Argumentative Essay

30 Minutes

• Carefully read the essay topic.

• Write an essay that addresses all points in the topic.

• Your essay should be well organized.

• Use Specific Details, Examples and Experiences to support your Central Argument.
Part Ila: Argumentative Essay

Time: 30 Minutes

Carefully read the essay topic that follows. Plan and write an essay that addresses all points in the topic. Make sure that your essay is well organized and that you support your central argument with concrete examples. Allow 30 minutes for your essay.

School boards often discuss books that should be included in a reading curriculum, like *To Kill a Mockingbird* or *The Adventures of Huckleberry Finn*. Some think that these books should not only be part of the curriculum, but also be required reading for students. Is there a book that you feel should be required reading for everyone? Choose a book you think should be required reading and write an essay persuading your audience to read this book. Be sure to support your position with logical arguments and specific examples.
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
- exhibit a less than adequate level of skill in the usage of the English language and a limited capacity to employ a basic assortment of sentence structures.
- build sentences with a few major errors that may confuse the intended meaning.

A score 1 writer will
- create a composition that has a limited sense of the audience and given task.
- display illogical organization of ideas, include confusing or no supporting details, and lack the ability to effectively use transitions.
- present a minimal or unclear thesis.
- include confusing or irrelevant details and examples, and little or no supporting text.
- exhibit a limited level of skill in the usage of the English language and little or no capacity to employ basic sentence structure.
- build sentences with many major errors that obscure or confuse the intended meaning.

Sample 6 Argumentative Essay
Most people know who Frankenstein is—or at least they think they do. Because of the way Mary Shelley’s brilliant 1818 novel was adapted to film, most Americans think that Frankenstein is a towering, scar-faced monster who brings terror wherever he goes. In Shelley’s novel, however, the real monster is Victor Frankenstein, the scientist who is the monster’s creator. In her story of how Victor Frankenstein creates the monster and what he does after the monster comes to life, Shelley conveys several timeless messages about the dangers of science, the consequences of isolation, and the importance of being a good parent. It is a novel that everyone should read.

In the story, Frankenstein, eager for glory, wants to discover the “elixir of life” so that he can have the power to bring the dead back to life. He wants to create a new race of superhuman beings and wants them to worship him like a god. He wants to unlock the secrets of nature and use that power for his own selfish goals. Shelley’s novel warns us that we must be careful what we do with science—how we apply the knowledge we discover. For when Frankenstein does discover the elixir of life, and when he does create a superhuman being, he creates a creature that is beyond his control. The creature is more powerful and more intelligent than Victor Frankenstein, and the creature engineers Frankenstein’s demise.

Shelley’s novel also warns us about the consequences of isolation. Frankenstein’s creation is so revolting and dangerous in part because Frankenstein works completely alone. He becomes so absorbed with his project that he completely blocks out family and friends. He stops communicating with others and works secretly; he does not consult with anyone about his project, both because he knows that what he is doing is wrong, and because he wants all the glory. But because he does not work with others, and because he loses touch with his community of family and friends, he also loses touch with his responsibility to other human beings. When the creature comes to life, Frankenstein runs away, abandoning his creation even though he knows the creature might harm others.

This abandonment brings us to the novel’s third timeless message: the importance of being a good parent. Frankenstein creates a living being and then abandons him because he is an “ugly wretch.” He totally ignores his responsibility to the creature, who is born as innocent as a child, even though he is the size of a giant. The creature is abhorred by everyone he meets, and because no one has ever shown him love, he learns to hate. And the person he comes to hate most is the father who abandoned him. Shelley’s message is clear: You are responsible for what you create, and if you are a parent, you must love your child, whatever his or her appearance.

In our age of cloning and genetic engineering, of scattered communities and neighbors who don’t know each other’s names, of abandoned children and neglectful parents, Shelley’s book may have more importance than ever. But it is not just the message that makes his book great. It is also a great read, powerful and suspense-filled. Will Frankenstein capture the creature?
Will he create a “bride” for the monster? Will Walton, the ship captain who records Frankenstein’s story, learn of Frankenstein’s tale? Shelley’s Frankenstein should be required reading for everyone.

Comments on the Sample Argumentative Essay That Received a Score of 6
The author has created an exceptional composition with a clear thesis that is both definitive and focused. This essay successfully addresses the issue at hand with an effective, logical organization. The supporting details are correct and relevant. Stylistically, it has smooth transitions, excellent examples, and clear and vivid details. The key ideas are readily apparent and explored throughout the essay through skillful choice and a variety of sentence structures. The author displays a clear mastery of the subject and of the English language, and uses clear, correct sentences.

Sample Argumentative Essay
Frankenstein isn’t who most people think he is—a monster. The real Frankenstein is the scientist who brings the monster to life. The confusion comes from the fact that many rely on the movie version of the story, rather than the original book by Mary Shelley. Frankenstein should be required reading for a number of reasons. It teaches some important lessons, which are maybe even more important today than they were in Shelley’s time (the 1800s).

One lesson is about how to use science. Dr. Frankenstein in the story discovers how to bring a dead person back to life. But everything goes wrong after the creature wakes up. What was supposed to be a great thing that would bring Frankenstein glory and make him a master creator instead brought him and many other people all kinds of terrible horror. I think Mary is telling us to be very careful how we use science.

She also is telling us in this story to stay close to others. Frankenstein makes the creature by himself. While working on the monster, he doesn’t talk to anyone, and no one in the university knows what he’s up to. He’s so obsessed that he doesn’t consider what will happen once this giant creature comes to life. He doesn’t think about being responsible to and for the creature.

Another lesson is that we need to be good parents. Frankenstein is like the creature’s father and mother. He created him, and he needs to take care of him. But he doesn’t, he just runs away. That’s when the horror begins. The creature is hated by everyone and his life is really sad.

There are many other important lessons to be learned from Frankenstein, including the need to learn from other’s mistakes. Walton, a ship captain, learns the story from Frankenstein, and then writes about it in letters to his sister. The reader is left wondering if Walton will understand the messages of Frankenstein’s story, and live his life differently as a result.

Another message is the need to tell the truth, and the consequences of not doing so. Victor Frankenstein knows that the monster strangled his brother, but he does not want to tell anyone. Even when an innocent girl is accused of the crime, he keeps his silence. The girl is found guilty and executed as a result of his unwillingness to tell the truth. Shelley’s Frankenstein is filled with important lessons, and I think it should be required reading for everyone.

Comments on the Sample Argumentative Essay That Received a Score of 4
The author has created a serviceable composition. The thesis is readily perceived and adequately, if not spectacularly, defended. This essay addresses the issue at hand, and is sufficiently organized. Details are correct, if vague. Stylistically, it is somewhat awkward and clichéd; sentence structures are stilted and tend to repeat, and the essay goes point-by-point in a fairly rote way. Still, the key ideas are readily apparent. The author displays adequate knowledge of the subject and mastery of the English language. The essay, for the most part, is grammatically and orthographically correct, even though it dips into personal opinion instead of objectively dealing with the subject.
Argumentative Essay

30 Minutes

- Carefully read the essay topic.
- Write an essay that addresses all points in the topic.
- Your essay should be well organized.
- Use Specific Details, Examples and Experiences to support your Central Argument.
40. **Conflicting to what stories you may have heard,**
there was no curse written on the entrance of
King Tut's tomb.
a. Conflicting to what stories you may have heard,
b. Contrary in what you may have heard,
c. Contrary to what you may have heard,
d. To contrary what you have heard,
e. Many stories of conflict you may have heard,

**Part IIa: Argumentative Essay**

Time: 30 Minutes

Carefully read the essay topic that follows. Plan and write an essay that addresses all points in the topic. Make sure that your essay is well organized and that you support your central argument with concrete examples. Allow 30 minutes for your essay.

*There are more vegetarians in this country than ever before. Should school and workplace cafeterias accommodate this dietary preference by offering vegetarian selections? Use specific reasons and examples to support your argument.*
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
A score 2 writer will

- create a composition that restrictively addresses the audience and given task.
- display little organization of ideas, have inconsistent supporting details, and use very few transitions.
- present an unclear or confusing thesis with little support throughout the composition.
- include very few details, examples, and supporting text.
- exhibit a less than adequate level of skill in the usage of the English language and a limited capacity to employ a basic assortment of sentence structures.
- build sentences with a few major errors that may confuse the intended meaning.

A score 1 writer will

- create a composition that has a limited sense of the audience and given task.
- display illogical organization of ideas, include confusing or no supporting details, and lack the ability to effectively use transitions.
- present a minimal or unclear thesis.
- include confusing or irrelevant details and examples, and little or no supporting text.
- exhibit a limited level of skill in the usage of the English language and little or no capacity to employ basic sentence structure.
- build sentences with many major errors that obscure or confuse the intended meaning.

Sample Score 6 Argumentative Essay

It's a fact: more and more people across the United States are vegetarian, and school and workplace cafeterias should be required to provide vegetarian lunch options for them. There are many reasons why vegetarians choose this diet, health concerns, moral issues, and religion among them. Schools and workplaces should honor these reasons by making it easier for vegetarians to purchase healthful, meat-free lunches.

Some vegetarians are responding to the generally unhealthy American diet, which often includes plenty of fast food and processed meats. They prefer salads, vegetables, and protein sources such as beans, soy-based products, and dairy products. However, cafeterias, both in schools and in businesses, tend to resemble fast food restaurants, offering such items as hamburgers, fried chicken, pizza, French fries, and soda. If they also stocked healthier, meat-free choices, not only would the vegetarians be accommodated, but it would also benefit others who wish to enjoy healthier options.

It would not be difficult to transform the typical school or workplace cafeteria into a vegetarian-friendly one. Many of the lunch selections currently available could be made vegetarian with a few simple and inexpensive substitutions. Veggie burgers offered alongside beef burgers, for example, would give vegetarians a satisfactory option. Tacos, burritos, and other Mexican entrees could be made with beans rather than ground beef. A salad bar would satisfy the dual purpose of providing both vegetarians and others concerned about their health and weight the opportunity for a satisfying meal. These changes, while relatively simple for cafeterias to incorporate, would provide vegetarians with acceptable lunch selections, and in the process, provide all the students or employees they serve with more healthful alternatives.

Comments on the Sample Argumentative Essay That Received a Score of 6

The author has created a solid good argument with a clear thesis that is both definitive and focused. This essay successfully addresses the issue at hand with an effective organization. The supporting details are correct, logical, and relevant. It uses smooth transitions, clear examples, and specific details. The key ideas are readily apparent and explored throughout the essay through varied sentence structures. The author displays a clear mastery of the subject and of the English language.
Argumentative Essay

30 Minutes

- Carefully read the essay topic.
- Write an essay that addresses all points in the topic.
- Your essay should be well organized.
- Use Specific Details, Examples and Experiences to support your Central Argument.
Part IIa: Argumentative Essay

Time: 30 Minutes

Carefully read the essay-writing topic that follows. Plan and write an essay that addresses all points in the topic. Make sure that your essay is well organized and that you support your central argument with concrete examples. Allow 30 minutes for your essay.

Many people would say that the Internet has become an indispensable aspect of our lives, affecting our work, our school, and our modes of communication. Write an essay in which you show how important or not the Internet is to modern life.
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
capacity to employ a basic assortment of sentence structures.
- build sentences with a few major errors that may confuse the intended meaning.

A score 1 writer will
- create a composition that has a limited sense of the audience and given task.
- display illogical organization of ideas, include confusing or no supporting details, and lack the ability to effectively use transitions.
- present a minimal or unclear thesis.
- include confusing or irrelevant details and examples, and little or no supporting text.
- exhibit a limited level of skill in the usage of the English language and little or no capacity to employ basic sentence structure.
- build sentences with many major errors that obscure or confuse the intended meaning.

Sample Score 6 Argumentative Essay
In the twenty-first century, the first place people turn to when there is a question to be answered, information to be located, or people to be contacted, is often the Internet. The Internet has supplanted the traditional encyclopedia, as well as a number of other reference sources, such as phone books and travel agents. Online, one can make reservations, plan vacations, play interactive games, learn a language, listen to music or radio, watch TV shows, read the newspaper, and research about a medical condition.

There is no limit to the subject matter that can be found on the Internet. Search engines like Google can summon links to more sources than one could imagine. The Internet allows those at home in front of their computers to shop and socialize without coming face-to-face with another person. Clearly, the Internet is an invaluable tool in modern life.

If, however, one wishes to speak directly to another person, email and social networks provide that connection. You can find groups of people conversing with one another on any topic under the sun—politics, sports, health, pop culture, travel, food, and more. Social networks like Twitter and Facebook can be a place to meet people, exchange ideas, or learn a new skill. Emailing and instant messaging let you talk to anyone anywhere as long as there is an internet connection. In a world where people frequently travel, and where family members do not necessarily live in the same state, email is a means of making simple, inexpensive, immediate contact. Digital cameras and the rise of smart phones allow images to spread online as quickly as words do.

Unfortunately, there are individuals who subvert the opportunities offered by these technologies. They are less than honest, disguise their identity, lure people into financial scams, and entice the unsuspecting, including children, into giving them personal information. It’s up to each individual user to protect their data and their identity with the most up-to-date spyware protection and exercise personal caution when corresponding with strangers.

Of course, every company with a web presence is still in business to make a profit, so sites from the New York Times to Amazon sell ad space to companies who want to reach their readers. Some are easy to ignore, such as banners at the top and bottom of the screen. However, some advertising comes in the form of pop-ups that require the user to stop and respond, either positively or negatively, to the ads.

When one considers that, among other things, you can visit a museum and view its contents, visit the websites of numerous individuals and organizations, play a game with a whole community of players, and pay your bills, it becomes obvious that the uses of the Internet are too vast for a short list. Most would agree that much has been added to people’s lives by connecting them to the Internet, and that we probably cannot anticipate what new purposes will be explored in the future.

Comments on the Sample Argumentative Essay That Received a Score of 6
The author has created an informative essay with a clear thesis. It answers the question and has a smooth, logical organization. Stylistically, it uses smooth
transitions and relevant and correct examples. The key ideas are readily apparent and explored throughout the essay through well-written and varied sentences.

**Sample Score 4 Argumentative Essay**

The Internet has many important purposes. It has connected people all over the world in a way that has never been done before. You can send and receive email from friends and colleagues whenever you want. You can also meet people through the Internet, and make friends. These facts prove the importance of the Internet in people’s daily lives.

The Internet is also good for research. If you want to get information about just about any topic, you can look it up. You don’t have to go to the library. You can also use the Internet for recreation purposes. There are also good games and music that you can download, often for free.

Shopping may also be done on the Internet. You can buy things at home, without having to go to the store.

For providers, the Internet is a way for them to make money. They sell subscriptions, and also sell advertising space. Some provide good service, while others seem to want to make the most profit, and don’t hire many technical people to help when there is a problem.

While the Internet has its downside, such as identity theft problems and stalkers, these problems are found off the Internet, too. You just have to be careful when using the Internet, and you can enjoy the countless ways in which it has improved our lives.

**Sample Score 1 Argumentative Essay**

The Internet has lots of purposes. It has been around for about ten years and it has really taken off. Most people have at least one computer in their house. Most of them have an Internet connection. If you ask them why they have it, they will probably tell you about the useful purposes.

One of the best things you can do on the Internet is play games, such as chess and backgammon, with people you don’t even know. Sometimes you have to pay for the games, and sometimes they are free. Sometimes you play against a really tough opponent, and sometimes you can win every game. I prefer the latter. It’s also fun to listen to music on the Internet. You can find just about any kind you like. These are some purposes of the Internet.

**Comments on the Sample Argumentative Essay That Received a Score of 1**

The author neither understands the subject, nor expresses an opinion in a clear and coherent manner. The author furthermore focuses on his or her experience with online gaming, not with the more general benefits of the Internet. There are grammatical and spelling errors, and the essay neither develops in a clear way, nor has very much to say.

**Sample Responses for the Source-Based Essay**

Following are sample criteria for scoring a source-based essay.

A score 6 writer will
- create an exceptional composition explaining why the concerns are important and support the explanation with specific references to both sources.
- organize ideas effectively and logically, include well chosen information from both sources, and link the two sources in the discussion.
Argumentative Essay

30 Minutes

• Carefully read the essay topic.

• Write an essay that addresses all points in the topic.

• Your essay should be well organized.

• Use Specific Details, Examples and Experiences to support your Central Argument.
Directions: You have 30 minutes to complete this constructed-response question. Use a word processor, but not the spell or grammar check, to type a brief response based on this topic.

To encourage talented people to enter teaching, teachers who score higher on standardized tests should make significantly more money than those teachers who receive lower test scores.

Describe the extent to which you agree or disagree with this statement. Support your response with specific details, examples, and experiences.

Write a brief outline here.
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
27. (C) This choice appropriately replaces the double negative underlined in the original sentence.

28. (C) Adding the word by creates the desired parallel development in the sentence.

29. (A) The sentence is correct. The pronoun his agrees with the antecedent Tom.

30. (B) Who correctly shows the subjective case.

31. (E) Have learned indicates this has occurred and may continue.

32. (D) This sentence clarifies the status of the six unratified amendments and brings this paragraph to a conclusion.

33. (A) The existing sentence part is a better choice than any of the suggested replacements. These replacements are all incomplete in some way and do not accurately describe the amendment process.

34. (E) This choice captures the cooperation and compromise that led to the Constitution, which was not the work of a single person.

35. (D) The word ratification refers to the outcome. Adding the word process clarifies the sentence and indicates that the sentence describes the steps to ratification.

36. (C) The best answer is C. This sentence eliminates some of the wordiness of sentence 6 and sentence 7 and still conveys the essential meaning of these sentences.

37. (D) There is only one title and a publisher, indicating that this citation is for a book.

38. (B) The field notes are a secondary source. The scientist was not around when the dinosaurs were alive. Choices A and D are primary sources. Choice C is a general reference and not directly a source about dinosaurs. As for E, there were no drawings of any type made showing living dinosaurs.

39. (C) This statement about Major Andre is true, but it is not directly related to the topic of Benedict Arnold.

40. (B) In general, a summary cannot be a primary source. It is likely that the original report would have been a primary source.

**Argumentative Essay**

Compare your essay to the sample essay that follows. You may want to show your essay to an English expert for further evaluation.

*This essay would likely receive a score of 5 or 6 out of 6 (515 words).*

Paying Teachers Because They Score High Is a Bad Idea

A higher standardized test score does not tell anything about what a person will be like as a teacher. How many of us have known someone who could do very well on tests, but could not interact effectively with others? The same thing is true of people who do well on tests and can't explain what they know to another person. This does not mean that doing well on tests is a bad thing. It does seem to me that doing well on tests does not by itself mean that someone will be a good teacher. Besides that it is very hard to pay teachers on an incentive basis because there are so many differences among the pupils that teachers work with that you could never tell whether students did well because of a teacher or because of some other reason.
I don't agree that teachers should be paid more to do something that lasts for a year because they scored higher on a test that lasts for hours, and I don't think it is possible to pay teachers by merit in most situations. I am going to write some things about each of these.

Just try to imagine this situation. There are two first grade teachers. One teacher scored much higher on a standardized test. Both teachers have to help their students learn about reading. But the teacher with the higher score for some reason or another can't deal with these young children. They do not have the patience to work with them all day long. It could be that the teacher with the higher score does not know how to teach reading. The teacher with the lower score is just the opposite. That other teacher works well with the children they have the patience to deal with them and they know how to teach reading. I do not think we could find a person anywhere who would not think that this low scoring teacher is the one we would want in the classroom.

The idea of paying teachers by merit is a part of this question. I think paying teachers in that way would be great if there was any way to tell that a teacher was the reason students were doing better or poorer as they learned. But I do not think there is. I can think of classes I was in where we did better because of the students who were in my class. To be honest the teacher did not help that much. But if you pay by merit then the teacher would have been paid more, not because of the teacher, but because of the students. That is not right.

In conclusion, I disagree with the statement because there is not evidence that indicates that teachers with higher standardized scores are better teachers. If some teachers have higher standardized scores, it is probably something about them and not the scores they received. This idea of paying teachers this way is an idea that should not be used in schools.

**Informative/Explanatory Essay**

Compare your essay to the sample essay that follows. You may want to show your essay to an English expert for further evaluation.

**Here is an essay that would receive a 5 or a 6.**

The issues raised in these essays have mainly to do with safety, but also with the continued use of nuclear reactors for power generation. Both authors agree that a strength of nuclear energy is that it is a renewable energy source with low greenhouse emissions.

Each author agrees there can be health risks associated with nuclear power generation. However, the Quinson to minimize the risks, noting that, "Nuclear power has caused fewer fatalities per unit of energy generated." Personally, I don't find that particularly reassuring because the introduction notes that nuclear energy generates just 5% of the world's energy.

Patrick takes a more ominous tone pointing out the three major nuclear accidents that occurred in the last 25 years writing "... nuclear reactor ... is a ticking time bomb—a nuclear bomb." (Patrick)

The authors quite unusually each downplay the role of nuclear power in energy production. Quinson points out that coal is far away the fuel used most often to produce power. Patrick seconds this idea, noting that solar power could fill the void left by the absence of nuclear energy but never the void left by the absence of coal.

Quinson brings in an additional point that there are "over 150 naval vessels powered by nuclear energy." (Quinson) Quite unusually, it seems to me, Patrick also believes a "ship at sea" (Patrick) might be an appropriate use of nuclear power.

Frankly, a somewhat confusing picture appears from these position papers. Quinson indicates that nuclear power is generally good, with some reservations. On the other hand Patrick says nuclear reactors are like nuclear bombs, most of the time. Each author likes nuclear power's reliability and absence of greenhouse emissions. I am drawn to Patrick's point
Argumentative Essay

30 Minutes

- Carefully read the essay topic.
- Write an essay that addresses all points in the topic.
- Your essay should be well organized.
- Use Specific Details, Examples and Experiences to support your Central Argument.
ARGUMENTATIVE CONSTRUCTED RESPONSE

30 MINUTES

Directions: You have 30 minutes to complete this constructed-response question. Use a word processor, but not the spell or grammar check, to type a brief response based on this topic.

A college student who received a poor grade in a class should be able to have any record of the class and the grade removed from his or her transcript.

Describe the extent to which you agree or disagree with this statement. Support your response with specific details, examples, and experiences.

Write a brief outline here.
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
24. (E) This choice, alone, would remind the reader that Lincoln’s Gettysburg Address came before the war’s end.

25. (D) You should always edit out “the fact that” from any written work. Choices B, D, and E accomplish that task. However, choices B and E do not make sense in context, leaving D as the only correct choice.

26. (D) The word as can be an adverb, a conjunction, a preposition, or even a noun. What it cannot be is a verb. This sentence does not have a verb, and D solves that problem by including the verb “was.”

27. (B) It is an article from a newspaper. The article was accessed online, as is the case for many newspaper articles, but there is no evidence that it is an online article.

28. (A) A primary source is firsthand information. The only primary source on this list is the notes from a concentration camp guard.

29. (B) The book by a participating astronaut in that original lander is a secondary source because the events were recalled after the fact. Choices A, D, and E are primary sources. Choice C is a general reference and neither a primary nor a secondary source.

30. (A) This is the only choice, correct or not, that refers to the origins of the name “Uncle Sam.” None of the other choices directly address the origin of the name “Uncle Sam.”

Argumentative Essay

Compare your essay to the sample essay that follows. You may want to show your essay to an English expert for further evaluation.

This essay would likely receive 5 or 6 out of 6 points (510 words).

I think that the idea of removing any record of a poor grade in a class and any record of the class from a transcript is one of the worst ideas I’ve ever heard of. A transcript is a record of work in college and that record should not be tampered with. I am going to explain why and try to explain why people might think it is a good idea for them and why that does not make it right.

A class and a grade on a final transcript is a record of what has happened in a college classroom. It is a reflection of what happens between a professor and a student. If a students got a poor grade there is certainly a good reason for it. Not only would this practice strike at the very basis of academic integrity encourage students to pay less attention to their studies, knowing that they could just have any grade they wanted to have removed. Besides that there are many ways besides their performance in class that a student can stop a grade from appearing on their final record. The first is to withdraw. Every college has withdrawal policies that allow a students to leave a class and have no grade recorded. Often students can withdraw very late from a class, even after they know what their grade will be. The second thing is grade appeal. Every college has a grade appeal process. In what I see at the college I attend if a student really did not deserve a grade the grade will be overturned on appeal. Most colleges also have hardship provisions. That means say you were in a hospital, or something else tragic happened in your life, a college committee can decide not to record your grade on a transcript. But once the grade is there after all the things to protect students then it belongs there.

There will be some people who write in favor of this statement because they apply it to themselves. They say "wow" it would be great if I could just go through my transcript and remove every grade and course I did not like. Of course that is what they are going to write.
But it is so serving of themselves that we just can't pay attention to them. It would be giving
the wrong people a say over what is happening in our college where there are already enough
questions about the quality of what goes on there. Why not just take the tuition money and let
the students write their own grades.

To summarize my position I disagree with the statement about a college student being
able to have any grade and class removed from their transcript. There are already many,
many safeguards for students to stop the grade from appearing or to challenge a grade if it
is incorrect or was because of some hardship. Things are bad enough as they are without
removing this one last tiny bit of honesty in colleges and universities throughout the country.

Informative/Explanatory Essay

Compare your essay with the sample essays that follow. You may want to show your essay to
an English expert for further evaluation.

This essay would receive a 5, but probably not a 6.

I never thought of self-serve gas stations as an issue that could lead to a useful analysis, but
I see that’s not true. The issue raises a number of fundamental questions. Both authors seem to
agree that safety and dealing with disabled drivers, while Andrews alone raises the issue of jobs
and Coffman alone raises the issue of popular support.

I want to say immediately that Andrews point that requiring attendants would create about
500,000 jobs carries the day for me. Entry level jobs are hard to come by, and I believe his point
that the extra liability premiums are certainly no more than the cost of the new jobs.

Pumps operated by station employees eliminates the issue of servicing disabled people. I am
suspicious of Coffman’s statement about a disabled person getting another driver to refuel the
car. It just seems too convenient, and I would not want to give my credit card to someone I did
not know. Besides, if an employee was present this arrangement would not be necessary.
Besides, from what I know, it’s legal to only refuel your own car.

The safety issue seems to be a little less clear. Andrews makes the issue of higher liability
costs, while Coffman mentions increased safety requirements for self-service stations. It seems
to make sense that stations with pumps operated by employees would be safer for patrons than
self-pumped gas. But neither author gives us any information about comparative safety of either
type of station.

Coffman’s populous argument about the majority being correct reads like an example of an
faulty argument. That the practice is widespread is interesting, but it does not prove that self
service stations are the best approach.

Andrew’s argument for jobs, and Coffman’s silence on this issue, convinces me that requiring
that attendants dispense all gasoline is a strong enough point on its own. It is clear to me that
the extra cost of employees would be offset by the reduction in insurance costs.

Discussion

This essay clearly defines the main issues and points out which position papers refer to which
issues. The essay quickly identifies the main issue and then fully reviews the other issues,
bringing in the author’s own perspective. The essay is long enough, well developed, and is
free of meaningful errors in usage and grammar. The essay uses information from the two
position papers but only by paraphrase and somewhat casually cites the appropriate position
paper. It would be easy for a rater to place this essay in the upper third; however, the lack of
any direct quotations and the somewhat casual citing would likely limit the highest possible
score on this essay to a 5.
Argumentative Essay

30 Minutes

- Carefully read the essay topic.
- Write an essay that addresses all points in the topic.
- Your essay should be well organized.
- Use Specific Details, Examples and Experiences to support your Central Argument.
Part E: Constructed Response

The Core Writing test has two constructed responses. You have 30 minutes to complete each response. Rated response examples are found on pages 85–89.

Argumentative Constructed Response

Directions: Use a word processor, but not the spell check or the grammar check features, to type your response.

OPINION

"Machines hurt people. A machine is just a way of replacing a human in the workplace. Over 30,000 people are killed and hundreds of thousands injured or maimed in accidents involving the machine we call a car."

Use this space to write a brief outline before you type your constructed response:
Sample Response for the Argumentative Essay

Compare your essay to the Sample Essay that follows
RATED ARGUMENTATIVE ESSAYS EXAMPLES

Essay Opinion

“Machines hurt people. A machine is just a way of replacing a human in the workplace. Over 30,000 people are killed and hundreds of thousands injured or maimed in accidents involving the machine we call a car.”

This essay would likely receive a rating of 5 or 6.

It is hard to disagree with the point made in the prompt about automobile fatalities. It is a serious problem in this country. There are still impaired drivers behind the wheels of cars who are too disoriented to make good decisions. Lately, many drivers are distracted by cell phones and tablets, which has increasingly become a cause of accidents. In this day there are still some people who do not wear seatbelts. Most automobile accidents are caused by drivers themselves and through education and laws we need to address these problems and reduce the number of automobile accidents.

However I completely disagree with the notion that a problem with car safety means that, as a general rule, machines harm people. I have one particular example in mind that has to do with my mother. Several years ago she had to undergo serious heart surgery. I didn’t know anything about it, but I quickly learned that she would not be breathing on her own nor would her heart be beating on its own during the surgery. It was a very scary proposition.

I learned that my mother would be connected to a heart lung machine during the surgery. For the purposes of this essay—the word “machine” is very important. As I read the opinion for this essay I thought that someone may not have thought of this lifesaving machine—a machine that made such a positive difference in my life. I learned that doctors would be operating inside the heart and that the flow of blood through the heart would actually have to be stopped. I learned that the heart lung machine was a wonderful machine that makes open heart surgery possible. By pumping and cleaning blood during surgery. Without the heart lung machine this type of surgery would not be as successful and my mother may have died. Fortunately, the surgeons were good and the machine was available and my mother is now fine.

Whenever I think of a machine I think of the heart lung machine that probably saved my mother’s life. And I think of some of the other machines used in the hospital to keep her breathing and to keep her alive during recovery. There may be some machines that hurt people, but there are more that do not. When I think machine, I think good.

Discussion

While this essay begins by agreeing with one part of the prompt, it quickly turns to the main point and clearly establishes that the writer does not agree with the main proposition that “machines hurt people.” The details to support her position come from a very personal experience with a machine that probably saved her mother’s life. The essay is well developed with a minimum of grammatical errors. The force of the writer’s experiences and the conclusions make this a particularly compelling essay.

This essay would likely receive a rating of 4 or 3.

I disagree with the opinion that machines hurt people. It is such a sweeping statement that you just need one counterexample to show that it is not true. Personally, I can think of lots of
machines that help people. I could not live without my fax machine or my garbage disposal. People undergoing open heart surgery could not live without a heart-lung machine or a respirator. Those are machines.

I guess what bothers me is that the statement is so silly. How can you make a general statement that machines hurt people. It just does not make any sense. The list of machines that help people is practically endless. Even the automobile casualties cited in the opinion are most often caused by human error, and it is certainly clear that ambulances, a car of sorts, are extremely helpful and certainly save more lives than those lost in automobile accidents.

An opinion as sweeping and general as the one found on this test can be proven false through many examples including the one described here in detail, and the few others alluded to. It just takes one true counterexample to prove the statement untrue and to conclusively support position that the statement “machines hurt people” is simply not true.

**Discussion**

This essay clearly states the author’s position about the opinion that “machines hurt people.” It provides some logic-based arguments that a sweeping statement can be proven false with a single counterexample, and offers several counterexamples to bolster that point. The essay lacks the development and detail necessary to place it in the upper third of essays and consequently earns a 3 or 4.

This essay would likely receive a 2.

The general statement: that machines hurt people is simply not true. I just think of the heart lung machine. It is a machine and it does not hurt people. Really, what more is there to say. That simple countereexample proves that the statement is false. You do not need more than that.

But there are other examples. You do not even have to talk about a hospital and saving lives. I have clothes that need to be washed. I’d rather not do that by hand so I use a washing machine—I use that “machine.” I can absolutely tell you that a washing machine helps me. So there are two examples and there are plenty more of why I disagree with the opinion.

**Discussion**

There is nothing wrong with this very brief essay, and it makes the point. The intent of this essay is not to prove you can make a point, but that you can write a well-developed essay supported by details. This essay lacks the development, detail, and length to receive a score above 2.

Essays that would receive lower scores than a 2 would be shorter and less well developed, or would be completely off topic.

**RATED INFORMATIVE/EXPLANATORY ESSAYS EXAMPLES**

Here is an essay that would receive a score of 5 or 6.

The primary concerns about school tracking are its effectiveness as an instructional structure, its unfairness to minority students and the potential for locking students into a plan of study after they show growth. Both author’s seem to agree that tracking helps more able students. But the reasons for that view are quite different. Robertson points to the beneficial