

FOR TEACHERS ONLY

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

CCE

ENGLISH LANGUAGE ARTS (Common Core)

Wednesday, June 14, 2017—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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.p12.nysed.gov/assessment/> 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 (Common Core). 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 (Common Core)*.

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. The scoring key for this exam is provided below. **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.

Correct Answers				
Part 1				
1 1	6 4	11 1	15 3	20 4
2 2	7 3	12 3	16 4	21 1
3 4	8 1	13 4	17 1	22 2
4 3	9 1	14 2	18 3	23 2
5 1	10 3		19 2	24 3

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 from high to 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 only contain scores, not commentaries.)

- (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.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)
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 the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, 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 as a 0.

In a world of increasing technology, ~~school~~ recess remains a traditional outlet for activity, ~~and~~ in schools. In recent years, however, the idea of unstructured play has come under scrutiny. Teachers, parents, and professionals have promoted organized games ~~and~~ controlled by trained supervisors. While there are undeniable benefits to organized recess, the positives are overruled by the negatives, structuring students' free time removes ~~from~~ creativity from their ~~school~~ school day. It also makes it difficult for children to formulate solutions to their own problems. In school, concentration is a necessity. Forcing the same level of focus during recess only frustrates students! Although ~~benefits~~ structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time.

The concept of ~~unstructured~~ unstructured free time is ~~inherently~~ flawed in that it ^{remains} ~~clearly~~ an essential part of growing up. "Children naturally, when left to their own devices, will...create activities and stories in the world around them...outside of ^{direct} adult supervision" (text 2, lines 10-12). In a school setting, time for students to unwind becomes essential. After hours of focus, structured play time is a frustrating idea. It stifles children's natural inclinations to develop games

for themselves. "structured recess ~~is~~ simply transplants the rules of the classroom to the playground" (Text 4, lines 30³¹). Critics of unstructured recess claim that it promotes social issues and poor behavior. However, there is no conclusive evidence that organized playtime can solve those issues.

A study from 2005 centered on the benefits of outdoor activities. The research proved that, during unstructured time, "intellectual and cognitive growth, emotional interaction, intelligence, ... and social interactions" (Text 7, lines 23-24) were positively affected. Scientists Burclette and Whitaker who headed the study, provided a plethora of reasoning for these benefits. They noted that "play requires attention to the game... children must work together... physical activity has been well documented to decrease stress, anxiety, and depression, and ^{to} improve overall mood" (Text 2). It is clear that the physical exertion of recess can ~~improve~~ be fun for students, if not therapeutic!

Structured recess is presented as the most effective way to combat social exclusion and child hood obesity, among other issues. Trained professionals are assigned with "facilitat[ing] social relationships among

children by encouraging inclusiveness in games" (Text 1, lines 26)²⁷. While ~~a~~ recess is a "supplement to... physical education class" (Text 1, lines 42-43) and not a replacement, it does encourage participation from students of all skill levels. Finally, proponents claim that structured recess leads to "improved behavior and attention in the classroom" (Text 1, line 22). These arguments for structured recess have merit. However, the same positives can come from unstructured play! ~~Contrary~~ In a group, children have been shown to "work together... build[ing] empathy, self-awareness, self-regulation, and flexibility" (Text 2, lines 32-35). ~~Encouraging~~ Solving issues without the assistance of adults ~~provides~~ provides children with lifelong skills. When an instructor swoops in to solve every disagreement, this step in social development is lost. While structured activity may help to cut down on childhood obesity, children are just as likely to engage in "frequent physical activity" (Text 2, line 27) without prompting. Finally, contrary to creating disruptive behavior, free time allows students to decompress. "Surveys... report... that focus and attention are improved after outdoor physical activity" (Text 2, lines 28-29).

It is clear that unstructured free time provides the same social and ~~exercise~~ physical

Anchor Paper – Part 2 – Level 6 – A

benefits as structured does. Students learn on their own to entertain themselves, settle arguments, and work toward common goals. Unlike in a supervised setting, these developments happen naturally. Students who do not feel pushed into unwanted situations are more willing to try new experiences. Not only is unstructured playtime equal to structured, it is in many ways superior. Structured recess allows teachers and parents to play a constant role in children's lives. But taking away students' freedom to choose their own activities is detrimental. Only by allowing unstructured free time can teachers truly impart ideas of creativity, participation, and cooperation to their students.

Anchor Level 6-A

The essay introduces a precise and insightful claim, as directed by the task (*In a world of increasing technology, recess remains a traditional outlet for activity in schools. In recent years, however, the idea of unstructured play has come under scrutiny and Although structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In a school setting, time for students to unwind becomes essential. After hours of focus, structured play time is a frustrating idea. It stifles children's natural inclinations to develop games for themselves and Solving issues without the assistance of adults provides children with lifelong skills. When an instructor swoops in to solve every disagreement, this step in social development is lost*) and to distinguish the claim from alternate or opposing claims (*Critics of unstructured recess claim that it promotes social issues and poor behavior. However, there is no conclusive evidence that organized playtime can solve those issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Structured recess is presented as the most effective way to combat social exclusion and childhood obesity, among other issues. Trained professionals are assigned with "facilitat[ing] social relationships among children by encouraging inclusiveness in games" and contrary to creating disruptive behavior, free time allows students to decompress. "Surveys ... report ... focus and attention are improved after outdoor physical activity"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 10–12) and (Text 1, line 22)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that clearly states the claim against structured recess and references the counterclaim, three body paragraphs that point to structured recess being a flawed concept, while strongly supporting the claim through analysis and evidence, and a summative conclusion (*It is clear that unstructured free time provides the same social and physical benefits as structured does and Only by allowing unstructured free time can teachers truly impart ideas of creativity, participation, and cooperation to their students*). The essay establishes and maintains a formal style, using sophisticated language (*It also makes it difficult for children to formulate solutions to their own problems*) and structure [*While structured activity may help to cut down on childhood obesity, children are just as likely to engage in "frequent physical activity" (Text 2, line 27) without prompting*]. The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Recess plays a vital role in the lives of young students across the nation. In order to make recess as beneficial as possible, schools should establish structured play programs. These programs provide additional access to physical activity, increased participation of students, potential to improve behavior, and reinforcement of skills and values. While some may argue that a decrease in unstructured play time takes away from students' abilities to learn to solve problems amongst themselves, structured recess promotes inclusiveness and teamwork, teaching students ways to stay healthy and have fun together.

Structured play should be set up in more schools because it helps foster the development of students' motor skills and fitness by providing "more opportunities for daily activity as a means to address childhood obesity" (Text 1, lines 5-6). Although people may argue that any type of recess can offer that mandatory participation in structured play ensures that all students have the exercise and an outlet for their energy. Even though some students may not view themselves as athletic, "total class inclusion" (Text 1, line 18) has the additional benefit of preventing potential isolation of some students on the playground. Since recess coaches teach children random ways to pick teams they "circumvent emotionally scarring episodes of being chosen based on skill or popularity" (Text 3, lines 41-43). Therefore, a self-conscious student may be less reluctant to take part in a structured recess activity.

Proponents of unstructured recess contend that "children still benefit most from recess when they are let alone to... solve problems" (Text 4, lines ~~28~~ 27-29). Conflict resolution is an important skill ~~to gain experience in~~ that should be addressed in the formative years of childhood, but it can be most effectively

taught and practiced ^{within} the context of a structured recess program. Many students will need suggestions about how to solve the conflicts that arise. Fortunately, "coaches teach simple ways to settle disputes and preempt some quibbles by teaching games including rock-paper-scissors (Text 3, lines 43-44). These skills help make structured recess beneficial not just physically and emotionally, but also behaviorally. At one school with a recess coach, "disciplinary referrals at recess have dropped by three-quarters ... And injuries are no longer a daily occurrence" (Text 4, lines 14-15). The positive changes in behavior can carry over to the classroom as well. This is demonstrated on how "teachers have reported improved behavior and attention in the classroom after vigorous structured recess" (Text 1, lines 22-23).

People recognize that recess is a significant part of a child's school day. That is why structured play programs try to make the most of that time each day. While some argue that the implementation of these programs hinders the development of conflict resolution and stunts social development, it actually promotes these skills. Students are given the tools they need to ^{not only} improve their physical and emotional well-being, ^{but} also create a more harmonious school culture. To reap these benefits and encourage the overall wellness of their students, more schools should establish structured play programs for recess.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*In order to make recess as beneficial as possible, schools should establish structured play programs. These programs provide additional access to physical activity, increased participation of students, potential to improve behavior, and reinforcement of skills and values*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Although people may argue that any type of recess can offer that mandatory participation in structured play ensures that all students have the exercise and an outlet for their energy and Conflict resolution is an important skill that should be addressed in the formative years of childhood, but it can be most effectively taught and practiced within the context of a structured recess program*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Structured play ... helps foster the development of students' motor skills and fitness by providing "more opportunities for daily activity as a means to address childhood obesity" and The positive changes in behavior can carry over to the classroom as well. This is demonstrated on how "teachers have reported improved behavior and attention in the classroom after vigorous structured recess"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 18*) and (*Text 4, lines 14–15*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that states the claim and provides reference to the counterclaim while establishing a focus on the various benefits of structured recess, then follows with two body paragraphs supporting the claim by explaining the benefits of *inclusiveness and team work* and refuting possible counterclaims, ending with a summative conclusion (*To reap these benefits and encourage the overall wellness of their students, more schools should establish structured play programs for recess*). The essay establishes and maintains a formal style, using sophisticated language (*Proponents of unstructured recess contend*) and structure (*These skills help make structured recess beneficial not just physically and emotionally, but also behaviorally*). The essay demonstrates control of conventions, exhibiting occasional errors (*can offer that mandatory participation, pick teams they, demonstrated on how, implimentation*) only when using sophisticated language.

Elementary school is a pivotal time for the development of today's youth. A child's brain, emotions, and skills are very rapidly developing and evolving. With all of the structure and classroom education forced into children at that age, a time to unwind and grow interpersonally is crucial. Recess is a very important part of child development, and should be a time for free, unlimited ~~play~~ expression - not structured play.

Anyone who watches children play freely ~~and~~ can see that they are completely capable of creating games and physical activities on their own. Studies have shown that during this free playing time, "intellectual and cognitive growth, emotional intelligence, and social interactions" are all benefited and promoted (Text 2, Lines 21-24). At ~~the~~^a time when the brain is most delicate and moldable, the implementation of these factors is crucial. ^{In the other hand,} structured play ~~also~~ forces a burden onto children who may just not enjoy or feel comfortable in group sports. At a school practicing structured recess, the children "were bored... had tired but... were no good at running" (Text 4, Line 7). Children are told they have "no choice", and are thus apt to develop negative emotions and connections towards physical activity and group play if they are forced into it as children. Unstructured recess allows for children ~~to~~ a period of time to make their own choices and freely express themselves in a safe environment, while structured play takes away from this freedom and restricts the developing minds of young children.

Although structured recess shows potential benefits, ~~the~~ the existing negative implications are too contradictory. Supporters of structured recess claim that "significantly less bullying and exclusionary behavior during recess" occurs with

structured play programs. However, there is no shown reduction in more general aggressive behaviors (Text 3, lines 55-57). The lower aggression levels solely during recess will remain only during that period of time. Children will still find a way around to bully and hurt others. Therefore a simple reduction in immediate bullying is not worth ~~even~~ further taking away from the freedom and expression of children. Child obesity is another objective on supporters' minds. However, ~~if children~~ children in elementary school are already offered a physical education class, which they regularly fulfill. The option to pursue more physical opportunities should then be left up to the students, and not miserably forced upon them.

Structured recess is an unnecessary stressor on young children. This form of play takes away children's expression and initial exposure to freedom. Children should be allowed freedom, and ~~the~~ structured play should not be implemented.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*Recess is a very important part of child development, and should be a time for free, unlimited expression – not structured play*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Anyone who watches children play freely can see that they are completely capable of creating games and physical activities on their own and Unstructured recess allows for children a period of time to make their own choices and freely express themselves in a safe environment*) and to distinguish the claim from alternate or opposing claims (*Supporters of structured recess claim that “significantly less bullying and exclusionary behavior during recess” occurs with structured play programs and a simple reduction in immediate bullying is not worth further taking away from the freedom and expression of children*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*At a school practicing structured recess, the children “were bored ... had tired feet ... were no good at running” ... Children are told they have “no choice”, and are thus apt to develop negative emotions and connections towards physical activity and Limiting child obesity is another objective on supporters’ minds*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, Lines 21–24) and (Text 3, Lines 55–57)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening that introduces the topic and the claim, two body paragraphs that present support for the claim and address the counterclaims, and a summative paragraph that reaffirms the claim (*Children should be allowed freedom, and structured play should not be implemented*). The essay establishes and maintains a formal style, using fluent and precise language (*Elementary school is a pivotal time for the development of today’s youth*) and sound structure (*Although structured recess shows potential benefits, the existing negative implications are too contradictory*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Recess in school is starting to change from free time for the students to structured physical activity. Some parents are alarmed that their children might not have time to unwind from the structure of class time to simply daydream or listen to music or talk with a few friends. However, structured recess promotes physical play and social skills, fights obesity, defuses aggression, ~~and~~ stops bullying, and increases time away from electronics.

A structured recess provides students the opportunity to relieve stress and unwind while learning new and exciting games. Text 4, line 48 says that children "can be as loud as they want" during structured play so children are still able to release the energy they have after being in the classroom for hours. Some argue that "free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions" (Text 2, lines 22-24). The same benefits occur in structured play, as children still interact with one another ^{while} ~~and~~ they play games and solve conflicts. ^{In addition, structured} ~~structured~~ play avoids exclusion and allows everyone to participate. ~~By discouraging exclusion in games~~ ~~(Text 1, line 10)~~. Choosing teams is no longer based on "skill or popularity" (Text 3, line 43), saving some children from the embarrassment of always being chosen last.

A study shows that the average child spends 7.5 hours a day on electronic activities: "Of course some of these activities bring joy and fulfillment to our kids, but,

in return, time for unstructured play has decreased" (Text 2, lines 5-8). Structured play at recess completely eliminates the temptation to plug in and tune out. Structured play will teach children new games that they might play at home giving themselves a reason to go outside to play. So, not only is a child more active at school, but perhaps more active after school. This physical activity will help if obesity is a problem.

Structured ~~recess~~ recess eliminates several more issues that are problems on the playground. Text 4 line 14 states that "disciplinary referrals at recess have dropped by three-quarters" after switching to structured recess. Even injuries on the playground have decreased and teachers felt that there was less bullying.

It is important that children be ^{physically} ~~physically~~ active, and structured recess helps less motivated children stay involved. Even though some parents worry that their child might not have enough quiet-time at recess, studies find the benefits of structured recess far outweigh those concerns. ~~It is~~ ^{It is} promoting healthy physical activity, ~~also~~ increasing social skills, decreasing bullying and injuries on the playground, and eliminating use of electronics during recess, structured recess is a positive use of time in ^{elementary} ~~our~~ schools.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*structured recess promotes physical play and social skills, fights obesity, defuses aggression, stops bullying and increases time away from electronics*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*A structured recess provides students the opportunity to relieve stress and unwind while learning new and exciting games* and *Structured play at recess completely eliminates the temptation to plug in and tune out*) and to distinguish the claim from alternate or opposing claims (*Some argue that “free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions” ... The same benefits occurs in structured play, as children still interact with one another while they play games and solve conflicts*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*Choosing teams is no longer based on “skill or popularity” (Text 3, line 43), saving some children from the embarrassment of always being chosen last* and *Even injuries on the playground have decreased and teachers felt that there was less bullying*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4, line 48 says* and (*Text 2, lines 5–8*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that clearly states the claim, followed by three body paragraphs which address both the claim and counterclaim, and concluding with a paragraph that reiterates the claim (*By promoting healthy physical activity, increasing social skills, decreasing bullying and injuries on the playground, and eliminating use of electronics during recess, structured recess is a positive use of time in elementary schools*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*It is important that children be physically active, and structured recess helps less motivated children stay involved*). The essay demonstrates control of conventions, exhibiting occasional errors (*oppurtunity, benefits occurs, outwiegh*) only when using sophisticated language.

Children are in a classroom for hours at a time and will eventually need a time to unwind. Recess is a time for the students to take a break and do what they like with their time. To enact structured play at recess, in addition to participating in physical education, is excessive. Children must be given ^{unstructured} a recess time to do what they want in order to unwind from the previous work done in the classroom.

Recess belongs to the children to decide what they want to do with their free time, after spending multiple hours inside of a classroom.

However, "In designing structured recess, they will sacrifice the notion of recess as an unstructured but supervised break that belongs to the child." (Text 1, lines 13-14)

By forcing a child to participate in activities during recess, their time to do what they like after instruction for hours previously, you take away that child's personal decision making and possibly prevent that child from losing the rambunctiousness they have to keep down in the classroom. "Free play promotes intellectual and cognitive growth, emotional intelligence, and benefits social interactions." (Text 2, lines 22-24)

Limiting a child's independence during recess is not only unfair to that child, but harmful also. Let the child decide what to do with freetime in order to prevent further problems in the classroom.

Recess is most beneficial to children because whether that child is sporty and athletic or shy and reserved, that child will still prosper from time outdoors. Some children don't want to engage in physical activity and would rather sit outside for the change in atmosphere. ^{Unstructured}

RECESS is "... a time for the child to make ^{a personal choice between} sedentary, physical, creative, or social options." (Text 1, lines 14-15) Therefore, forcibly having a child engage in structured recess isn't the most effective use of recess for every child.

Children must be given the choice to do as they like with their time out of the classroom whether it is physical activity or simply drawing.

Supporters of structured recess led instructors and parents to believe that it is the more convenient idea for children because it will reduce the amount of bullying and exclusion that happens during recess. They ^{claim that by} enacting structured recess, all children are included in an activity where instructors are supposedly aware of everything that is happening around them. "While teachers observed that there was less name-calling, shoving of classmates, and excluding of some students from games because of playworks, students didn't." (Text 3, Lines 62-64) Instructors will not be aware of all the problems with students because there are just too many to instruct all at once. Structured recess will not solve social conflicts between students because some students just will not agree or get along with others.

In conclusion, recess is a time for the student, after long hours spent in the classroom the children should be allowed the time to do ^{what they want} with their recess time. Structured recess will undoubtedly make the child feel oppressed with authority again, and will not begin to unwind like the child wants in order to be more focused in the classroom later on. Though some advantages may seem obtainable through structured recess, it will only hinder the child's ability to enjoy themselves out of the classroom at recess.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*To enact structured play at recess, in addition to participating in physical education, is excessive. Children must be given unstructured recess time to do what they want in order to unwind from the previous work done in the classroom*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*By forcing a child to participate in activities during recess ... you take away that child's personal decision making and possibly prevent that child from losing the rambunctiousness they have to keep down in the classroom and Limiting a child's independence during recess is not only unfair to that child, but harmful also*) and to distinguish the claim from alternate or opposing claims (*Supporters of structured recess led instructors and parents to believe that ... it will reduce the amount of bullying and exclusion that happens during recess*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Some children don't want to engage in physical activity and would rather sit outside for the change in atmosphere. Unstructured recess is "...a time for the child to make a personal choice between sedentary, physical, creative, or social options."*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, Lines 13–14) and (Text 3, Lines 62–64)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, three body paragraphs that support the claim and address counterclaims, and a summative paragraph that reaffirms the original claim (*Though some advantages may seem obtainable through structured recess, it will only hinder the child's ability to enjoy themselves out of the classroom at recess*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Recess is most beneficial to children because whether that child is sporty and athletic or shy and reserved, that child will still prosper from time outdoors*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*activities; interactions.*] (Text 2, Lines 22–24) *Limiting; classroom whether; conveinant; the student, after long*] that do not hinder comprehension.

No, school recess should not be structured play because students need time for their brain to relax instead of having to follow rules and regulations. Unstructured play helps promote "intellectual and cognitive growth, emotional intelligence, and benefits social interactions" (Text 2, Lines 22-24), however, unstructured playtime at recess can also cause bullies and other social issues (Text 3, Lines 10-12). It takes the time out for the children to unwind.

Although structured play helps reduce the risk of obesity it also hinders the child from other important growth, such as "socialization and emotional intelligence" (Text 2, Line 31). Structured play "simply transplants the rules of the classroom to the playground" (Text 4, Lines 20-31). Childrens aren't supposed to be worried about ^{just} their health, they need to learn how to socialize and learn from their mistakes. They need to experience things in order to learn the things that are not taught in class. Classrooms teaches the child what they need to learn to be book smart but what about emotionally and mentally? Do they not need to feel all these different types of good and bad emotions? Childrens shouldn't be in a classroom environment all throughout their day. If you think about it, recess is "the only time that children have to unwind" (Text 4, Line 24). Students who participate in structured play might "transition from that to schoolwork more quickly than students in traditional recess" (Text 3, Line 14). The students are already in an environment with restrictions and rules so

they aren't as hyper as kids without rules. Unstructured play has its benefits and disadvantages.

Unstructured play is a "supervised break that belongs to the child; that is, a time for the child to make a personal choice between sedentary, physical, creative or social options (Text 1, Lines 14-15). This is the time where they relax from a long day of school; a time where they can choose to be creative, physical or sedentary. One of the highest executive functions which is problem solving is involved in play. Children get to "plan, organize, sequence, and make decisions" (Text 2, Line 25). They get to decide how to solve a conflict or situation. They learn how to work in teams. This learning experience builds social qualities ~~that~~ such as "empathy, self-awareness, self-regulation, and flexibility" (Text 2, Line 35). Alongside with physical health, emotional development is also promoted through physical activities. Physical activities in unstructured play "decrease stress, anxiety, and depression, and to improve overall mood" (Text 2, Lines 37-38). All children need to take time off of their electronic entertainments and start being more active outside.

Unstructured play might not be able to help prevent bullying but it promotes many different benefits.

Children can experience new things while having fun. They can relax and not be worried about breaking school rules. Everybody needs a break sometimes. We all can't be engaged just in work. We need to have a time to relax too.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*No, School recess Should not be structured play because students need time for their brain to relax instead of having to follow rules and regulations*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Unstructured play helps promote “intellectual and cognitive growth, emotional intelligence, and benefits social interactions” ... however, unstructured playtime at recess can also cause bullyings and other social issues*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*One of the highest executive functions which is problem solving is involved in play, Children get to decide how to solve a conflict or situation and Alongside with physical health, emotional development is also promoted through physical activities. Physical activities in unstructured play “decrease stress, anxiety, and depression, and to improve overall mood”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, Line 31) and (Text 4, Line 24)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, two body paragraphs that intermingle evidence supporting the claim and counterclaim (*Although structured play helps reduce the risk of obesity it also hinders the child from other important growth, such as “socialization and emotional intelligence”*), and a summative conclusion that reaffirms the original claim (*Unstructured play might not be able to help prevent bullying but it promotes many different benefits*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Students who participate in structured play might “transition from that to schoolwork more quickly ... The students are already in an environment with restrictions and rules*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*interactions, obesity it, Childrens, Classrooms teaches the child what they, it’s benefits*) that do not hinder comprehension.

For some kids, recess is their favorite time of the day at school. Recess is a time for kids to unwind from being cooped up in a classroom all day. There are many benefits from recess that kids receive. During recess, children learn how to interact with their friends on a playful level, rather than an educational level. After many debates, questions arise on what the best type of recess is: structured or unstructured recess. Both have their own unique benefits.

Recess should be structured play. "Structured recess is a recess based on structured play, during which games and activities are taught and led by a trained adult." This statement from Text 1, lines 1-2, shows that there are chaperones during structured recess which is a benefit knowing that the kids aren't running around unsupervised. As stated in Text 3, lines 10-11, kids feel safer when there is supervision because structured recess leads to a "cut-back on bullying in the schoolyard." ~~But~~ Due to the "cut-back on bullying," kids can be more ~~more~~ involved in the activities because they feel more welcome to participate as stated in Text 1, lines 26-27.

As for unstructured recess, children have an enormous amount of freedom. Letting a child have a large amount of freedom isn't always the ~~best~~ best idea. Children with freedom tend to think they can do whatever they want, when they want. These children are the ones who are against authority. As stated in

who go "against authority. As stated in Text 2, lines 18-19, unstructured play "lets our kids experience freedom and learn ~~from~~ from their own mistakes and experiences." While in school, children should not be given free time to get into trouble and make mistakes. Children are in school to learn, not goof off. With unstructured play, children are given that free time to get into mischief. As stated in Text 2, line 12, unstructured play "takes place outside of direct adult supervision." This is a perfect opportunity for children to get into trouble.

Overall, structured recess is the best option for school's to incorporate into their system. The benefits of structured recess ~~outweigh~~ outweigh the benefits of unstructured recess by far. Although unstructured recess helps kids learn social skills independently, structured play puts a little more order and safety into recess.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*After many debates, questions arise on what the best type of recess is: structured or unstructured recess. Both have their own unique benefits. Recess should be structured play*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*As for unstructured recess, children have an enormous amount of freedom. Letting a child have a large amount of freedom isn't always the best idea. Children with freedom tend to think they can do whatever they want, when they want*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Due to the "cut-back on bullying," kids can be more involved in the activities because they feel more welcome to participate and As stated in Text 2, line 12, unstructured play "takes place outside of direct adult supervision." This is a perfect opportunity for children to get into trouble*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*This statement from Text 1, lines 1–2, shows and As stated in Text 3, lines 10–11*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that presents the benefits of both structured and unstructured recess, two body paragraphs that state the claim and include a discussion of the claim and counterclaim, and a conclusion that reaffirms the original claim (*Overall, structured recess is the best option for school's to incorporate into their system*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*During recess, children learn how to interact with their friends on a playful level, rather than an educational level*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*questions arise on what, chaparones, school's, outwiegh*) that do not hinder comprehension.

Recess is fun. It is a traditional thing in most schools around the world. Some schools, however, have a different approach to recess. Some have structured recess, where students are taught games and stuff by a trained professional, while other schools have unstructured recess, where students go outside and do what they want with adult supervision. Both types of recess are good in a way but ~~structured~~ structured recess seems to work better.

With structured recess, kids get to learn more about fitness and being healthy. Structured recess allows everyone to get involved, even those who are not into fitness or ^{who do} ~~not~~ ~~as~~ ~~much~~ ~~not~~ have as much skill as others (Text 1, Lines 21). Also with structured play, it decreases bad behavior and bullying (Text 3, Line 10). Also, if problems do arise, coaches of structured recess could teach the kids ways of solving the problems peacefully (Text 3, Lines 93-94). Structured recess, however, does limit a child's freedom and will, to kids, seem like just another class like gym.

With unstructured recess, kids get to have more freedom in the things they do. They get to develop more social skills and problem solving since they are learning for themselves. Unstructured recess also decreases stress, depression, anxiety, and makes kids more happy (Text 2, lines 37-38). Unstructured recess, however, allows kids not to get as much exercise as they should. It also seems to separate kids to things of their own interest.

Even with its ~~st~~ flaws, unstructured recess benefits kids more than structured recess. It allows kids to learn their own ways of problem solving. It also allows kids to have a little time to get away from class and do their own thing. This is why unstructured recess works more

Anchor Level 4–C

The essay introduces a reasonable claim, as directed by the task (*Both types of recess are good in a way but unstructured recess seems to work better*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Structured recess, however, does limit a child's freedom and will, to kids, seem like just another class like gym. With unstructured recess, kids get to have more freedom in the things they do*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*They get to develop more social skills and problem solving since they are learning for themselves. Unstructured recess also decreases stress, depression, anxiety, and makes kids more happy*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, Line 21) and (Text 2, lines 37–38)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an opening paragraph that introduces the claim, a second paragraph that presents the counterclaim followed by a paragraph that addresses the claim before returning again to a discussion of the counterclaim (*Unstructured recess, however, allows kids not to get as much exercise as they should*), and concluding with a summative paragraph. The essay establishes but fails to maintain a formal style (*games and stuff, kids do things of their own interest, do their own thing*), using primarily basic language and structure (*This is why unstructured recess works more*). The essay demonstrates partial control, exhibiting occasional errors (*childs and seperate*) that do not hinder comprehension.