

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ELA

ENGLISH LANGUAGE ARTS

Tuesday, January 24, 2023 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple–Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* anchor papers are ordered in pairs of high and low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 contain score and commentary.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

Everyone wants to be a winner. While that is, of course, objectively not possible, many modern youth sports programs have sought to console those who do not win their championship by presenting them with participation awards. These awards, meant to instill motivation and teamwork in young children, have come under heavy fire from those that believe that only victory should be rewarded. These awards, however, are in fact highly beneficial to children in terms of both motivation and development.

One of the key benefits of bestowing participation awards is that they can considerably improve youngsters' motivation. Put simply, "participation awards and similar accolades also give kids the motivation to persevere" (Text 2, line 11). Knowing that there will be a reward for their hard work whether or not they win, in the end increases the chance that children will put serious effort into learning skills, making youth sports all the more effective in developing children's abilities. This idea is reinforced in Text 2 which states, "participation awards give children tangible evidence of their hard work and thus strengthens their resolve" (Text 2, lines 16-17). As the intended purpose of youth sports is to increase interest and foster basic skills, participation awards align with their goals by ensuring that all participants feel that they have made progress in developing their own capabilities. After all, 8-year-old kids are hardly likely to be breaking any sporting world records, so only rewarding the best out of a group of youngsters who objectively aren't particularly skilled yet would be an exercise in futility.

Another reason why participation awards are

justifiable is that they ensure that potential future athletes do not become discouraged before they can fully explore their talents and aptitudes. The concern here is that many children may become discouraged by early defeats "before they grow into their bodies and their minds and their interests" (Text 3, lines 19-20). Because young children are still physically and cognitively developing, they must be encouraged to follow the paths that appeal to them most so that they will later find satisfaction in their lives. Participation awards encourage this by ensuring that children feel welcome and capable in the entry levels of every sport, allowing them to discover their own niches.

One common argument against participation awards is that they reward children regardless of their total effort or level of success. This seemingly defeats the realistic life lesson that "you need to work hard to get the rewards you desire" (Text 1, line 32). While it is true that participation awards may gratify children who may not have truly earned any type of victory, this does not mean that champions are not rewarded. Most competitions that give out participation awards also give a much larger award to the actual winner(s), so there is plenty of incentive for children to work hard for the greater award. All children will logically desire this greater first-place award, meaning that they will still need to work hard and succeed in order to truly fulfill their ambitions. Thus, participation awards do not prevent children from

learning that hard work is needed to reach their goals. In reality, "only praising and rewarding the victor could have damaging effects to those who don't win, particularly those younger athletes" (Text 1, lines 9-10). Handing out participation awards to everyone, on the other hand, helps to boost both confidence and motivation in all and, thus, encourages all to "keep trying".

Overall, participation awards are a positive factor in promoting healthy interactions in youth sports. They ensure that youngsters remain motivated despite their losses and allow them to explore their interests without constantly experiencing the full shame of defeat. Only rewarding the victors in a competition is a decidedly elitist concept that should be reserved for higher level competitions where the stakes are higher and all participants can reasonably agree that their sole desire is to discover who is the most skilled. After all, where will we find the next generation of athletes if they all lose their will to compete before they've done anything meaningful.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*These awards, however, are in fact highly beneficial to children in terms of both motivation and development*).
- The essay presents an in-depth and insightful analysis of the texts, as necessary to support the claim (*Knowing that there will be a reward for their hard work whether or not they win, in the end increases the chance that children will put serious effort into learning skills, making youth sports all the more effective in developing children’s abilities and Because young children are still physically and cognitively developing, they must be encouraged to follow the paths that appeal to them most so that they will later find satisfaction in their lives*) and to distinguish the claim from alternative or opposing claims (*One common argument against participation awards is that they reward children regardless of their total effort or level of success*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Put simply, “participation awards and similar accolades also give kids the motivation to persevere” and This idea is reinforced in Text 2 which states, “participation awards give children tangible evidence of their hard work and thus strengthens their resolve”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, Lines 16–17*) and (*Text 1, line 32*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a pro claim, followed by two body paragraphs of support focusing on how participation awards *can considerably improve youngsters’ motivation and ensure that potential future athletes do not become discouraged* and a third body paragraph that presents and refutes the counterclaim *that participation awards may gratify children who may not have truly earned any type of victory*, concluding with a reiteration of the claim and a summary of argumentation.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*As the intended purpose of youth sports is to increase interest and foster basic skills, participation awards align with their goals by ensuring that all participants feel that they have made progress in developing their own capabilities and Only rewarding the victors in a competition is a decidedly elitist concept that should be reserved for higher level competitions where the stakes are higher and all participants can reasonably agree that their sole desire is to discover who is the most skilled*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Everyone who has participated in a sport at some point in their childhood, ~~recently~~, should be familiar with participation awards. Plastic, shiny gold trophies with little intrinsic value, these awards were given to us just for showing up; and on a losing team, both the best and worst players received this same award. Looking back at my own participation awards, I have realized how little they meant to me and how they made me complacent with my ability. Elementary-age children should not receive participation awards in sports, since participation rewards encourage a sense of entitlement and complacency, and detract from the lessons learned by losing.

Even at a young age, athletes are driven by a need to win. For better athletes, awards for success provide them with their drive to play sports. For worse athletes, participation awards provide them with drive, though their drive is limited to attendance. As stated in lines 27-28 of Text 2, "When children see that they can earn recognition and praise merely by participating, they begin to lose the motivation to be outstanding." Thus, the child driven by a participation award is encouraged to underperform, and the child better at the sport may lose their own enthusiasm for the sport when he sees that using less effort can still get him an award. The complacency generated by participation awards overall discourages young athletes of all skill levels from performing their bests and putting in effort. Additionally, participation awards breed entitlement in children, with

"Children coming to identify privileges and praise as their rights." (Text 2, line 33) This sense of entitlement makes children feel that by attending their sport and doing the bare minimum, they can, and should, receive an award.

Young entitled athletes grow up to be entitled, unproductive members of society who "believe that attendance is all it takes to get a promotion," (Text 4, line 52) which is bad news for society and participation awards.

Participation awards also detract from the benefits of losing. While as a child most of us were sheltered from the storm that is the real world, athletics should ~~not~~ have given us a glimpse, free from the temporary protection of participation awards. Text 2 references this in lines 35 and 36, stating that "Our world is cruel", and some "will not make it". We may want children to feel self-confidence in winning, but creating artificial experiences for them to feel what it's like to be a winner makes for less chances to teach the lessons of losing.

Those who disagree with taking away participation awards believe in providing children with this self-confidence and "love for the sport." In Text 3, Tom Farney is cited stating "the goal is to help kids fall in love with ~~the~~ sports." (line 6)

But, ~~if~~ participation awards ~~do~~ represent the main thing ~~that~~ ~~is~~ trying kids to their sport, isn't it better to encourage children to find a different sport, one which they actually enjoy? This is especially important when sports progress into middle- and high-school, when awards become sparse, and children who were participating for participation awards quit. Others argue that childhood is not the time and place to "sort the weak from the strong" (Text 3, line 19)

but that is over-generalizing the purpose of removing participation awards. The underlying purpose is not ~~the~~ natural selection, but instead weeding out the children who don't want to play their sport, and would prefer to do something else that's more constructive.

Therefore, participation awards are a mistake in ~~the~~ elementary-level sports, as they encourage entitlement and an expectation that doing the minimum can be enough in life.

Though simply handing out awards to every player is a bad idea, coaches may be able to borrow ~~from~~ ideas from the author of Text 4, who suggests giving "participation awards" to the highest achievers deserving of recognition. In the future ~~perhaps~~ perhaps children will look at their trophy cabinet with a pride in real accomplishment, rather than viewing it as a ~~plastic~~ container for free plastic.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Elementary-age children should not receive participation awards in sports, since participation rewards encourage a sense of entitlement and complacency, and detract from the lessons learned by losing*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Thus, the child driven by a participation award is encouraged to underperform, and the child better at the sport may lose their own enthusiasm for the sport when he sees that using less effort can still get him an award and We may want children to feel self-confidence in winning, but creating artificial experiences for them to feel what it’s like to be a winner makes for less chances to teach the lessons of losing*) and to distinguish the claim from alternate or opposing claims (*Those who disagree with taking away participation awards believe in providing children with this self-confidence and “love for the sport”*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“When children see that they can earn recognition and praise merely by participating, they begin to lose the motivation to be outstanding”* and with *“children coming to identify privileges and praise as their rights”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 52)] and [(Text 3, line 19)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and the claim, followed by two supportive paragraphs that focus on how participation awards cause young athletes to feel entitled and not put in the effort to achieve their best and how they can *detract from the benefits of losing*, a paragraph that presents and refutes the counterclaims based on building self-confidence and the age of participants, and a conclusion that reiterates the claim and generalizes about how giving awards *to the highest achievers* can lead to *pride in real accomplishment*.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*This sense of entitlement makes children feel that by attending their sport and doing the bare minimum, they can, and should, receive an award and While as a child most of us were sheltered from the storm that is the real world, athletics should have given us a glimpse, free from the temporary protection of participation awards*), despite briefly fluctuating into first person point of view in the introductory paragraph (*Looking back at my own participation awards, I have realized how little they meant to me.*)

CONTROL OF CONVENTIONS:

- The essay demonstrates control of the conventions, exhibiting occasional errors [*showing up; and on a; sports, since; rights.*”(Text 2, line 33) *This; sport, isn’t it; strong*” (text 3, line 19) *but*] only when using sophisticated language.

Children across the world participate in youth sports programs; some of them are competitive and some are not. However, there's a way to turn competitive nature into success and take failure out of children's minds. This will ultimately give them a better attitude and make them more positive thinkers. Participation trophies are crucial rewards to give young athletes because they boost their confidence, motivate them to stay active, and prepares them for their future.

Obesity is a huge concern for children in many countries, but it is most dangerous in America. The child-obesity rate in the U.S. is unacceptably high, and that is due to unhealthy diet and inactivity. Giving out awards to young kids for playing a sport will motivate more kids to play and get out the house. "Always giving your best is important. After all, this year's loser could be next year's winner." (Text 1, Lines 13-14). Kids need to feel the urge to work toward something, like a trophy, which they can receive simply by putting in an effort. Also, "participation trophies remind young kids that they are part of something, and may help build enthusiasm to return for another season" (Text 3, Lines 12-13). They need to be enthused to ~~be~~ maintain physical activity; this

may ultimately lead to the extinction of child-obesity, and raise the self-esteem of children.

Depression is also a concerning mental disorder throughout the world. Although children may not be as commonly diagnosed as adults, their self-confidence may be low and that can cause confusion for their future. They are trying to figure out what they want to become in life, and if they're depressed and don't believe in their abilities, then they won't grow up to be successful adults. "They tend to doubt themselves and their abilities, so building up their self-esteem through regular praise is crucial" (Text 2, lines 6-7). It's imperative that children receive trophies for giving their best because it boosts their self-confidence. Trophies can lose their meaning, "but that first participation trophy, it does mean something, especially among the younger kids. The children see them more as symbols and remembrances of an experience" (Text 3, Lines 43-45). Kids will never forget when they got a trophy from playing a sport; whether they won or lost, they still remember the feeling that the trophy gave them.

Many people argue that children won't learn growth from their failures, if they receive

^{just}
trophies for playing a sport. However, "instilling personal pride in these students is a vital component of preparing them for success in the real world" (Text 2, lines 7-8). These small awards mean a lot to kids and will motivate them to be great at what they do. It will help them want to work harder, to obtain all of their goals throughout their lives.

Even though participation trophies may not teach young athletes to learn from their mistakes and failures, they make everyone a winner. What matters most is that children feel like they gave their best, and for them to receive some hardware from that, just makes it all worth while.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Participation trophies are crucial rewards to give young athletes because they boost their confidence, motivate them to stay active, and prepares them for their future*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The child-obesity rate in the U.S. is unacceptably high, and that is due to unhealthy diet and inactivity. Giving out awards to young kids for playing a sport will motivate more kids to play and These small awards mean a lot to kids and will motivate them... It will help them want to work harder*) and to distinguish the claim from alternate or opposing claims (*Many people argue that children won't learn growth from their failures, if they receive trophies just for playing a sport*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"participation trophies remind young kids that they are part of something, and may help build enthusiasm to return for another season"* and *"instilling personal pride in these students is a vital component of preparing them for success in the real world"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, Lines 12–13) and (Text 2, Line 6–7)], although the line reference in the first citation is slightly off [(Text 1, Lines 13–14) should be (Text 1, Lines 12–14)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a claim supporting the awarding of participation trophies, followed by a paragraph that focuses on *child-obesity* and the need to *maintain physical activity*, adding a second body paragraph that centers on *depression* and the low *self-confidence* felt by some children and promotes the power of trophies to improve children's *self-confidence*. A third body paragraph presents and refutes a counterclaim that focuses on the idea *that children won't learn growth from their failures*, and a concluding paragraph that reinforces the claim that *participation trophies* benefit children (*some hardware ... makes it all worth while*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*However, there's a way to turn competitive nature into success and take failure out of children's minds* and *Even though participation trophies may not teach young athletes to learn from their mistakes and failures, they make everyone a winner*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*prepares; enthused; failures, if; that, just*) only when using sophisticated language.

Participation trophies have been very controversial in our everyday lives lately. Many adults think that all kids should win, but that's not always possible. Normally only one team or one player can win so saying that everyone is a winner defeats the purpose. Elementary-age children should not receive participation awards in sports because then they won't play/grow to their full potential.

If every child gets a participation trophy for playing a sport then ~~the ability~~ potential is limited. Also "Understanding the difference between winning and losing is a wildly important life lesson" (Text 1, lines 17-18). Children need to learn there's a difference in order to become successful members of society. They need to learn that success takes effort. Since there is normally one team or person declared a winner, the rest lose. It's a bummer but an important life lesson. "There is no participation award for life" (Text 1, line 31). ~~Adults~~ Adults have to work for the win, whether it be for a promotion or the perfect family life. No one hands them these things. Children can learn this lesson early on by playing sports and realizing that someone wins and someone loses, but they won't learn this lesson by receiving a trophy everytime they step ~~on~~ ^{on} the field. They, rather, will start to feel entitled. They will feel that a reward is credited just for the minimum, and frankly that seems to be a message that is understood by kids today. Kids are becoming too confident just

because they showed up to play. "Overconfidence blinds a person from his faults and prevents growth." (Text 2, lines 23 & 24) Kids need to learn what earning a reward means. The hard work behind ~~the~~ ^{the reward} can be ~~be~~ humbling. "Nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve," (Text 4, lines 17 & 18). Receiving that constant recognition can cause a child to think that they are better than others while the child that has actually earned the reward knows just how hard it was to achieve. The child may even appreciate the hard work of others who also work as hard as he or she does. ~~the child that has actually earned the reward~~

Some people think that children should receive participation awards to help boost their confidence. "Giving everyone involved some level of recognition goes a long way toward boosting confidence and promoting future success" (Text 1, lines 10 & 11). Children will have more confidence in themselves if they obtain some recognition for their actions. "Without regular recognition, these children will never be bold enough to take risks or stand up for themselves when they mature into adults." (Text 2, lines 8, 9 & 10). When someone is praised, they feel better about themselves and when they feel this way they tend to work harder and enjoy the work more. This may or may not be true. The opposite can be stated as well; the constant praise can breed overconfidence in a job not so well done, which brings us back to participation awards preventing growth into full potential. If a child is constantly rewarded for mediocracy, why would that child feel the need to excel?

Elementary-age children should not receive participation trophies for playing a sport because they limit children's potential. Although many children could use a boost in confidence, the rewards given for a superior performance are more beneficial later in life. Learning the difference between winning and losing is an important life lesson every kid should learn, even if it does impact confidence. Teaching the child to work harder to earn the reward and then actually receiving an earned trophy should be far more confidence boosting and a reward unto itself.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Elementary-age children should not receive participation awards in sports because then they won't play/grow to their full potential*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Children...need to learn that success takes effort* and *Kids are becoming too confident just because they showed up to play ... Kids need to learn what earning a reward means. The hard work...can be humbling*) and to distinguish the claim from alternate or opposing claims (*Some people think that children should receive participation awards to help boost their confidence and the constant praise can breed over confidence*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (“*Understanding the difference between winning and losing is a wildly important life lesson*” and “*Nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 31*) and (*Text 2, lines 8, 9, & 10*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the claim which opposes the handing out of participation trophies to all kids, followed by a body paragraph that focuses on the negative effects of participation trophies (*If every child gets a participation trophy for playing a sport then potential is limited*), a second body paragraph that acknowledges and refutes the counterclaim (*If a child is constantly rewarded for mediocracy, why would that child feel the need to accel?*), and a concluding paragraph that summarizes the argument (*Elementary-age children should not receive participation trophies for playing a sport because they limit children's potential*).
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Children can learn this lesson early on by playing sports and realizing that someone wins and someone loses, but they won't learn this lesson by receiving a trophy everytime they step on the field* and *Learning the difference between winning and losing is an important life lesson every kid should learn, even if it does impact confidence*) although there are lapses in formality (*play/grow*), possibly for effect (*It's a bummer*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*contravertial; win so; receive; successful; everytime; minamum; a child...they; accel*) that do not hinder comprehension.

Everybody is a winner. That's what many parents believe to be the good thing about sports these days. Or is it a bad thing? Many people feel that participation trophies set the wrong message for kids. Some, however feel like they encourage kids to stick along for the sport's duration to grow their love for the game. This, however, sets the ~~set up~~ tone that the only requirement to succeed is to show up. Although many feel that participation trophies are helpful to keep kids playing the sport, ultimately they are detrimental to the mentality of young kids.

When playing a sport, many kids often end up on the losing side. This is never fun, and some kids will lose interest due to the lack of success. That's where participation trophies come in. They are to encourage kids to keep playing as they promise a reward for all of their work. As the author of text 3 says, the object of youth sports is to have "kids fall in love with sports and want to come back the next year" (Text 3, Line 16-17). This shows that there are some benefits to participation trophies as they can keep kids playing sports.

Participation trophies, can however, have detrimental effects. These rewards are handed out for merely showing up ~~and~~ and participating. This sends the wrong message for kids as that is not the way that life operates. In order to ~~be~~ be rewarded in life,

you must excel, these trophies send a bad message, as "In the real world, you aren't rewarded if you don't contribute something special," (Text 2, line 37-38). This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards.

A second reason why participation trophies can have negative effects on kids is that it removes a big obstacle in their way. Normally, to be successful, you must be hardworking and good at what you do to overcome the challenges in your way. However if you know you are going to be rewarded, then what is the point of overcoming challenges if the results are the same? In the text 4, the author states "why bother learning problem solving skills when there are never any obstacles to begin with?" (Text 4 Line 33-34). This shows that these awards breed a sense of complacency that discourages kids from trying.

Ultimately, I feel that participation awards are bad as they make the wrong impressions upon impressionable kids, such as that there will always be a reward with nothing difficult on the way. Even though they can keep some kids interested in the sport, the overall negative effect outweighs the positive.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Although many feel that participation trophies are helpful to keep kids playing the sport, ultimately they are detrimental to the mentality of young kids*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This sends the wrong message for kids as that is not the way that life operates and This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards*) and to distinguish the claim from alternate or opposing claims (*They are to encourage kids to keep playing as they promise a reward for all of their work*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“In the real world, you aren’t rewarded if you don’t contribute something special”* and *In the text 4, the author states “why bother learning problem solving skills, when there are never any obstacles to begin with?”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, Line 16–17*) and (*Text 4, Line 33–34*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim and counterclaim, followed by a paragraph that presents the counterclaim which focuses on the *benefits* of participation trophies, then two paragraphs that discuss the *detrimental effects* of giving participation trophies, ending with a summative conclusion (*Ultimately, I feel that participation awards are bad as they make the wrong impressions upon impressionable kids*).
- The essay establishes and maintains a formal style, using fluent and precise language and structure (*This is never fun, and some kids will lose interest due to the lack of success. That’s where participation trophies come in and This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*however feel, line 16–17, trophies ... it, kids ... you*) only when using sophisticated language.

There are many people today that remember receiving participation awards as elementary students. The issue today is whether ~~they~~^{Students} should still receive these awards or get rid of them for good. In Texts one, two, and three, the authors support either claim. Elementary students should still receive participation awards.

In the text, "Pros and Cons: A Look at Participation Trophies for Youth Athletes", they state the claim that the trophies should stop being given. Some critics say that "the point of playing sports—much like any other game—is to win" and ask "why reward anything ~~else~~^{else}" (Text 1). This isn't necessarily true because many youth players play to have fun and make new friends. Some say "no one is going to simply hand you the life you want, you need to work hard to get the rewards you desire" (Text 1). Although this is true, children shouldn't have to worry about matters like this yet. They should be allowed to be happy and feel accomplished, these awards can help with that. Participation awards should still be allowed to be around.

Participation awards increase morality and confidence in themselves. In "Participation Awards: Good or Bad?", the author states that there are "a number of children who are never sure of themselves" so giving them something to be proud about helps "them for success in the real world" (Text 2). A participation award can install a sense of

achievement in a child, increasing their drive to be better. Children are very impatient so "if a child puts a significant amount of effort in an activity" but doesn't have anything to show for it, "he may feel as if his hard work went to waste" (Text 2). This could teach a child to not put effort into anything. Children want to win sometimes but play poorly, they could give up.

Participation awards teach children something. In "In Defense of Participation Trophies: Why they really do Teach the Right Values", the author says "Participation trophies tell them that what matters is showing up for practice, learning the rules," (Text 3). These awards can teach important life long lessons for children. Text 3 states the author's son "never discarded those early participation trophies", they stay on his shelf as memories "of a team that showed up, played hard and... lost every game" (Text 3). The early trophies mean something for kids, that no matter how many games you win or lose, at least they know they tried.

Participation awards should still be kept around. They are meaningful lessons for youth players and reminders of their early years, once they get older. From personal experience, I treasured my awards, and many other people do as well.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*Elementary students should still receive participation awards*), which develops precision through the course of the text (*Participation awards should still be kept around. They are meaningful lessons for youth players and reminders of their early years*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*A participation award can install a sense of achievement in a child, increasing their drive to be better* and *These awards can teach important life long lessons for children*) and to distinguish the claim from alternate or opposing claims (*Some say “no one is going to simply hand you the life you want, you need to work hard to get the rewards you desire” ... Although this is true, children shouldn’t have to worry about matters like this yet. They should be allowed to be happy and feel accomplished*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*the author states that there are “a number of children who are never sure of themselves” so giving them something to be proud about helps “...them for success in the real world” and “Participation trophies tell them that what matters is showing up for practice, learning the rules”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing sources [(Text 1) and (Text 3)], but omitting line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that states a pro claim, followed by a paragraph that presents and refutes the counterclaim *that the trophies should stop being given*, followed by two paragraphs of support focusing on the confidence building and lessons gained that participation awards encourage, and a conclusion that reiterates the claim and notes that these trophies are *reminders of their early years*.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Participation awards teach children something* and *Participation awards should still be kept around*) that is sometimes inexact (*Participation awards increase morality and confidence in themselves* and *install* for “instill”).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*necassarily; accomplished, these; child ... their; poorly, they; trophies”, they; mean something for kids; kids...you...they, meaningful*) that do not hinder comprehension.