

## Student Sample A

### Grade 11 Argument Writing Performance Task: Distracted Driving

#### SCORES AND COMMENTARY

- **Bold** words and phrases are taken from the Revised Oregon Writing Scoring Guide for Informative/Explanatory and Argument Writing and Research Papers.
- *Italicized* words are direct quotes from the student writing.

#### Ideas and Content 4

The writing purpose is clear and ideas are focused. The reader can easily understand the main ideas and reasoning. Support is present, generally significant, and relevant. Claims are clear. *That is why we should keep the law the same, but start to enforce it more strictly.* Counterclaims are ignored (score of 3). Details are relevant and establish the importance of the main idea(s) or claim(s) by using significant facts, quotations or other information/evidence appropriate to audience and purpose (score of 5). ... *18-20 year olds have 44% of them sending texts or e-mails while driving.... "Text messaging creates a crash risk 23 times worse than driving while not distracted" (FMCSA).* The preponderance of evidence supports the score of 4 for ideas and content.

#### Organization 5

The order and structure are strong and move the reader through the text. Sequencing and paragraph breaks are effective; the organizational structure fits the topic, and the writing is easy to follow. The beginning is inviting and draws the reader in. *In 2010, Oregon law was changed so that those 18 and younger could not use.... For years drivers had been getting into crashes because of new technology drawing their attention from the road.... Personally, I believe that these laws.... That is why we should keep the law the same, but start to enforce it more strictly.* The writer effectively paraphrases Oregon law to provide background information that creates reader interest in the topic. **Transitions** (e.g., *People today think.... Research given by David Teater says.... Still don't think that texting or calling someone while driving is dangerous? Then here are some facts.... According to.... With the help of...*) are smooth and effective with some variety among sentences, paragraphs, and ideas.

#### Voice 4

The writer seems committed to the topic. In places, the writing is expressive engaging, or sincere. *People today think that they are the best at everything, egos are through the roof! Still don't think that texting or calling someone while driving is dangerous? Yes, that one text message creates 23 times a crash risk to both you, your passenger, and other cars.* An appropriate level of style and tone is generally consistent with topic and purpose.

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#### **Word Choice 4**

**Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose.** (e.g., *accessory, technology, personally, eliminate, dangerous, enforcing, disregarding, experiencing, demographic*)

#### **Sentence Fluency 4**

**The writing flows with mostly fluid connections between phrases or sentences.** *Personally, I believe that these laws have greatly helped our state in becoming safer and more aware of the dangers cell phones cause while driving. That is why we should keep the law the same, but start to enforce it more strictly.* **The writing has a natural sound and the reader can move easily through the piece.**

#### **Conventions 4**

**Errors are infrequent and minor; errors do not impede readability and meaning. Conventions are generally correct. Capitalization is generally correct.**

#### **Use of Sources 4**

**Documentation is used to avoid plagiarism and to enable the reader to judge the reliability and importance of a particular source. Several authoritative sources (sources 1, 4, and 5) are used to answer a question. Quoted materials are generally punctuated correctly so that errors do not impede understanding.** A bibliography page was not required for this task.