nap.

Grade 5

Student-6

Score Point 3/3/2

Naps can help afterschool if you don't get good sleep at night. Studies show that 20% of kids are tired during school. Naps can help with these kids so they pay closer attention during class and get better grades. Sometimes, taking a nap makes you feel refreshed and relaxed. E

Even if you don't have a problem with sleeping then naps are still very helpful. Naps can help a lot more than just catching up on sleep. Naps can help with memory or controlling your emotions. If your frustrated with something or someone, take a nap! Studies show that taking a nap will calm you down when your stressed.

Grade 5

Student-6

Score Point 3/3/2

Napping is good for all ages.
Napping can reduce stress levels, it can
help with memory and controlling emotions,
and napping can help with catching up
on sleep. Even if you are good at sleeping,
there is always a reason to nap.
Napping can help with a lot of things.

Grade 5

Student-6 Annotation**Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience and task. There is a maintained opinion (*Napping is good for all ages*) and an evident organizational structure creating a sense of completeness. The effective transitional strategy details the points to be covered in the introductory paragraph and then in a paragraph-by-paragraph sequence the writer focuses on one argument for napping and develops it more fully. An adequate progression of ideas is demonstrated (*Even if you don't have a problem with sleeping than naps are still very helpful. Naps can help a lot more than just cating up on sleep. Naps can help with memory or controlling your emotions. If your frustrated with something or someone, take a nap! Studies show that taking a nap will calm you down when your stressed*). There is a sufficient introduction and a conclusion that summarizes the writer's opinion.

Evidence and Elaboration - Score Point 3

This response provides adequate support and evidence for the writer's opinion. Evidence from the sources is generally integrated if not identified as a specific source (*Naps can help afterschool if you don't get good sleep at night, Studies show that 20% of kids are tired during school. Naps can help with these kids so they pay closer attention during class and get better grades. Sometimes taking a nap makes you feel refreshed and relaxed*) and there is an adequate expression of ideas (*Naps can reduce stress levels from school or after school activities. When you feel stressed out because you have work to do, take a nap! It is scientificly proven that when you take naps you feel relaxed after. This can help lower stress levels by a lot*). Vocabulary is generally appropriate and there is some variation in sentence structure.

Conventions - Score Point 2

The student demonstrates an adequate command of basic conventions. No pattern of errors is evident.

Grade 5

Student-7

Score Point 2/2/2

Did you know that napping is not good for elementary students. There are three ways why students shouldn't nap, number 1, it could affect your brain, 2, can mess up your sleep, and can ruin their school work. First, naps can affect a kids brain because after they wake up their brain thinks that its day time. Another reason kids shouldn't nap is their brain gets confused and will get even more tired. First, napping can affect a child's sleep by what's called a "Sleep Process" which means you shouldn't wake up then go back to sleep. Next, napping can affect your sleep by hurting your brain into thinking sleep time is over. First, napping can do things to your school work by making you a little to tired to continue the rest of the school day. Second, napping can also do things to your school work.

Grade 5**Student-7****Score Point 2/2/2**

by making you grouchy. So all I ask please don't nap unless you really need to its bad for your health. Make sure to take care of your brain, sleep, and your school work.

Grade 5

Student-7 Annotation**Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience and task. It includes a partially focused opinion (*napping is not good for elementary students*). Predictable transitional strategies are apparent with little variety (*There are three ways why students shouldn't nap, First, Another reason, So all I ask*). The progression of ideas is uneven from beginning to end, impeding the organizational structure while the inadequate introduction expresses the writer's opinion and the conclusion cautions students to "Make sure to take care of your brain, sleep, and your school work".

Evidence and Elaboration - Score Point 2

The support provided is cursory and thin; sources are used ineffectively, and ideas can be expressed simplistically (*First, naps can affect a kids brain because after they wake up their brain thinks that its day time*) and (*their brain gets confused and will get even more tired*). The writer uses some elaborative techniques such as the rhetorical question that begins the essay (*Did you know that napping is not good for elementary students*) and explanation of evidence that also references a source (*First, napping can affect a childs sleep by whats called a "Sleep Process" which means you shouldn't wake up then go back to sleep*).

Conventions - Score Point 2

We see an adequate command of basic conventions in this response although a few minor errors occur.

Grade 5

Student-8

Score Point 2/2/2

I strongly think that elementary students should take naps because if you are very tired and need a break taking a nap is a great way to relax your mind. My second reason why I think that they need naps is because elementary kids have hard days sometimes and can get stressed very easily and need a nap to get better. If elementary kids do not get naps it can make them go crazy just because they need a break from school. A strong reason why I believe that they should get naps is because if they don't get naps it can cause them to fail tests and quizzes because they just need sleep a little bit. Having too much homework and doing activities after school can make them very tired which they need to take a nap. If they don't get naps it can make them very sad and they feel like all I want to do is take a nap. When

Grade 5**Student-8****Score Point 2/2/2**

they get into higher grades and are very educated
they will sure need naps or else there eyes will
be very tired and will be red. Therefore all the reasons
I stated this is why I believe that elementary kids
need naps.

Grade 5

Student-8 Annotation**Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

Somewhat sustained within the purpose, audience and task, this response states an opinion (*I strongly think that elementary students should take naps because if you are very tired and need a break taking a nap is a great way to relax your mind*). Some transitional strategies are apparent (*If elementary students do not get naps, A strong reason why I believe, Therefore*). The progression of ideas is uneven as the writer attempts to connect ideas but fails to add the evidence and elaboration needed to clarify them. There is an introduction and conclusion, with the writer initially offering an opinion and closing by telling us the reasons for the opinion have now been stated.

Evidence and Elaboration - Score Point 2

This response provides uneven, cursory support for the student's opinion integrating some source material (*A strong reason why I believe that they should get naps is because if they don't get naps it can cause them to fail tests and quizzes*), but some support consists of the writer's superficial reasoning in regards to naps (*If elementary kids do not get naps it can make them go crazy, When they get into higher grades and are very educated they will sure need naps or else their eyes will be very tired and will be red*). This unrelated commentary detracts from the overall quality of support and elaboration.

Conventions - Score Point 2

Despite a few minor misspellings: elementary, believe, quizzes and errors in usage: don't, there for their, the response shows an adequate command of basic conventions with adequate use of punctuation, capitalization, and sentence formation.

Grade 5

Student-9

Score Point 2/1/2

Students and adults should have naps. The students get tired and stressed at school. Adults get pressured and burnt-out at work.

Students should get naps, because they get stressed at school. They get stressed because of peer pressure, work, and getting to class on time. They could have a lot of homework, so they also get stressed at home. The students get tired from getting worked up constantly. Adults get pressured by bosses to complete assignments.

Students and parents/adults need naps. They need them because they constantly get pressured.

Grade 5

Student-9 Annotation**Score Point 2/1/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience and task, but the organizational structure for the partially focused opinion (*Students and adults should have naps*) is inconsistent. Transitional strategies are limited to the occasional use of "because". An inadequate introduction states the primary reasons why adults and students should have naps and the conclusion is an abridged version of the introduction.

Evidence and Elaboration - Score Point 1

The response provides little evidence from the sources, and what support is offered is minimal and confined to a list-like and sometimes repetitive presentation of why naps are necessary for students and adults using similar details and elaboration (*The students get tired and stressed at school. . . Students should get naps, because they get stressed at school. They get stressed because of peer pressure, work, and getting to class on time. They could have a lot homework, so they also get stressed at home*). Minimal use of facts and sources is evident.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions

Grade 5

Student-10

Score Point 2/1/1

I think that middle school should not have nap time. Because you will just waste time for teaching them, I get it it's just that it's hard to get them started again. When they'll grow up they will get any sleep to rest for the next Day. They need to learn to get into College or out of it, they will have a reason. Kids like to sleep late that's why they get sleepy in class and ask's the teacher if they can have a nap, so they can rest they're Brain. When they get to take a nape they will start they're Brain starting again.

My second opinion is yes. Because when they get sleepy they start to think that i can sleep yet But

Student-10

Score Point 2/1/1

they're mind is tired they want to
sleep so they can start again.

Grade 5

Student-10 Annotation**Score Point 2/1/1****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task. There is a partially focused opinion (*I think that middle school should not have nap time*) stated in the opening sentence and a secondary opposing opinion in the closing statement (*My second opinion is yes. Becasue When they get sleepy they start to think that i can sleep yet But they're mind is tried they want to sleep so they can start again*), but the focus for this opinion is limited to a single statement. The response includes the use of a transitional word "Becasue" and phrases "that's why", "when they get to," and there is an uneven progression of ideas from beginning to end.

Evidence and Elaboration - Score Point 1

Minimal support from source material is provided for the writer's main opinion in this response. Much of the support is limited to the writer's personal opinion: (*When they'll grow up they will get any sleep to rest for the next Day. they need to to learn to get into Colleg*) and (*Kids like to sleep late*). Language and domain-specific vocabulary are limited (*and ask's the teacher if they can have a nap, so they can rest they're Brain*).

Conventions - Score Point 1

We see a partial command of basic conventions here. There are various errors in sentence formation (*I think that middle school should not have nap time. Becasue you will just waste time for teaching them, I get it it's just that it's hard to get them started again*) and usage (*and ask's the teacher, get into Colleg of out of it*) as well as they're for their. However, there is correct punctuation at the end of sentences and generally correct capitalization.

Grade 5

Student-11

Score Point 1/1/2

Have you ever wanted to do something to substitute for a nap? I am to tell you some ways to do so. You can read a book. There is many other ways too.

First, You can read a book. Go get your favorite book from the library. Then, Snuggle up in bed with your favorite stuffed animal. Last, You can start reading.

You can also listen to music. Calm music is recommended. If people are around you can use headphones. You can also relax in a comfy chair when listening.

There is many ways to substitute for a nap. Those were just a few. Most of them are calm and relaxing. Just remember, take naps!

Grade 5

Student-11 Annotation**Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

This response is related to the prompt, but shows little awareness of the audience, purpose and task. The writer does not include an opinion, instead providing information about "something to substitute for a nap". The ideas that are provided do not conform to the task or purpose and focus on strategies for relaxing without taking a nap (*First, You can read a book. Go get your favorite book from the library. . . You can also listen to music. Calm music is recommended*).

Evidence and Elaboration - Score Point 1

No support for an opinion is present since the student chose to supply explanatory detail and the ideas expressed here and as phrased here while relevant to an explanatory response overlook the stipulated purpose and the task (*There is many ways to substitute for a nap. Those were just a few. Most of them are calm and relaxing*).

Conventions - Score Point 2

An adequate command of basic conventions is shown in this response. There is adequate use of punctuation, capitalization, sentence formation and spelling.

Grade 5

Student-12

Score Point 1/1/1

I think older kids should be able to take naps because all kids like naps. First, because the kids like naps. Next, they take a nap to not be sleepy. Then, and the older kids like naps. Last, they do better in the school. That is why I think yes kids can nap.

Grade 5**Student-12 Annotation****Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

Although this response is related to the topic, it demonstrates little awareness of the purpose, audience and task. There is a stated opinion (*I think older kids should be able to take naps because the all kids like naps*). An attempt is made at an organizational structure by using first, next, then, last to sequence ideas, but the response is too brief to demonstrate knowledge of organization or focus.

Evidence and Elaboration - Score Point 1

This response provides minimal support for the writer's opinion about older kids taking naps. A very few vague references are made to sources (*Last, they do better in the school*) and are ineffectively integrated. The expression of ideas is repetitive (*First, because the kids like naps . . . Then, and the older kids like naps*). Sentences are limited to simple constructions (*Next, the take nap to not be sleepy*).

Conventions - Score Point 1

A partial command of basic conventions is demonstrated here. Errors in usage occur (*Next, the take nap to not be sleepy*) and in sentence formation (*Thot is why I think Yes kids can nap*).

Grade 5

Student-13

Score Point 1/1/1

we think kids need naps because like they say in source 3 A 2018 study of 800 adolescents. I think we should be taking naps because some people need to take naps some people need more sleep so be I love to sleep. I think sleep is good for people. The study included almost 3,000 fourth to sixth graders in China only 2.2% got enough sleep guidelines for elementary students so that I we should take naps at school.

Grade 5

Student-13 Annotation**Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

The response is related to the topic and includes an opinion (*We thak kids need naps*), but has little awareness of the purpose, audience and task. There is no discernible organizational strategy as the writer moves quickly from one idea to the next, and since transitional strategies are lacking, our understanding is impeded (*so be I love tosleep. I thak sleep is good for poeple. The study inclued almost 3,000 fourth to sixth graders in china*).

Evidence and Elaboration - Score Point 1

Minimal evidence is provided from the source material for the writer's opinion other than the reference to the study done in China. The expression of ideas is haphazard and sometimes confusing (*becaues like they say in Source 3 A 2018 study of 800 adolescents, I thak we shod be take naps becaues some poelpe need to take naps some Poelpe need more sleep*). Vocabulary is limited.

Conventions - Score Point 1

The response shows a partial control of basic conventions. We see an inconsistent use of correct punctuation, capitalization, sentence formation and spelling (*The study inclued almost 3,000 fourth to sixth graders in china only 2.2% got enough sleep guidelines for elentary students so thak I we shod take naps at school*). There is some correct end punctuation included as well as some correct capitalization at the beginning of sentences.

Grade 5

Student-14

Score Point 1/1/0

I thik All AGES CAN TAKE NAPS CUS SUN
 TIMES YOU DUN A LOT OF WOcky YOU jus nid
 A NAP, Sun time WAN I WAST A MOVIE OF A ANIME
 IN THE AFTERNOON I SUN TIMES GAT TIRO MY EYES
 GAT SO AEWG THAT I jus TAKE A NAP WAN I
 WAKE UP I FEEL GOOD AND NOT TIRO AT
 ALL. SO I THIK IT FEEL GOOD TO TAKE ARE
 NAP, LIKE WAN YOU WOck ALL DAY AND YOU
 SO TIRO YOU jus WAND WAN YOU WOck ALL
 DAY YOU DISKV THAT NAP. SO I THIK YOU
 DONT NID TO BE A BABY OR A TODDLER TO TAKE
 NAPS, YOU CAN TAKE A NAP WAN YOU SAD WAN
 YOU HAPPY IT DUSIT MANDT GO ON TAKE THAT
 NAP.

Grade 5

Student-14 Annotation**Score Point 1/1/0****Purpose, Focus, and Organization - Score Point 1**

This response is related to the topic but demonstrates little awareness of the purpose, audience and task. There is an opinion expressed (*I thik All AGes CAN tAke NAPS*). The organizational structure is minimal with a very few transitional words used to make clear connections between ideas (*So i thik you don't niD to Be A BABY or a tODDcLt to take NAPS. You can tAKe A NAP WAN Your SAD WAN Your happy. it DUSit MAnDt*).

Evidence and Elaboration - Score Point 1

The response provides minimal support for the writer's opinion (*All AGes can take naps*). There is minimal evidence from the sources and the expression of ideas is often vague (*i sum times GAt tirD my EYES GAt so Aeve that i jus tAke A NAP WAN i WAKE up i feel GOOD AND NOt tirD At ALL. So i thik it feel GOOD to tAKe A NAP*).

Conventions - Score Point 0

Despite generally correct capitalization at the beginning of sentences and correct punctuation at the end of sentences, this response demonstrates a lack of command of conventions with frequent and severe errors such as misspellings and inconsistent capitalization that often obscure meaning (*cus sum times you Dun a lot of Wocky you jus NiD a nap*).