
AP[®] Seminar End-of-Course Exam

Sample Student Responses and Scoring Commentary

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End-of-Course Exam: Part A

15 points

General Scoring Notes

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e. best fit).
- Except where otherwise noted, each row is scored independently.

0 (Zero)

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of NR is assigned to responses that are blank.

Question 1: Argument, main idea or thesis**3 points**

Reporting Category	Scoring Criteria			
Row 1 Understand and Analyze Argument	0 points Does not meet the criteria for one point.	1 point The response misstates the author’s argument, main idea, or thesis.	2 points The response identifies, in part and with some accuracy, the author’s argument, main idea, or thesis.	3 points The response accurately identifies the author’s argument, main idea, or thesis.
(0-3 points)	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are irrelevant to the argument (do not even relate to the topic or subject of the text) 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Misidentify the main argument or provide little or no indication of understanding of any part of the main argument. Just state the topic of the argument. Restate the title or heading. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Accurately identify only part of the argument (part is omitted or is overgeneralized). Describe all parts, but either vaguely or with some inaccuracy. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Correctly identify all of the main parts of the argument. Demonstrate understanding of the argument as a whole.
		Examples that earn 1 point: Misidentify the main argument <ul style="list-style-type: none"> <i>“Parents should help their students practice cursive writing at home.”</i> Restate the title or heading <ul style="list-style-type: none"> <i>“Handwriting is important.”</i> <i>“There is a case for handwriting.”</i> 	Examples that earn 2 points Identify only part of the argument <ul style="list-style-type: none"> <i>“Handwriting should be taught in school because it is linked with better performance in school.”</i> <i>“Handwriting improves memory, impulse control, and attention.”</i> 	Examples that earn 3 points: Include all parts of the argument <ul style="list-style-type: none"> <i>“Writing by hand should be taught in addition to keyboarding because it activates the brain, improving memory, impulse control, attention, enhances compositional skills and helps students perform better in school.”</i>
	Additional Notes The Argument/thesis has three main parts: <ol style="list-style-type: none"> Writing by hand should be taught in schools (e.g., learning handwriting, handwriting instruction). The physical act of writing by hand activates different parts of the brain (literacy sections, as well as parts associated with memory, impulse control, and attention). Writing by hand helps students improve academic performance (e.g., compositional skills) 			

Question 2: Explain line of reasoning**6 points**

Reporting Category	Scoring Criteria			
Row 2 Understand and Analyze Argument (0-6 points)	0 points Does not meet the criteria for one point.	2 points The response correctly identifies at least one of the author’s claims.	4 points The response provides a limited explanation of the author’s line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them.	6 points The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Do not identify any claims accurately. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Accurately identify only one claim. OR <ul style="list-style-type: none"> Identify more than one claim, but make no reference to connections between them. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Accurately identify some claims but there are some significant inaccuracies or omissions. Provide few or superficial connections between claims (demonstrating a limited understanding of the reasoning). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Accurately identify most of the claims. AND <ul style="list-style-type: none"> Clearly explain the relationships between claims (including how they relate to the overall argument).
Additional Notes <ul style="list-style-type: none"> A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this. Author’s claims <ol style="list-style-type: none"> Many schools and districts have drastically cut back on or eliminated handwriting instruction. Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does. Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention. Handwriting fluency may improve compositional skill. Kids with better handwriting do better in school. Students should be offered opportunities to learn both keyboarding and handwriting. 				

Question 3: Evaluate effectiveness of the evidence**6 points**

Reporting Category	Scoring Criteria			
Row 3 Evaluate Sources and Evidence (0-6 points)	0 points Does not meet the criteria for one point.	2 points The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.	4 points The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.	6 points The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument.
Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Misidentify evidence or exclude evidence from the response. AND <ul style="list-style-type: none"> Provide no evaluative statement about effectiveness of evidence. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Identify at least one piece of evidence but disregard how well it supports the claims. OR <ul style="list-style-type: none"> Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Provide a vague, superficial, or perfunctory assessment of how well at least two pieces of evidence support the argument. OR <ul style="list-style-type: none"> Explain the relevance and credibility of the evidence presented but explanations lack detail. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Provide detailed evaluation of how well the evidence presented supports the argument by <ul style="list-style-type: none"> Evaluating the strengths and/or weaknesses of the evidence. AND <ul style="list-style-type: none"> Evaluating the relevance and credibility of the specific pieces of evidence presented.
Additional Notes <ul style="list-style-type: none"> A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this. 				

Summary of Evidence

Source (as provided in text)	Credibility	Quality of Evidence/Relevance to claims
Laura Dinehart	Associate professor of early childhood education at Florida International University	<p>“What we hear is that handwriting is not a skill that’s tested, so therefore we don’t have to teach it...But just because it’s not tested doesn’t mean that it’s not influencing other skills.”</p> <p>Supports claim: <i>Many schools and districts have drastically cut back on or eliminated handwriting instruction.</i></p>
Karin H. James	Indiana University researcher	<p>Using MRI scans, she showed that the motor sections light up when literate adults simply look at printed text.</p> <p>Supports claim: <i>Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does.</i></p>
Laura Dinehart	Associate professor of early childhood education at Florida International University	<p>Letters on a keyboard feel the same when we press them, but when we repeatedly create a symbol, “it creates in the brain a kind of cognitive image of what that letter looks like.” Writing the letter is critical to having that image in the brain.</p> <p>Supports claim: <i>Keyboarding doesn’t “light up” the literacy sections of the brain in the way handwriting does.</i></p>
“Studies have shown”	No direct source	Working to improve students’ handwriting may improve their reading, and vice versa.
Carol Armann	School-based pediatric occupational therapist	<p>Writing by hand “moves information from short-term to long-term storage.”</p> <p>Supports claim: <i>Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention.</i></p>
A 2014 study	No direct source	<p>College students who took notes by hand demonstrated better conceptual understanding and memory of the material than students who took notes using a laptop.</p> <p>Supports claim: <i>Writing by hand also activates the parts of the brain that are involved in memory, impulse control, and attention.</i></p>
Jeannie Scallier Kato	Retired fourth-grade teacher	<p>Required student to write final reports by hand; these were published. Reminded objecting parents that children did digital projects too but these would be a “sample of their child’s personal writing as it was at age 9 or 10.”</p> <p><i>Doesn’t really support claim</i></p>
Virginia Berninger	Professor of educational psychology at the University of Washington	<p>Handwriting instruction improves first graders’ composition skills</p> <p>Supports claim: <i>Handwriting fluency may improve compositional skill.</i></p>
2007 study	<i>British Journal of Educational Psychology</i>	<p>Handwritten essays were two years ahead of typed essays, developmentally.</p> <p>Supports claim: <i>Handwriting fluency may improve compositional skill.</i></p>

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Laura Dinehart	Associate professor of early childhood education at Florida International University	Handwriting practice makes writing automatic.
Rhonda Thomas	Sixth-grade English teacher at Woodson ISD in Texas	Models writing for students then leaves “a few blanks and they start filling in their own words when they copy it. By the end of six weeks, they’re writing their own introductions.” <i>Evidence doesn’t differentiate between keyboarding and handwriting so is not strong support for claim.</i>
Laura Dinehart	Associate professor of early childhood education at Florida International University	Kids with better handwriting have “better reading grades, better reading scores on the SAT, and better math scores, both on the SAT and as it relates to grades.” <i>Supports claim: Kids with better handwriting do better in school.</i>
Karin H. James	Indiana University researcher	“How we interact with things physically has a huge bearing on cognitive development...Fine motor control, memory, and learning are highly connected, and doing things with the hands is really important.” <i>Supports claim: Kids with better handwriting do better in school.</i>
Sara Kassens	Second-grade teacher, Zielanis Elementary School in Kiel, Wisconsin	Teachers enlist help from parents to practice cursive at home.
Laura Dinehart	Associate professor of early childhood education at Florida International University	There is a place for both handwriting and technology. “Handwriting serves a purpose, particularly for young children.”

Write your response to **PART A, QUESTION 1** on this page only. Do not skip lines.

The author's main argument is that although a transition towards technology has reduced handwriting instruction, schools should continue to emphasize handwriting due to its benefits in improving a student's cognitive and academic skill.

Begin your response to PART A, QUESTION 2 on this page. Do not skip lines.

The author uses various claims to build her main argument about the importance of continuing handwriting instruction. She begins by introducing the problem by stating, "handwriting instruction is fading from prominence as teachers and students go electronic." The author establishes the problem at hand by identifying that more classrooms are utilizing keyboarding rather than handwriting. She then states her second claim that, "[there is] a link between the motor systems of the brain and reading." To solidify her ~~argu~~ claim, she cites her agreement on the findings of a university researcher. She begins to illustrate one reason why handwriting is beneficial. She additionally connects this to their next claim that "working to improve students' handwriting may improve their reading, and vice versa." by ~~demonstrating~~ ~~acknowledging the previous claim to~~ introducing an additional reason why handwriting is a positive asset to students. Next, she explains that "writing by hand also activates the parts of the brain that are involved in memory, impulse, control, and attention" which is her fourth claim. The author presents an additional ~~cognitive~~ reason for why she believes handwriting instruction is needed. She identifies four additional cognitive and motor skills that are associated with handwriting. She uses evidence about college students to support her argument and connects it to her case on continuing hand-written instruction. This similar line of reasoning is continued throughout the rest of her article. She presents her next claim that, "many studies have linked handwriting fluency with compositional skill." The author transitions from the cognitive benefits to the academic benefits of handwriting. By doing so, she presents an additional

Continue your response to PART A, QUESTION 2 on this page. Do not skip lines.

perspective to the ways that handwriting can benefit students. She also presents a question to why handwriting ~~still~~ improves compositional skills and uses an ~~anecdotal~~ ^{as evidence} quote to reinforce her argument. Once again, she presents an additional claim by stating "[students] with better handwriting do well in school." and there is "a link between handwriting and academic achievement." By continuing ^[deep] this style of presenting a reason and providing evidence to elaborate, the author is able to outline multiple clear points on why her main argument about continuing handwriting is important and beneficial for students. She additionally organizes her argument by focusing on two specific skills that are linked to handwriting — cognitive and academic. ~~By doing so, the author~~ She closes off on her article by stating "Keyboarding and tech skill are a necessity, but handwriting matters, too." The author acknowledges the opposition by referencing the importance of typing, but ~~she~~ notes that the benefits of handwritten instruction must be considered based on her ~~et~~ ^{of} previous claims that identified a variety of reasons for continuing this practice within schools.

Write your response to PART A, QUESTION 3 on this page only. Do not skip lines.

Throughout her article, the author presents a variety of evidence to reinforce her argument on the need for handwritten instruction within schools. ~~The author presents her~~ ^{continued} ~~first piece of evidence by~~ One piece of evidence she presents explains the differences between the benefits of keyboarding and hand writing. She ~~states that~~ cites evidence from Laura Dinehart, an associate professor of early childhood education at Florida International University who states that pressing keys do not produce ^{cognitive} images in the brain compared to handwriting which is critical and beneficial in improving reading skills. The author is able to establish the credibility of her evidence by citing the ~~the~~ credentials of the source she cites, including the author's occupation and ~~a~~ university affiliation. These cited credentials are relevant to the topic at hand. Additionally, the evidence is relevant as it demonstrates the relationship between ^{an education, children, and handwriting.} handwriting and increased cognitive skill as well as how the benefits of handwriting are greater than keyboarding. Another piece of evidence she cites is from a 2007 study published in the British Journal of Education Psychology which found that handwritten essays were much better in composition, ~~noting~~ than typed essays, noting that the handwritten essays were "2 years ahead of typed essays developmentally." The use of an academic journal ~~at~~ establishes the credibility of the evidence presented. Moreover, the evidence is relevant as it is used to show how handwriting is beneficial to students compared to ~~handwriting~~ typing, connecting back to her main ~~arg~~ claim which argues the need to continue handwriting instruction. However, the older publication date poses as a limitation to the evidence she

Continue your response to PART A, QUESTION 3 on this page. Do not skip lines.

presents as technology 7 years ago was quite different to the technology students have access to today. ~~the~~ Lastly, the author provides an anecdotal quote from a 6th grade English Teacher at Woodson ISD in Texas who explained that by modeling the process of writing an introduction and having students follow along by handwriting, students were able to write their own introduction ~~in~~ 6-weeks later. The author cites the source of her evidence to establish its validity. While it is not from an academic source, the evidence is from a person relevant to the topic of the article. It also gives variety to the evidence she uses. This evidence is relevant to the argument as it demonstrates how handwriting is linked to academic achievement, which is a subclaim the author uses in her argument. Overall, the author is able to effectively use evidence ~~in her~~ to support the claims she makes in her argument. Her use of an academic journal and a specialist in this field of ~~their~~ study helps establish the validity of her evidence. Moreover, the use of an anecdotal quote allows the author to use a variety of evidence and introduce new perspectives to the topic at hand. Thus, the author's use of evidence strengthens her argument.

Write your response to **PART A, QUESTION 1** on this page only. Do not skip lines.

Jennifer L. W. Fink argues that handwriting is still an important skill because of its relation with doing better in school, compositional skill, and memory.

Begin your response to PART A, QUESTION 2 on this page. Do not skip lines.

Jennifer L. W. Fink argues that handwriting is still an important skill because of its relation with doing better in school, compositional skills, and memory.

The author first begins by explaining the effect ~~on~~ memory that writing has on students. She further explains ~~that~~ that writing helps to connect the information through the brain. She exemplifies this by including a fact from a study about college students. It proves her point by saying that writing notes as opposed to typing them helped the students to retain and understand the information more than students with a laptop.

Secondly, the author states that composition is improved when handwriting is used and not typing. The author backs up her statement by using a quote explaining that once students ~~don't~~ do not have to worry about writing, it frees them up to focus more on their actual writing.

Finally, Fink claims that better handwriting will help students do better in school. It improves motor control and can even help the teacher read it which may lead to a higher score on its own. The author also uses sources that claim that writing will prepare students more for tests like the SATs.

In conclusion, the author proves ~~the~~ ^{the} point that handwriting is important by explaining the effects it has on memory, performance in school, and

Continue your response to **PART A, QUESTION 2** on this page. Do not skip lines.

compositional skills.

Write your response to PART A, QUESTION 3 on this page only. Do not skip lines.

The evidence the author uses to support her argument is very good at proving her point and is, for the most part, recent data. ~~However~~ However, she could ~~have~~ have included more credible sources.

Fink chose the placement of her evidence perfectly, and it led to a very convincing and supported paper. She also used very recent studies such as ones from 2014. Her sources were also accredited correctly, and showed the authors knowledge and research concerning the topic. This will all lead to her readers understanding the topic and possibly being influenced. One particularly great source was Laura Dinehart, who is a professor at Florida International University. Because of sources like these, readers are more likely to act on the information given to them by the author.

While Fink did many things right, she could have used more credible resources. While most sources from the first half of her essay were very credible, most of the ones in the second half were not. She uses a lot of quotes from past teachers or current ones. They help to prove her point, but aren't actually based off of research. The teachers have not conducted this research on their students and are just going off of how they think their students are doing.

Continue your response to **PART A, QUESTION 3** on this page. Do not skip lines.

In conclusion, the author used well supporting evidence and used recent studies. But, she could have used more credible sources, especially in the second half of her paper.

Write your response to PART A, QUESTION 1 on this page only. Do not skip lines.

A main idea being presented by the author is the fading of penmanship in younger schools. Education Systems are not required to teach about penmanship due to it not being tested on.

Begin your response to PART A, QUESTION 2 on this page. Do not skip lines.

The claims used by the author are approached in a variety of perspectives. The author is building on the claims of professionals and tying it back to his main ideas. One of the claims portrayed in the argument was about how handwriting isn't a skill that is tested on, so school systems don't teach it. According to Laura Dinehart, an associate professor at FIU, she believes penmanship influences other skills and should be taught. In another sample, done by Virginia Berninger, a professor of Educational Psychology at UW, found that handwriting instruction improved composition skills of first graders. Another perspective being introduced is the involvement of parents. The parents are being involved by any at home instruction to help improve the penmanship of ~~some~~ children. By bringing in the perspectives of teachers, parents, and students, the author adds dimensions to his own argument.

Write your response to PART A, QUESTION 3 on this page only. Do not skip lines.

The evidence that the author uses supports the claims in his argument by using statements and surveys backed by professionals and parents included in the paper. The use of a professional lens ~~helps~~ ~~to~~ ~~order~~ provides the reader with some credibility on the subject. The use of a parental lens gives a more relatable ~~and~~ yet credible ~~source~~ lens ~~to~~ that readers can trust.

End-of-Course Exam

Part A: Short Answer

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task asked students to read and understand an argument, identify the line of reasoning and evaluate the credibility and relevance of the evidence advanced by the author in support of that argument.

Sample: A

Score: 3

Score: 6

Score: 6

Row 1: Understand and Analyze Argument

The response earned **3** points because it accurately identifies all parts of the author’s argument: [1] “schools should continue to emphasize handwriting due to its benefits in [2] improving a student’s cognitive and [3] academic skill.” Part 1 of the argument is addressed when the response recognizes that *schools* should emphasize handwriting. Part 2 of the argument is addressed when the response notes that one of the benefits of handwriting instruction is improving a student’s cognition, which was used during scoring as an overarching category for memory, impulse control, attention, etc. Part 3 of the argument is addressed when the response notes the improvement in academic skill (i.e., improved academic performance).

Row 2: Understand and Analyze Argument

The response earned **6** points because it correctly identifies most major claims (e.g. “handwriting instruction is fading from prominence,” “writing by hand also activates the parts of the brain that are involved in memory, impulse control,” “many studies have linked handwriting fluency with compositional skills,” “students with better handwriting do well in school,” and “keyboarding and tech skills are a necessity, but handwriting matters, too.”). The response presents a thorough explanation of the line of reasoning, emphasizing the link between each claim. For example, the response demonstrates an understanding of how the author crafts the argument with phrases such as, “the author establishes the problem at hand by identifying,” “She...connects this to their next claim...by introducing an additional reason why handwriting is a positive asset to students.” Later in the paragraph, the response demonstrates an understanding of how claims connect to the overall argument by noting how “[the author] uses evidence about college students to support her argument and connects it to her case on continuing handwriting instruction.” The response further explains the author’s line of reasoning by noting a transition from cognitive to academic benefits and how “the author acknowledges the opposition by referencing the importance of typing.” Throughout, the response demonstrates a comprehensive understanding of the author’s line of reasoning concerning the benefits of handwriting instruction and consistently makes clear the connections between claims and the overall argument.

End-of-Course Exam
Part A: Short Answer

Row 3: Evaluate Sources and Evidence

The response earned **6** points because it provides a detailed evaluation of the evidence used to support the author’s main argument. The response begins by noting a “variety of evidence [used to] reinforce [the author’s] argument.” Then, the response evaluates Dinehart, affirming the credibility of the source as well as its relevance “to the topic at hand,” and because “it demonstrates the relationship between handwriting and increased cognitive skill.” Later, the response evaluates the relevance and credibility of a “2007 study published in the British Journal of Education Psychology,” noting its credibility as an academic journal and its relevance in showing “how handwriting is beneficial to students compared to typing, connecting back to her main claim ... the need to continue handwriting instruction.” This response also notes a limitation of the publication date in terms of currency, observing differences in technology “7 years ago” as compared to what “students have access to today.” Lastly, the response evaluates an “anecdotal quote from a 6th grade English teacher at Woodson ISD in Texas,” acknowledging that “it is not from an academic source” but also observing that the “evidence is from a person relevant to the topic” and the “argument as it demonstrates how handwriting is linked to academic achievement.” Overall, the response evaluates multiple pieces of evidence in detail: it acknowledges the author’s use of credible and relevant information to support the overall argument but discusses limitations to the evidence as well.

End-of-Course Exam

Part A: Short Answer

Sample: B

Score: 2

Score: 4

Score: 4

Row 1: Understand and Analyze Argument

The response earned **2** points because it accurately identifies part of the author’s argument: handwriting is related to doing better in school/compositional skills. The response mentions that handwriting is important because it relates to memory but does not specify that handwriting improves memory or activates different parts of the brain associated with memory. Additionally, the response does not address that handwriting should be taught in school but simply states that it is an important skill. Thus, the response does not identify all main parts of the author’s argument.

Row 2: Understand and Analyze Argument

The response earned **4** points because it accurately identifies some claims (e.g., “composition is improved when handwriting is used”; “better handwriting will help students do better in school”). This response partially addresses a third claim by stating “writing helps to connect information through the brain.” Each claim is followed by a brief description of evidence used to support the claim, which partially explains the author’s line of reasoning, but these statements rely more on summary and provide only minimal connections between the claims. For example, in the second paragraph, the response uses superficial connective phrases such as “The author first begins by explaining,” “She exemplifies this by including,” and “It proves her point by saying.” Additionally, in the last sentence, the response states, “In conclusion, the author proves the point that handwriting is important by explaining the effects it has on memory, performance in school, and compositional skills.” In this sentence there is a connection made between the claims and the overall argument. These connections move the student out of the 2-point column and into the 4-point column. It does not achieve 6 points because the connections and explanation of the line of reasoning are not thorough or detailed.

Row 3: Evaluate Sources and Evidence

The response earned **4** points for this row because it provides a vague assessment of two pieces of evidence: “recent studies such as the one from 2014,” and “Laura Dinehart, who is a professor at Florida International University.” Surrounding these pieces of evidence are general evaluative statements such as “her sources were also accredited correctly, and showed the author’s knowledge and research concerning the topic.” Later, the response shows some evaluation by referring to the lack of credible sources; however, this evaluation is limited as the student offers only broad statements: “while most sources from the first half of her essay were very credible, most of the ones in the second half were not.” The response provides another superficial evaluation when stating “she uses a lot of quotes from past teachers or current ones ... they help to prove her point but aren’t actually based off of research ... [teachers] are just going off of how they think their students are doing.” While evaluative in nature, this explanation lacks detail. Overall, the discussion of evidence addresses credibility, but it provides a limited assessment of relevance, strengths and/or weaknesses.

End-of-Course Exam
Part A: Short Answer

Sample: C

Score: 1

Score: 2

Score: 2

Row 1: Understand and Analyze Argument

The response earned **1** point because it misidentifies the author’s argument when it states the “main idea presented by the author is the fading of penmanship in younger schools.” The response also misidentifies the argument when it states, “systems are not required to teach penmanship.” For this reason, the response earned a score of 1.

Row 2: Understand and Analyze Argument

The response earned **2** points because it only accurately identifies one claim with specificity, that “handwriting instruction improved composition.” The response misstates a claim by stating that “it isn’t a skill that is tested on, so schools don’t teach it.” The response also goes on to misidentify another claim by stating that “parents are being involved by any at home instruction to help improve the penmanship of children.” Because the response only accurately identifies one claim, it earns a score of 2.

Row 3: Evaluate Sources and Evidence

The response earned **2** points because it makes broad statements regarding the effectiveness and credibility of sources. For example, the response notes, “the use of a professional lens provides the reader with some credibility on the subject” and “the use of a parental lens gives a more relatable yet credible lens that readers can trust.” The only reference to specific pieces of evidence can be found in the response to question 2, but as there is no evaluation of this evidence or explanation of how it supports claims this does not contribute to the score in question 3. Overall, this response scores low because it does not evaluate strengths and weaknesses of specific evidence, nor does it demonstrate an understanding of how the author uses the evidence.