

# The 2014 GED® Test – Reasoning Through Language Arts (RLA)

## Extended Response Resource Guide for Adult Educators

A large decorative graphic consisting of two overlapping horizontal arrows pointing to the right. The top arrow is yellow and the bottom arrow is teal.

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## Overview and Introduction to Daylight Saving Time Resource Materials

This guide has been assembled by GED Testing Service in order to help adult educators increase their understanding of and skill in scoring the Extended Response (ER) questions on the 2014 GED® test - RLA. Using these resources will help you identify the various qualities and attributes of ER responses at the full range of score points for each of the three traits on the rubric which, in turn, will help you to focus your writing instruction for test-takers taking the 2014 GED® test. Using these materials will also help you in scoring responses that test-takers provide you as part of their preparation for the test in taking GED Ready™: The Official Practice Test. GED Ready™ is accompanied by the Educator Scoring Tool for GED Ready™ (<http://www.gedtestingservice.com/2014testresources>), which can help you score test-taker responses. This guide, as a supplement to the Educator Scoring Tool, is intended to increase your facility with and accuracy in scoring ER items for the GED® test - RLA.\*

The materials in this guide are based on a publicly-released ER item that appears on the 2014 GED® program free practice test (<http://www.gedtestingservice.com/freepracticetest>), based on a passage called “An Analysis of Daylight Saving Time.” This stimulus passage and its associated prompt (which are incorporated into this guide) were part of an extensive field-testing process that each of the questions on the 2014 GED® test went through in 2012. The responses that you will see in this guide are actual writing samples written by adult test-takers in response to the stimulus material and prompt on Daylight Saving Time. These writing samples were generated under standardized computer-based testing administration conditions that replicate the conditions of actual operational GED® testing on computer in all respects (e.g., instructions provided to test-takers, tools available to test-takers, time allotment, etc., were identical to authentic testing conditions). All of the characteristics of the responses, including spelling, paragraphing, and spacing, have been left exactly as originally written and submitted by the test-takers. They also appear here exactly as they appeared to the educator Subject Matter Experts (SMEs), who determined the range of responses for each score point, and to the expert human scorers, who provided the final certified scores for the responses. The annotations that are presented to enhance your understanding of the score each response received were also written by SMEs.

Scoring of each response is conducted one trait at a time. That is, three separate sets of scorers evaluate each response, each group reviewing one trait. Therefore, you will see three different sets of exemplar responses of “anchor sets” – one for each trait. Of course, when you score your own test-takers’ responses, you will be reading each one three times in order to evaluate it for the different characteristics listed in each trait. However, to provide you with the largest number of clear exemplars, each anchor set is composed of completely unique responses.

The following pages present the stimulus material and the prompt for the Daylight Saving Time Extended Response from the 2014 GED® program free practice test (question 12).

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\* Note: The ER scoring tool is meant to be used as a guide to scoring, but once you become more familiar with the dimensions and sub-dimensions, you will be able to score writing samples holistically, without fully following the tool. There is no expectation that you will use the tool for EVERY response that you score, and the materials in this guide should help you begin to gain the skills at evaluation of writing that you will need to effectively score extended responses first with the tool and later, without relying on it.

## 2014 GED® Program Free Practice Test – RLA – Item #12

### Stimulus Passage

#### **An Analysis of Daylight Saving Time**

- 1 Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

#### **DST in America**

- 2 For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!
- 3 In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

#### **Benefits of DST**

- 4 Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.
- 5 Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.
- 6 Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

## Arguments against DST

- 7 Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.
- 8 Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.
- 9 The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.
- 10 When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

### **Prompt**

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

## RLA Extended Response Answer Guidelines

The guidelines below are presented to test-takers as a tool within the testing environment in order to remind them of the elements and attributes of argumentation, organization, language usage, etc., that should be incorporated into their responses to the ER prompt.

### Extended Response Answer Guidelines for Reasoning Through Language Arts

Please use the guidelines below as you answer the Extended Response question on the Reasoning Through Language Arts test. Following these guidelines as closely as possible will ensure that you provide the best response.

1. **You will have up to (but no more than) 45 minutes to complete this task.** However, don't rush through your response. Be sure to read through the passage(s) and the prompt. Then think about the message you want to convey in your response. **Be sure to plan your response before you begin writing.** Draft your response and revise it as needed.
2. As you read, think carefully about the **argumentation** presented in the passage(s). "Argumentation" refers to the assumptions, claims, support, reasoning, and credibility on which a position is based. Pay close attention to **how the author(s) use these strategies to convey his or her (their) positions.**
3. When you write your essay, be sure to
  - ☐ **determine which position presented** in the passage(s) is **better supported** by evidence from the passage(s)
  - ☐ **explain why the position you chose is the better-supported one**  
—remember, the better-supported position is not necessarily the position you agree with
  - ☐ **defend your assertions with multiple pieces of evidence** from the passage(s)
  - ☐ **build your main points thoroughly**
  - ☐ **put your main points in logical order** and tie your details to your main points
  - ☐ **organize your response carefully** and consider your **audience, message, and purpose**
  - ☐ **use transitional words and phrases** to connect sentences, paragraphs, and ideas
  - ☐ **choose words carefully** to express your ideas clearly
  - ☐ **vary your sentence structure** to enhance the flow and clarity of your response
  - ☐ **reread and revise your response** to correct any errors in grammar, usage, or punctuation

## RLA ER Rubric – Trait 1

The Reasoning Through Language Arts Extended Response Rubric for Trait 1 appears below:

Score	Description
<b>Trait 1: Creation of Arguments and Use of Evidence A</b>	
2	<ul style="list-style-type: none"><li>generates text-based argument(s) and establishes a purpose that is connected to the prompt B</li><li>cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) C</li><li>analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.) D</li></ul>
1	<ul style="list-style-type: none"><li>generates an argument and demonstrates some connection to the prompt</li><li>cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references)</li><li>partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate</li></ul>
0	<ul style="list-style-type: none"><li>may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither</li><li>cites minimal or no evidence from source text(s) (sections of text may be copied from source)</li><li>minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)</li></ul>

### **Non-scorable Responses (Score of 0/Condition Codes)**

Response exclusively contains text copied from source text(s) or prompt

Response shows no evidence that test-taker has read the prompt or is off-topic

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

**Note:** The annotations to the rubric, A through D, appear on the next page of this guide.



- A** Trait 1: Responses are scored according to the criteria outlined in all three bullets. Each bullet represents a distinct **dimension** or **quality of writing** that involves the creation of arguments and use of evidence. Each score point describes the same dimensions, but at varying levels of mastery. Responses may exhibit qualities indicative of more than one score point. For instance, a response may contain a logical text-based argument and sufficient support (a 4-point response), but the integration of claims might be simplistic (a 2-point response). When a response shows mixed evidence of proficiency levels, it will receive a score that reflects a balanced consideration of each quality, with no one dimension weighted more than the others.
- B** The first dimension relates to making claims or assertions. At higher score points, arguments will be focused on close reading and analysis of the source texts. As responses ascend the scale in this dimension, they will become more focused on making arguments.
- C** The second dimension focuses on a test-taker's ability to use information from the source texts to support their claims or assertions. As responses ascend the scale in this dimension, they will use evidence that is progressively more tied to the text. At lower score points, the test-taker may rely more heavily on evidence drawn from personal experience with the topic rather than from text-based evidence. While responses that argue the test-taker's own opinion on the issue are acceptable, test-takers who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.
- D** The third dimension focuses on a test-taker's ability to critically evaluate the rhetorical strategies and argumentation demonstrated by the authors of the source texts. While responses that argue the test-taker's own opinion on the issue are acceptable, test-takers who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.

## Trait 1 Guidelines for Score Point 0

Trait 1 of the RLA Extended Response Rubric focuses on whether the test-taker can compose an effective argument and use text-based evidence to support his or her argument. Because this complex set of skills is new to the GED® test, the following guidance is provided to help educators understand more clearly what a score point of 0 on Trait 1 means based on the rubric.

Responses receiving a score of 0 are not blank, off-topic, or otherwise unscorable (when test-takers submit responses that fall into one of the categories of unscorable responses, which are listed below each rubric trait, their score reports will reflect the category into which their response fell). Rather, the score point of 0 reflects that though the test-taker has attempted a response (i.e., the response shows evidence that the test-taker has, indeed, read either the passage, its accompanying prompt or both), the response does not provide adequate observable evidence of the skills described in the rubric. General guidelines to help you understand when to assign the score point of 0 on Trait 1 are provided below.

Overall, responses that receive a score of 0 show a great deal of variety. Remember:

- As you can see from the textual stimulus on Daylight Saving Time, the passage presents two opposing sides of an issue. To score higher than 0, the response must go beyond merely stating which side the test-taker agrees with. That is, to fulfill the rubric requirement of creating an argument, a single statement of a stance is considered insufficient.
- Similarly, in order to score higher than a 0, the response must do more than merely pull quotations directly from the passage. That is, to fulfill the rubric requirement of citing evidence, the evidence cited must support the overall message the test-taker is attempting to convey, and must be analyzed in some way.
- Responses at all score points may (or may not) explicitly state an opinion. However, in order to score higher than a 0, responses must analyze the issue at hand *or* the quality of the argumentation through which both sides of the issue are presented.
- Some responses may be composed primarily of a simple summary of the passage. Summaries alone, with no commentary upon the text, are insufficient to receive a score higher than 0.
- While scoring, try to avoid skimming for key words or excerpts from the passage. How well the test-taker uses excerpts from the passage to support his or her overall argument is just as important as whether the response includes specific citations from the written source at all. Sometimes it's tempting to reward a response that includes information or interesting anecdotes from the test-taker's own experience. However, this task requires test-takers to engage with the text provided and to demonstrate their level of skill with creating a text-based argument. Therefore, while references to personal experience do not "count against" the test-taker, they must be considered "white noise" and should generally be ignored.
- Some 0s are obvious. In fact, some 0s may seem much lower in quality than Anchor Response 1 below.

## RLA ER Trait 1 Anchor Responses and Annotations

Test-taker anchor responses with annotated comments for Trait 1 appear below and continue through page 22.

Text from the responses quoted in the annotations is highlighted in yellow in both the annotations and in the test-taker response itself in order to help you quickly identify specific elements of each response that helped SMEs score them appropriately. However, keep in mind that each response must be considered as a whole, and these highlighted excerpts are notable mostly because they show specific examples of qualities common to responses.

Test-taker Anchor Response 1 – Score: 0 [Trait 1]	Annotation
<p>The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change. A person can become upset when they forget to change their clock each time. And some bosses penalize the employees when they are late, which only makes it more agravating. More accidents can also happen in rushing,when you forget to change all of your clocks. It would be even more confusing in Arizona, due to the fact every one in that state does not follow the dylight saving time change. Some times when running late you could miss your flight and loose a full day of work, if travel is needed in your job.</p> <p>Adopting this process, and time zones, was developed purposely to conserve energy, and make it safer to travel from work or errands, and to arrive home before dark. To have the majority of the time when it is dark outside, to be in your home and sleeping, has been shown to be safer and to conserve energy. Many people have difficulty driving at nite, as it is not as easy to see their surroundings. Conserving energy in the areas that utilize the most energy, saves not only energy, but money. Hopefully the cost of implimenting this practice is offset by the savings in energy and accidents. And, possibly. if there is an increase in energy consumption, it is because people are able to run more errands and get more done in each day to make for a better life for them and their family.</p> <p>I think, now that we are use to the daylight saving time, it will be best to continue with it, as it is safer, and saving energy.</p>	<p>The response includes an issue-based statement of stance in favor of DST in the last line. (“...it will be best to continue with it, as it is safer, and saving energy.”).</p> <p>The writer only attempts to summarize the arguments from the source text in the response, though, with the first paragraph discussing the cons and the second paragraph discussing the pros.</p> <p>While the response draws from the source text for information, the writer does not cite evidence to support any claims. Overall, the response offers a minimal summary of the arguments and lacks any analysis of the issue or the argumentation.</p> <p><b>Therefore, Response 1 earns a score of 0 for Trait 1.</b></p>

Test-taker Anchor Response 2 – Score: 0 [Trait 1]	Annotation
<p>Every year, most Americans adjust their clocks ahead in the spring and back in the fall, and the debate goes on.</p> <p>When Benjamine Franklin first "touted" the idea in 1784, is was not and could not have been an "energy saving" idea. There was no mass use energy supply or usage at that time. Since then, there has been a globalization of the energy we use to heat, cool, light, and move about. With it comes a cost and certain risks. When looking at DST, we first have to look at the benefits, second the risk, compare both and decide whether it is beneficial to the majority.</p> <p>Thoughts for;</p> <ol style="list-style-type: none"> <li>1 ) it allows for later daylight hours during the longer daylight months</li> <li>2) somestudies show that it has a crime reducing effect</li> <li>3) some studies show it has an energy reducing effect</li> <li>4) some studies show that it has a traffic safety effect</li> </ol> <p>Thoughts against;</p> <ol style="list-style-type: none"> <li>1) because not all municipalities are required to participate, it causes confusion</li> <li>2) there are studies that suggest any energy reduction from lights not in use is more than offset by increased usage from air conditioners</li> <li>3) another study concluded that traffic safety effects were the opposite and that pedestrian fatalities were up over 300% the week after "returning to standard time"</li> </ol> <p>When putting all these facts together, we need to look at the underlying conditions in the studies. There are a lot of missing pieces ti this puzzle</p> <ol style="list-style-type: none"> <li>1) in the trafic studies, what is the ratio of pedestrians killed to pedestrians on the street. It is not mentioned how many pedestrians mayor may not be walking in colder weather when DST is not in effect. Nor does it look at whether or not pedestrian traffic is increased the week following DST H38</li> <li>2) the energy issue. Back in the 1950's and 60's when this was debated for standardization, there was not the demand for energy consumption from air conditioners. The percentage of homes that even had one was considerably smaller, and most that were out there, were just a window unit or something similar. Now almost every home has a central system of some sort, with even older homes being retro-fitted.</li> <li>3) to compare crime statistics from winter to summer is, at best, ludicrous. you can only compare summer to summer and winter to winter</li> <li>4) DST does not make the day longer, it only makes it so that the daylight is later in the day. Time is growing short, and therefor I will not be able to complete this debate, but I'm sure you can conclude which side I'm on. DST, although maybe at one time was useful, has outlived that usefullness.</li> </ol>	<p>The response includes evidence of an attempt to create an argument against DST in the last line ("DST, although maybe at one time was useful, has outlived that usefulness.").</p> <p>The writer attempts to offer support for this central claim in the form of numbered lists which outline the points presented in the source text ("...studies show that it has a crime reducing effect...energy reducing effect...traffic safety effect..."). These lists only cite evidence, though, and do not use evidence as support.</p> <p>Only a minimal evaluation of the validity of the argumentation within the source text is evident in the response ("...what is the ratio of pedestrians killed. It is not mentioned how many..." and "...to compare crimes statistics... is, at best, ludicrous.").</p> <p>Overall, the response represents a minimal attempt to create an argument, as it includes little to no analysis or evaluation of the evidence presented in the source text.</p> <p><b>Therefore, Response 2 earns a score of 0 for Trait 1.</b></p>

Test-taker Anchor Response 3 – Score: 0 [Trait 1]	Annotation
<p>They say daylight savings time is a great thing. It gives daylight for the children to go to school in the morning. It allows for longer daylight further into the fall season. With DST they say moving ahead one hour in the spring helps with getting daylight for travel to and from work/school. It is true that if we as a nation are going to use daylight savings time then everyone should do it on the same day at the same time (or as close to the same time as you can get) ....</p> <p>I don't get where it helps at all - we are in a dusky period for the children to go to school in the morning and all of a sudden we fall back by one hour and this does nt' help. Then the children are really in the dark - they say by 7 am being the old 8 am it makes it lighter - but it doesn't really work. It helps for a couple weeks maybe. <b>By December; January and February and even some if not all of march you go to school/work in the dark and come home in the dark. That was always terrible.</b> This is for the people who go to work between 6 AM and 8 AM and get out of work between 4 PM and 6 PM. It was very disappointing to go to work in the dark and then it was dark when you got out. It was like you never really see daylight. It doesn't really help with the electrical consumption - how could it. During the winter months we have more darkness anyway and it makes no difference for that. It does get confusing when we jump ahead an hour as if you forget to change your clocks you are late to work, school, church or any where else you need to be. Because the time jumped ahead and you forgot to change your clocks - you think its 7 and its really 8. So you have lost an hour already in your day. <b>There's nothing worse then forgetting to set your clocks and then you arrive at church, school, work or an appointment late or have missed the whole thing. DST is really more confusing then helpful.</b> I wish we all just stayed the same time all year long. Just pick one of the times back or forward and leave all states at that time. It also then doesn't get so confusing if you have relatives in another state or your going to travel to another state on what time it is. Did they change their time or not. Its confusing enough about which time zone your in and what the time is without worrying about DST.</p> <p>It would be true that crime would come down alittle if we just had our usual daylight and none of this change the time to adjust the daylight and/or darkness.</p> <p>Driving could be a problem - that is why the sunlight bothers people in the morning with driving all of a sudden you switch the time by an hour and it really makes a difference. A gradual transition in the morning and afternoon of minutes for the sunlight each day would be better. DST was thought to be great back in the 1700's when times were different and things were more simplistic. There weren't cars and times to be at work, school so early in the morning. They wanted it to help with conserving resources for the war effort. <b>Back when it was thought of or started made sense - but times have changed and now its time to not have it. We really should stop using it.</b></p>	<p>The writer of this response attempts to create an argument against DST through claims made in the second and last paragraphs (“<b>DST is really more confusing then helpful.</b>” and “<b>Back when it was thought of or started made sense – but times have changed and now its time to not have it. We really should stop using it.</b>”).</p> <p>These claims, however, are supported with details from the writer’s <i>personal experience</i> with Daylight Saving Time, not with <i>evidence from the source text</i> (“<b>By December; January and February and even some if not all of march you go to school/work in the dark and come home in the dark. That was always terrible.</b>” “<b>There's nothing worse then forgetting to set your clocks and then you arrive at church, school, work, or an appointment late or have missed the whole thing.</b>”).</p> <p>The response communicates an opinion about the topic, but only minimally analyzes the issue as presented in the source text.</p> <p><b>Therefore, Response 3 earns a score of 0 for Trait 1.</b></p>

Test-taker Anchor Response 4 – Score: 1 [Trait 1]	Annotation
<p>In regards to the argument of whether or not daylight savings is beneficial is best supported by the benefits of daylight savings time. This is something that has been implemented for almost 100 years in the United States and an idea that was proposed over 200 years ago. If DST was a eminent threat to the well being of the citizens of the U.S. it would have been stopped long ago.</p> <p>Since different parts of the nation recieve the amount of sunlight at different times of the day it makes sense to adjust time time to ensure that all can take full advantage of the suns light. In the 1970's it was proven that DST saved about 1 % per day in energy costs. Studies have also shown that traveling in daylight is safer and that three decades of research have shown an 8-11 % reduction in pedestrian accidents and 6-10% decrease in vehicle related accidents. Along the same logic DST has also reduced crime because there are more people out and about in sunlight. Crimes are more common after dark.</p> <p>The argument against DST states that safety is brought into question because there weremore pedestrians killed the week following the end of DST. They also claim that the adjustment period is dangerous because of the immediate shift of one hour forward or backward. They claim it doesn't allow sufficient time for people to adjust with the time change as well as adjusting their clocks.</p> <p>If those are the argments that are made then people just need to be more responsible if they are having trouble adjusting with the time change. Go to bed an hour earlier to compensate for the change, double check and triple check your clock to ensure its set for the correct time before you go to bed. The media does a good job of informing the public of these changes and often reminds them to take the necessary precautions for the change.</p>	<p>The writer provides an issue-based statement of stance in the opening paragraph (“...daylight savings is beneficial is best supported by the benefits of daylight savings time.”).</p> <p>In paragraph 2, the writer incorporates textual evidence to support this general assertion (“In the 1970's it was proven that DST saved about 1% per day in energy costs. Studies have also shown that traveling in daylight is safer and that three decades of research have shown an 8-11% reduction in pedestrian accidents...”).</p> <p>A short summary of the opposing arguments is provided in paragraph 4, and in the final paragraph the writer uses simplistic reasoning to challenge the validity of the claims made by the opposition, arguing that there is a simple solution (“If those are the argments that are made then people just need to be more responsible if they are having trouble adjusting with the time change. Go to bed an hour earlier to compensate for the change, double check and triple check your clock...”).</p> <p>Overall, the response provides an argument, supports it with some evidence from the source text, and offers a partial analysis of the argumentation.</p> <p><b>Therefore, Response 4 earns a score of 1 for Trait 1.</b></p>



Test-taker Anchor Response 5 – Score: 1 [Trait 1]	Annotation
<p>Daylight Saving Time's benefits outweigh its perceived ill-effect. While correlation does not necessarily equal causation in scientific discussions, it is more logical and demonstrable that Daylight Saving Time is a boon to both public safety and energy efficiency. This is readily apparent through both quantitative data and common sense, as several surveys and Benjamin Franklin himself can attest. Or would have attested.</p> <p>On the surface of the matter at hand (the surface of the Earth), we are at our best with the Sun squarely above, illuminating both our actions and driving records. Common sense dictates that the more we spurn this fact of natural order, the more energy and human lives we waste. As noted by "Benefits of DST," the only things appropriate to darkness are crime and indecency. If anyone argues for increasing our exposure to these injustices, they are probably not arguing with reason on their side (although it may be difficult to tell in low-light conditions).</p> <p>Beneath the surface (of the matter, not of Earth), we need only look to the numbers of these ambiguous surveys conducted by such institutions as "many" and "other." Daylight Saving Time is statistically sound and economically friendly. A one percent reduction in energy cost is nothing to scoff at when our demand is so high. Detractors and their "theories" will have to use more than a single state's usage statistics to refute this. Indiana and California may only be outliers in the grand scheme of things, and to use one isolated subsystem to define the whole would be unscientific and, more importantly, unamerican.</p> <p>Most importantly, the human element. Carbon. Measurable drops in vehicle-pedestrian or vehicle-vehicle crashes should be all the more impactful to any who align themselves against Daylight Saving Time. There is no logic inherent to the claim that DST hurts people when it is only during its removal that more are hurt. If there are more fatalities once clocks are set back in the Fall, then the answer is not to rid ourselves of Daylight Saving Time, but to mitigate these circumstances by implementing gradual change or else finding a more reasonable date to revert back to normalcy.</p> <p>Granted, changing your clocks can be an inconvenience. But two small instances of convenience cannot outweigh the benefits expressed by studies more germane to DST's overall effect. There are certainly improvements that could be made, and perhaps DST isn't appropriate for every location. Ultimately, however, decades of research and centuries of advocacy shouldn't be ruled out by a few studies more narrow in scope.</p>	<p>The response generates an argument in favor of DST and demonstrates a connection to the prompt with a clear statement of stance in the introductory paragraph ("Daylight Saving Time's benefits outweigh its perceived ill-effect.") and in the concluding paragraph("But two small instances of convenience cannot outweigh the benefits expressed by studies more germane to DST's overall effect.").</p> <p>The response cites some evidence from the source text to support the central claim ("As noted by 'Benefits of DST,' the only things appropriate to darkness are crime and indecency.") and also references specific studies mentioned in the source text. The writer partially analyzes the issue ("...it is more logical and demonstrable..." and "This is readily apparent through both quantitative data and common sense..."), but the analysis is somewhat simplistic and limited.</p> <p>The response also partially evaluates the argumentation in the third paragraph, discussing the validity of the statistics presented in the source text ("...numbers of these ambiguous surveys conducted by such institutions as 'many' and 'other.' and "...a single state's usage statistics to refute this.""). As a whole, the response generates a simple argument with some analysis of the issue in the source text</p> <p><b>Therefore, Response 5 earns a score of 1 for Trait 1.</b></p>

Test-taker Anchor Response 6 – Score: 1 [Trait 1]	Annotation
<p>The two articles are opposites of each other, they both contradict the other one. The passage starts out with a simple overview and a brief history to get the reader in the right mindset. It gives a brief historical background and mentions that Ben Franklin was a supporter of Daylight Savings Time. I think that little part about Ben could influence a reader or two. Most people like Ben Franklin and everyone knows he was smart, so why not agree with him?</p> <p>Paragraph two goes on to talk about the confusion Daylight Savings Time caused by the open choice of having it or when Daylight Savings Time debuted. Cities being able to choose whether or not they participated in Daylight SAVings probably wasn't the best idea as they soon learned when the confusion started. Cities with different time zones would be extremely confusing to travellers and transportation schedules as the article mentioned. Imagine trying to coordinate flight arrival and departure times if every city was on a different time!</p> <p>Paragraph three follows up paragraph two and gives a solution. It mentions the Uniform Time Act of 1966 and how it remedied the situation. The act probably cleared most things up except for the states who don't even choose to use Daylight Savings Time, like Hawaii and parts of Arizona.</p> <p>On page two the benefits of Daylight Savings Time are described and backed up with statistics. Statistics always look good in an argument, even if they aren't that good of a statistic it still makes the paper look smarter and more official. It starts off by explaining what some studies have found. It states that about 1% per day of energy costs is saved by using Daylight Savings Time. <b>This is a good point and definitely helps out with the pro-DST side.</b> At the end of the paragraph it mentions Ben Franklin again which really helps out the argument. Paragraph four makes some really strong points for the use of Daylight Savings Time.</p> <p>Another strong point for using DST is the claim that sunlight saves lives. Nobody wants anyone to die so why not use Daylight Savings, right? <b>The claim is backed up by another good statistic from nearly three decades of research on the subject. The statistic shows that there was an 8%-11 % reduction in crashes involving pedestrians after the spring shift to DST. That's good, who would be against that?</b></p> <p>DST also reduces crime according to other studies. This is very good backup for using DST because nobody likes crime. DST reduces crime according to those studies. I'm not sure I totally believe that, <b>it sounds a bit unproven but it's not a bad point.</b> I could see how it makes sense but I just don't really think an hour of daylight would have that much of an impact on crime.</p> <p><i>(response continued on the next page)</i></p>	<p>The writer of this response generates an argument in favor of DST (“...I'd have to go with the pro-DST side.”) through a somewhat simplistic analysis of the source text.</p> <p>The response includes some evidence from the source text to supports the writer’s central claim, but it also contains general references that only summarize sections of the source text (“The claim is backed up by another good statistic from nearly three decades of research on the subject. The statistic shows that there was an 8%-11% reduction in crashes involving pedestrians after the spring shift to DST.”).</p> <p>Some analysis of the issue and evaluation of the validity of the arguments is evident, but it is simplistic and limited (“...the pro-DST argument is better organized, more effective, and more concise.” and “That’s good, who would be against that?” and “This is a good point and definitely helps out with the pro-DST side.” and “...it sounds a bit unproven but it’s not a bad point.”).</p> <p>Overall, the writer generates an argument supported by some analysis and some evidence from the source text.</p> <p><b>Therefore, Response 6 earns a score of 1 for Trait 1.</b></p>



Test-taker Anchor Response 6 – Score: 1 [Trait 1]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>On page three the counter argument is made. This is for the opponents of Daylight Savings. This argument almost completely contradicts the pro-DST argument. They throw in statistics directly opposite of the former argument. I'm not sure which one to believe. In paragraph seven the author starts out by citing a study done in 2007 claiming that Daylight Savings Time had little or no effect on energy consumption. This directly contradicts the pro-DST argument stating that DST saved 1% of energy a day. How is the reader is supposed to know which one to believe? The second stat in the same paragraph says that Indiana actually spent more money due to DST. Maybe it's different for different states, after all, the climate can vary greatly from state to state. Maybe some states benefit from DST and some are harmed by it. The paragraph also says air pollution increased when DST was implemented. There can't be any correlation between those two, I really don't see how it's possible for an hour of daylight to noticeably increase air pollution.</p> <p>Paragrph eight gets into the safety aspect of DST and once again comes in with a completely contradictory statement from the pro-DST argument. The anti-DST says that pedestrian fatality increased as clocks were set backin the fall. This is one statement that I could see being true. People could be confused from the time change and less aware or more tired leading to more injuries. People could just not be used to the hour less of daylight too. I could see where that could come into play. The adjustment period drivers endue could very well be a dangerous time for pedestrians. THe hour difference can throw pedestrians and drivers off alike. Pedestrians could be paying less attention and same with drivers.</p> <p>The final paragraph argues straight confusion costs people. This one I agree with most because there have been multiple times when I woke up at the wrong time due to DST. Overall all though the <b>pro-DST argument is better organized, more effective, and more concise</b>. It's a tough choice but after reading this essay <b>I'd have to go with the pro-DST side</b>.</p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 7 – Score: 2 [Trait 1]	Annotation
<p>Between the two positions in this article, <b>the one against Daylight Saving Time is better supported</b>. Although both positions are well organized and supported with several examples, the evidence supporting the view against DST is <b>more specific and thorough</b>.</p> <p>The first position makes some valid points, ones that are sure to catch any reader's attention. The writer brings up expenses, safety, and crime rates, all of which are supposedly improved through the use of DST. <b>However, the evidence he uses to support this claim seems general and outdated. In paragraph four, he mentions that one study took place in the 1970s.</b> He also uses phrases such as "many studies" and "other studies." While the points he makes are interesting, there are no specifics. One is left wondering just how outdated or reliable these studies are, and if they even apply to the average American. Had he used less generalized phrases, he may have sounded more convincing.</p> <p>The second position is much better supported, especially compared to the somewhat lacking arguments of the previous position. <b>The writer's information is precise, and he seems to use more studies than the first author. While the first author used studies from the 1970s, this one mentions a study done in 2007.</b> The specifics of each study also improve the quality and seeming validity of the arguments made. The writer gives the states in which the studies were conducted and the reasons why the researches believed they got those results. Also, like the first author, the issues of which he writes are ones that will catch the reader's attention: energy consumption, safety, and confusion. While they are similar to those points brought up by the first writer, this second position is far better supported through its organization and attention to detail.</p>	<p>This response generates a text-based argument and establishes a purpose that is connected to the prompt ("<b>...the one against Daylight Saving Time is better supported.</b>"). It establishes the argument against DST, claiming that the evidence presented by the opposing side is "<b>...more specific and thorough.</b>"</p> <p>The writer uses relevant and specific evidence from the source text to support the central claim ("<b>In paragraph four, he mentions that one study took place in the 1970s.</b>" and "<b>...studies from the 1970s...a study done in 2007.</b>").</p> <p>Also, the writer evaluates the validity of the evidence offered by proponents by calling into question its quality and timeliness ("<b>However, the evidence he uses to support this claim seems general and outdated.</b>").</p> <p>A focused evaluation of the validity of the arguments in the source text and the use of specific evidence in support of an argument are qualities indicative of 2-point responses for Trait 1.</p> <p><b>Therefore, Response 7 earns a score of 2 for Trait 1.</b></p>

Test-taker Anchor Response 8 – Score: 2 [Trait 1]	Annotation
<p>Between the two positions arguing whether or not Daylight Saving Time (DST) is useful in terms of energy consumption and safety, the argument in favor of DST is better supported. The points that make up the benefits possess evidence that provides a stronger argument than that of the opposition.</p> <p>The first point that the proponents of DST make is that it saves roughly about 1 % of energy per day in people's homes. This means that having longer days reduces the need to light up one's house at night. The opposition makes a point that having those longer hours means that people will be having their air conditioner units running longer throughout the day, but that would happen regardless of the time. The reason for being that the sun is not controlled by DST; DST regulates the time so that more can be done with more sunlight. This means that the sun would radiate constant heat regardless of the time of day, warranting the longer use of air conditioner units. The opposition stated that the cost of energy increased in Indiana over a three year period, but more evidence of this same fact in other states would better support their argument.</p> <p>The next point that the proposition makes in favor of DST is how safe the streets have gotten for pedestrians and driver's alike over the past thirty years. For example, 8-11 % of all pedestrian fatalities have diminished due to the existence of DST, while fatalities involving other vehicles has dropped 6-10%. The proposition found this evidence over a period of thirty years, which shows how the longevity of DST has helped saved lives and may continue to do so. The opposition cites one case where 227 people were killed in vehicle-related accidents the week after DST began in comparison to the 65 the week prior; if the opposition cited multiple other examples in wide-ranging locations with the same facts and figures, their argument would hold more sway against DST.</p> <p>The proponents also make a third point of how people are victims of crimes at a much lower rate during DST because they have more time in the sun to get their business and other whatnot done. After going to work or going to school, people have more time afterwards to perform tasks like chores, or grocery shopping, all without the risk of being mugged or otherwise attacked because of the extra hours of daylight DST provides. The opposition does not have an argument that counteracts this one because logically it makes sense. Without DST, people would most likely stay out later, thereby extending the amount of time over which an indecent individual could cause mayhem of some sort.</p> <p><i>(response continued on the next page)</i></p>	<p>The writer of this response offers a statement of stance in the first paragraph (“...the argument in favor of DST is better supported.”) and provides reasons why (“...the benefits possess evidence that provides a stronger argument than that of the opposition.”).</p> <p>The central argument is supported with relevant and specific evidence, with clear citations included throughout the entire response. The writer evaluates the validity of the argumentation (“The opposition makes a point that having those longer hours means that people will be having their air conditioner units running longer throughout the day, but that would happen regardless of the time.”). The writer also provides examples of how the argumentation could have been stronger (“...more evidence of this same fact in other states would better support their argument” and “...if the opposition cited multiple other examples...their argument would hold more sway against DST.”).</p> <p>Overall, this response successfully generates a text-based argument and evaluates the validity of the arguments presented in the source text.</p> <p><b>Therefore, Response 8 earns a score of 2 for Trait 1.</b></p>

Test-taker Anchor Response 8 – Score: 2 [Trait 1]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>The proponents of DST have decades worth of evidence in support of DST that shows how it has been useful for many years. Although in certain cases DST may be somewhat expensive to support and can cause sometimes dire consequences due to the shift in time, it is the responsibility of the citizens to make the necessary adjustments. Pay more attention when driving, open a window, etc. These simple changes would 5ave lives cut energy costs regardless of what happened. If the opposition really wanted to prove its point, it would conduct an experiment where a city stops implementing DST for at least a month or more and compare automobile-related deaths and energy consumption rates to the DST rates.</p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 9 – Score: 2 [Trait 1]	Annotation
<p>Issues like Daylight Saving Time are arbitrary conventions, and, as such, we are in control of its inputs; that is, society determines the way in which we measure time, and nature only plays a role in the light and darkness. In that vein, research studies are needed in order to fully understand its effects. In order to make a proper assessment, the full methodology of those studies should be evaluated. Here, though, are conclusions that blatantly contradict each other: on one hand, for example, some studies say that energy use is decreased, but on the other hand, others say that energy use is actually increased. Both could be right: certain areas may be affected by daylight saving time differently. <b>Therefore, I argue against Daylight Saving Time as a national measure.</b></p> <p>The rejection of the measure arrives from the discrepancies in the research. As the proponents of DST point out, research in the 1970's stated that <b>DST could save as much as 1 % in energy costs. I find that statement lacking for two reasons.</b> First, a 1 % save each day could amount to a lot of energy, but the ultimate findings could be negligible; that is, with a low percentage comes statistical uncertainty. Second, the 1970's post date indicates that the research could be outdated. Now, we have many more electrical and different devices, and, more importantly, our world is different with such devices as computers and video games, which could easily be used past daylight hours. So, there are dated assumptions on that research. On that note, a similar study performed today could hold different results. In fact, a more recent 2007 study found that energy use did not differ by DST standards, as the opposition against DST states. Even more concerning, more recent studies in Indiana stated that energy use greatly increased during that time. Since the opposition against DST holds more recent evidence, I side with them on this issue.</p> <p>Even more discomfoting, the amount of crashes actually spikes just after DST alterations. As the opposition against DST states, in one study, 227 pedestrians were killed in the week following the end of DST, but only 65 are killed otherwise. That seems to be largely a significant issue. The other side is that, overall, DST causes an 8-11 % reduction in total fatalities. As an opponent might state, that would greatly offset fatalities. To make a full analysis, though, the amount of concrete amount of fatalities needs to be illustrated: that is, an 8- 11 % reduction may not be as high as that initial burst, as the opposition against DST points out. Furthermore, the discomfoting source from that arrive from the fact that it came from "three decades of research." In other words, the DST automobile fatality issue has been carefully researched across a long period of time. While that is reassuring in many cases, cars have changed since that point. That is, technology has improved since three decades ago. So, it must be determined whether or not fatalities are caused by extra safety measures or if those are controlled for, and that is not specified in the arguments for DST. <b>If the benefits of DST are to be evaluated, they must arrive from a recent source.</b></p> <p><i>(response continued on the next page)</i></p>	<p>The response establishes a connection to the prompt by including a statement of stance in the opening paragraph (<b>"Therefore, I argue against Daylight Saving Time as a national measure."</b>).</p> <p>The writer cites specific evidence to support this issue-based stance throughout the response (<b>"DST could save as much as 1% in energy costs."</b>) and effectively evaluates the validity of the argumentation within the source text (<b>"I find that statement lacking for two reasons. First, a 1% save each day could amount to a lot of energy, but the ultimate findings could be negligible; that is, with a low percentage comes statistical uncertainty."</b>).</p> <p>The writer also calls into question the timeliness of the evidence provided (<b>"If the benefits of DST are to be evaluated, they must arrive from a recent source."</b>).</p> <p>Overall, the response addresses the purpose of the task by generating a text-based argument to evaluate the validity of the argumentation within the source text.</p> <p><b>Therefore, Response 9 earns a score of 2 for Trait 1.</b></p>

Test-taker Anchor Response 9 – Score: 2 [Trait 1]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>I find, in that case, that the arguments for DST seem little. It may be that there is better current research for that issue, but it is thus far unspecified. In that vein, arguments against DST hold more recent research that should be trusted to a greater extent.</p>	<p><i>(see comments on the previous page)</i></p>

## RLA ER Rubric – Trait 2

The Reasoning Through Language Arts Extended Response Rubric for Trait 2 appears below:

Score	Description
<b>Trait 2: Development of Ideas and Organizational Structure <b>E</b></b>	
2	<ul style="list-style-type: none"> <li>contains ideas that are well developed and generally logical; most ideas are elaborated upon <b>F</b></li> <li>contains a sensible progression of ideas with clear connections between details and main points <b>G</b></li> <li>establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately <b>H</b></li> <li>establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task <b>J</b></li> <li>chooses specific words to express ideas clearly <b>K</b></li> </ul>
1	<ul style="list-style-type: none"> <li>contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon</li> <li>demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas</li> <li>establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently</li> <li>may inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task</li> <li>may occasionally misuse words and/or choose words that express ideas in vague terms</li> </ul>
0	<ul style="list-style-type: none"> <li>contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas</li> <li>contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas</li> <li>establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately</li> <li>uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose</li> <li>may frequently misuse words, overuse slang or express ideas in a vague or repetitious manner</li> </ul>

### **Non-scorable Responses (Score of 0/Condition Codes)**

Response exclusively contains text copied from source text(s) or prompt

Response shows no evidence that test-taker has read the prompt or is off-topic

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

**Note:** The annotations to the rubric, E through K (with no letter I being used), appear on the next page of this guide.

- E** The five bullets, or dimensions, in Trait 2 must be considered together to determine the score of any individual response. No one dimension is weighted more than any other. Each score point describes the same dimensions, but at varying levels of mastery.
- F** The first dimension relates to the depth and breadth of explanation exhibited in the response. While support for ideas should come from the source texts (like in Trait 1), fully developed ideas are often extended with additional evidence that builds upon central assertions. High-scoring papers will tend to contain multiple ideas that are fully elaborated upon and help articulate a central thesis. Responses that develop ideas insufficiently, unevenly, or illogically fall into the lower score ranges with regard to this dimension.
- G** The second dimension focuses on how effectively the response builds from one idea to the next as well as the degree in which details and central ideas are linked. High-scoring responses will maintain coherence and a sense of progression that help convey the writer's central thesis. Responses at lower score points demonstrate an increasingly disjointed or unclear progression of ideas. Details are increasingly unrelated to central ideas, or even absent.
- H** The third dimension relates to how well the response is organized. Though paragraphs may lend structure to many responses, it is possible for a well-organized, logical, non-paragraphed response to receive a high score. However, responses that contain circular, list-like, or scattered organizational structure, as well as those that do not fully integrate effective transitions between ideas, are often indicative of lower score points.
- J** The fourth dimension is associated with how well the response demonstrates an understanding of audience and purpose. Responses that score highly in this dimension will establish and maintain a formal style and objective tone while attending to the norms and conventions of argumentative writing.
- K** The fifth dimension focuses on word choice. Effective word choice does not necessarily suggest that test-takers must employ a great deal of advanced vocabulary. Advanced vocabulary used correctly is often associated with a higher score on Trait 2, but responses that reflect a precision in word choice are just as likely to score well in this dimension. At lower score points, imprecise, vague and/or misused words are more prevalent.



## RLA ER Trait 2 Anchor Responses and Annotations

Test-taker anchor responses with annotated comments for Trait 2 appear below and continue through page 37.

Text from the responses quoted in the annotations is highlighted in yellow in both the annotations and in the test-taker response itself in order to help you quickly identify specific elements of each response that helped SMEs score them appropriately. However, keep in mind that each response must be considered as a whole, and these highlighted excerpts are notable mostly because they show specific examples of qualities common to responses.

Test-taker Anchor Response 10 – Score: 0 [Trait 2]	Annotation
<p>Pros-daylight savings time</p> <ol style="list-style-type: none"><li>1. Because the days are longer and nights are longer, there is less criminal activity, in that crime normally occurs at night.</li><li>2. Driving home from work when it is daylight is safer, therefore saving a lot of lives.</li><li>3. The more sun, the less light. This saves on electricity.</li></ol> <p>Cons</p> <ol style="list-style-type: none"><li>1. People driving home from work is more likely to have accidents or kill a pedestrian during the fall and winter because around those times, it gets dark quicker.</li><li>2. There is more use of air conditioning during the spring and summers months because the daylight hours are longer, therefore people's electricity bills are higher.</li></ol>	<p>The writer uses an informal style (a list) that demonstrates limited awareness of audience and purpose. The response lacks a clear progression of ideas, instead providing a list of pros and cons about Daylight Saving Time which functions as a simplistic summary of the source text with no elaboration.</p> <p>Because the ideas are so insufficiently developed, no discernable organizational structure is established.</p> <p>As a whole, the response is insufficiently developed, inadequately organized, and lacks a clear progression of ideas.</p> <p><b>Therefore, Response 10 earns a score of 0 for Trait 2.</b></p>

Test-taker Anchor Response 11 – Score: 0 [Trait 2]	Annotation
<p>In this article, DST was regulated in the 1960s, and as far back in 1784 for those citizens in France. DST in the United States occur do not occur in some cities in Arizona and ALL of Hawaii. The United States on the other hand, has 3 time zones, Pacific, Central, Eastern. With that being said, researchers in the 1970s have found that DST saves an average of 1% a day in energy costs. For instance, that 1% of that only applies to lighting and appliances. This follows Ben Franklin's argument well over 200 years ago.</p> <p>For those who support DST, they claim that the more sunlight, the better. In this article, studies have indicated that more sunlight is also a safety for those who are traveling from home to work or even those in school. Researchers have indicated that there has been a reduction in crashes due to more sunlight. DST has also reduced crimes for those at highly risk areas.</p> <p>Residence in California, during a 3 year study have indicated that they have spent close to \$9 million each year for energy and air pollution.</p> <p>In reading this article about DST, I must say that I am FOR DST because not only do we get more sunlight, but it also provides many safety for not only me, but as for the other people in my society.</p>	<p>This relatively brief response establishes a discernable but ineffective organizational structure. It opens with background information about DST, but the subsequent paragraphs fail to provide a clear progression of ideas.</p> <p>The response lacks specificity, and ideas are expressed in a vague manner, as evidenced by paragraphs two and three, which present an overview of the central claims made by the opposing sides of the debate (“...they claim that the more sunlight, the better,” and “DST has also reduced crimes...”). These ideas lack elaboration and include only a general explanation.</p> <p>In the last paragraph, the writer again mentions the central claim and provides only a general statement with no elaboration. As a whole, the response is ineffectively organized and insufficiently developed.</p> <p><b>Therefore, Response 11 earns a score of 0 for Trait 2.</b></p>

Test-taker Anchor Response 12 – Score: 0 [Trait 2]	Annotation
<p>In regards to the argument of whether or not daylight savings is beneficial is best supported by the benefits of daylight savings time. This is something that has been implemented for almost 100 years in the United States and an idea that was proposed over 200 years ago. If DST was a eminent threat to the well being of the citizens of the U.S. it would have been stopped long ago.</p> <p>Since different parts of the nation receive the amount of sunlight at different times of the day it makes sense to adjust time to ensure that all can take full advantage of the sun's light. In the 1970's it was proven that DST saved about 1% per day in energy costs. Studies have also shown that traveling in daylight is safer and that three decades of research have shown an 8-11% reduction in pedestrian accidents and 6-10% decrease in vehicle related accidents. Along the same logic DST has also reduced crime because there are more people out and about in sunlight. Crimes are more common after dark.</p> <p>The argument against DST states that safety is brought into question because there were more pedestrians killed the week following the end of DST. They also claim that the adjustment period is dangerous because of the immediate shift of one hour forward or backward. They claim it doesn't allow sufficient time for people to adjust with the time change as well as adjusting their clocks.</p> <p>If those are the arguments that are made then people just need to be more responsible if they are having trouble adjusting with the time change. Go to bed an hour earlier to compensate for the change, double check and triple check your clock to ensure its set for the correct time before you go to bed. The media does a good job of informing the public of these changes and often reminds them to take the necessary precautions for the change.</p>	<p>A simplistic organizational structure is established in the response. The writer begins with a vague statement of the main idea and a poorly reasoned explanation.</p> <p>The other three paragraphs are devoted to a summary of the advantages of DST, a summary of the arguments against DST, and a challenge to the opponents' arguments, respectively.</p> <p>While the summary of the advantages of DST is insufficiently developed and provides some evidence of a progression of ideas, the final two paragraphs lack these qualities. The summary of the arguments against DST merely lists three ideas from the source text and provides no elaboration.</p> <p>The last paragraph, which challenges the opponents' claims, offers simplistic reasoning and lacks appropriate formality ("If those are the arguments that are made then people just need to be more responsible if they are having trouble adjusting with the time change.").</p> <p>As a whole, the response is simplistically organized and insufficiently developed.</p> <p><b>Therefore, Response 12 earns a score of 0 for Trait 2.</b></p>

Test-taker Anchor Response 13 – Score: 1 [Trait 2]	Annotation
<p>Between the two positions in this article, the one against Daylight Saving Time is better supported. Although both positions are well organized and supported with several examples, the evidence supporting the view against DST is more specific and thorough.</p> <p>The first position makes some valid points, ones that are sure to catch any reader's attention. The writer brings up expenses, safety, and crime rates, all of which are supposedly improved through the use of OST. However, the evidence he use; to support this claim seems general and outdated. In paragraph four, he mentions that one study took place in the 1970s. He also uses phrases such as "many studies" and "other studies." While the points he makes are interesting, there are no specifics. One is left wondering just how outdated or reliable these studies are, and if they even apply to the average American. Had he used less generalized phrases, he may have sounded more convincing.</p> <p>The second position is much better supported, especially compared to the somewhat lacking arguments of the previous position. The writer's information is precise, and he seems to use more studies than the first author. While the first author used studies from the 1970s, this one mentions a study done in 2007. The specifics of each study also improve the quality and seeming validity of the arguments made. The writer gives the studies in which the studies were conducted and the reasons why the researchers believed they got those results. Also, like the first author, the issues of which he writes are ones that will catch the reader's attention: energy consumption, safety, and confusion. While they are similar to those points brought up by the first writer, this second position is far better supported through its organization and attention to detail.</p>	<p>The writer establishes a discernable organizational structure in this response by setting up a comparison of the two positions presented in the source text. In the introduction, the writer establishes a general stance ("Between the two positions in this article, the one against Daylight Saving Time is better supported.").</p> <p>The second paragraph focuses on the positive effects of DST and provides a clear progression of ideas. Main points are generally developed within paragraphs, but supporting details are simplistic. The first part is a summary and a new thought is presented about the article in favor of DST ("One is left wondering just how outdated or reliable these studies are... Had he used less generalized phrases, he may have sounded more convincing.").</p> <p>The third paragraph focuses on the negative effects of DST, comparing and contrasting both articles but is generally developed ("The writer's information is precise, and he seems to use more studies than the first author.").</p> <p>The conclusion is a general explanation of why the second position is better supported. The writer's word choice is adequate and the response's tone is appropriate for the audience. As a whole, the response is generally organized and focused, but the ideas are unevenly developed.</p> <p><b>Therefore, Response 13 earns a score of 1 for Trait 2.</b></p>

Test-taker Anchor Response 14 – Score: 1 [Trait 2]	Annotation
<p>There are many advantages to participating in daylight savings time than not having a DST established. Benjamin Franklin first introduced the idea of daylight savings time to thee citizens in franceback in 1784, but it wasntimplemented in the United States until 1918. He spoke on the idea of DST to help conserve resources for tile war.</p> <p>I am supporter a DST mainly for thee same reasons that were stated in the passage.It promotes more of a safe environment on them summer evenings to do more outdoor activites. Studies have shown that more people are able to be out taking care of their business, chores, and errands after the work or school day and not be exposed to more common after dark crimes that are committed when the DST is not in effect. The times when DST is in effect are the times that are children are out of school for their summer vacations and more time is just felt needed in them warmermonths to get things done.</p> <p>I also agree with DST there is more electricity being saved due to the sunlight. Which means people electric bills aresmaller and so much more energy is be conserved by the use of the sun heating and lighting peoples homes.</p> <p>There are arguments that we in the Unites States should not practice DST due safety of the drivers and pedestrians. Ido not agree with them accusations, simply because thee time of the day that is set back or ahead generates thee same number of people outside during that time .I dont think that the studies that were done to support these accusations are not well experimented with. However I do agree with one thing the non supporters of DST believe and that is that it is a adjustment period that we all must go through when we are practicing DST only because our bodies isntuse to the early or late time but within a day or two our bodies easily adjust to the change.</p> <p>I do agree that DST has camea long way with making it easier to implement the change in our daily lives without so much confusion.With the U.S all on the same time change (such as the date DST goes in and out of effect) it realty makes it more easier to understand the time zone and the time around you. Instead of each state implememtingthere own dates and times that they would like to participate in the daylight savings time.</p>	<p>A simplistic organizational structure is established in the response. The writer begins with a vague statement of stance and a brief background of DST.</p> <p>The second paragraph provides a summary of the advantages of DST and is somewhat developed (“I am a supporter a DST mainly for thee same reasons that were stated in the passage. It promotes more of a safe environment...”), providing some evidence of a progression of ideas.</p> <p>The fourth paragraph is a continuation of the previous one, as it includes a discussion of the advantages of having more light and saving electricity, but this idea lacks development. The writer then challenges the opponents’ claims using simplistic reasoning and with lapses in appropriate formality (“Ido not agree with them accusations...”).</p> <p>The writer’s word choice is generally adequate, but some vague language and reasoning is present within the discussion of safety for drivers and pedestrians.</p> <p>As a whole, the response is simplistically organized, and unevenly developed, but it has an evident awareness of audience and purpose.</p> <p><b>Therefore, Response 14 earns a score of 1 for Trait 2.</b></p>



Test-taker Anchor Response 15 – Score: 1 [Trait 2]	Annotation
<p>There will always be mixed reviews when discussing DST and its proposed impact on energy consumption and safety. Depending on who does the investigation, to find out whether it does wreak havoc, many people are faced with no choice. They have to set their clocks back, regardless.</p> <p>Living in Hawaii without DST was cool. You never had to worry about changing their clocks or remembering the adage “spring forward, fall back.” From my perspective, there seemed to be no change in violent activities or safety concerns. I’m not sure about energy consumption rates. But, in Hawaii hardly anyone uses air conditioning and if they are home, they are usually outside or they are on the beach, where you have the sun to generate your light.</p> <p>DST may reduce some crime but not adolescent crime. The time for this type of crime is right after school, until dark. So, I’m not sure where they got this statistic from (benefits of DST, last paragraph). It should have been more specific as to what type of criminals they are talking about.</p> <p>I have always hated DST. I don’t believe the claims of saving energy or having any effect on crime, either. I don’t think that there is enough research that can definitively say whether DST actually helps or not. I think it is just a gimmick that the government has us follow so we can be told what to do, yet again or falsely leading us to believe that energy consumption is going down. Bullarkey!</p> <p>I think an updated research team needs to develop more sophisticated ways to detect the prevalence of safety and crime. The last time DST was studied was back in the 1970’s. More than 40 years ago! If they were to do more research, why don’t they look at Hawaii or the parts of Arizona that do not follow the DST rule? That would tell them what, if any, savings are happening and/or crime that is being reduced by these factors. I think it is just weird that we have to adjust ourselves to different light/dark cycles to save some electricity. Adjusting to that time change twice a year is mentally challenging and time some. People who struggle with seasonal depression have an even harder time with these two occurrences each year.</p> <p>Being able to learn what it was like, for the first time in my life, to find out what life was like without DST, was amazing. It felt so good to be able to not worry of the time change and not having to adjust to the differences in seasons. The sunlight stayed the sane throughout the year and I was able to enjoy the sunlight all day without worrying that it would become dark early in the Fall. It was just something else that I did not have to worry about. Although, I did have to remember to change the battery in the fire alarm, something that you usually do when the time changes. A minor inconvenience to not having DST.</p> <p><i>(response continued on the next page)</i></p>	<p>An adequate organizational structure is established in this response, as it opens with the main idea about setting the clocks back regardless of following DST.</p> <p>The writer begins with a poorly reasoned explanation of a personal experience of living in Hawaii. The writer’s own arguments lack development.</p> <p>In the third, fourth and fifth paragraphs the writer moves from one thought to the next without a clear thread of development and continuity.</p> <p>The writer does attempt to establish an argument against DST but offers simplistic reasoning.</p> <p>There is little use of transitions and idea development is uneven throughout the response.</p> <p>As a whole the response demonstrates some evidence of a progression of ideas, but lacks connection to main ideas, and appropriate formality.</p> <p><b>Therefore, Response 15 earns a score of 1 for Trait 2.</b></p>

Test-taker Anchor Response 15 – Score: 1 [Trait 2]	Annotation
<p><i>(response continued from previous page)</i></p> <p>It is remarkable that we follow beliefs that were set in stone over 40years ago. We should look at this issue and thoroughly conclude what is best for us now, in this year 2012 .We need to stay present in the technologies we have available to determine what our consumption needs are and how to properly adjust to these changing inequalities. More research would give us an updated outlook on what is needed and what can be done to remedy any changes.</p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 16 – Score: 2 [Trait 2]	Annotation
<p>In the articles that present the arguments from both critics and supporters of Daylight Saving Time and how they impact energy consumption and safety, I believe that the position of those who support DST is better supported.</p> <p>The concept of DST has a long history of research. It is not a new idea just based on preserving the daylight's activities, "Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!" In the USA the conservation efforts for "resources of the war effort" was introduced in 1918. With moving the clock ahead an hour in the spring season and then moving the clock back in the fall season allows those to "maximize the benefits of the sun."</p> <p>Even though this idea was not accepted by all, it was finally agreed upon by Congress to have a uniform date and time to put the DST in affect. This act is called the "Uniform Time Act of 1966" to bring about clarity so that all who participate would be on the same page.</p> <p>This DST act is stated to <b>help with energy costs, saving lives and possibly reduces crime</b>. There are low percentages in these cases but any percentage can help the overall well-being of the US citizen. <b>Research in the 70's say the DST "saved 1% per day in energy costs."</b> Image the savings now on technology that uses solar power as an energy source. Thirty years of research stated that DST shows "8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift ... "Studies have also shown that not being exposed to crimes that are more common after dark by completing personal errands before or after work is another way DST is positively effecting citizens using the extened time of daylight to do what they need to do.</p> <p>I believe that in the current years the costs of energy have gone up because of new technology that requires more electricity not that DST is somehow not effecting positively the savings of energy use. Think of the costs if most did not use DST on top of the growing need for more energy due to technology!</p> <p>Also <i>the</i> study of pedestrians killed prior to or after DST takes place should not be solely weighed on DST. Who knows the affects of other components such as drug and alcohol use and how that plays a role in pedestrians killed? Studies have also shown how anxiety and stress has increased over the years due to the demands of jobs and lifestyles. Doesn't that play a role in those percentages, too?</p> <p><i>(response continued on the next page)</i></p>	<p>An adequate organizational structure is established in this response. It opens with a statement of stance followed by background information about DST. The response then highlights the positive aspects of DST, challenges the criticisms, and concludes with a brief summary of the writer's position.</p> <p>A sensible progression of ideas is evident within the structure of the response, and most main points are logically developed and connected to supporting details. As an example, in touting the positive aspects of DST, the writer claims that DST's purpose is to "...<b>help with energy costs, saving lives and possibly reduces crime</b>." This assertion is tied to developed pieces of supporting evidence ("Research in the '70's say the DST 'saved 1% per day in energy costs...Thirty years of research stated that DST shows '8-11% reduction in crashes...' Studies have also shown that not being exposed to crimes that are more common after dark...is another way DST is positively effecting citizens..."").</p> <p><i>(comments continued on the next page)</i></p>



Test-taker Anchor Response 16 – Score: 2 [Trait 2]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>The opponents of DST state that a 3 year study of counties in Indiana showed that residents. "spent\$8.6 million more each year for energy and air pollution" due to increase after incorporating DST. But,does this study take into consideration that daylight is not the only cause for energy or air pollution costs? What about how the ozone layer affects energy consumption and how technology has been a cause of air pollution? Because of the condition of the sun and how pollution in combination with it affects the ozone layer, whether a state or city uses DST or not these effects of this combination would be taking place regardless.</p> <p>Lastly, due to the amount of years that DST has been in affect most of the citizens of the US are already well adjusted to the time frame. The media has helped more and more every year to remind those to adjust their clocks when DST starts. Calendars are made with the information already state as a reminder; the work place reminds its employees and even religious facilities and organizations remind their members of the adjustment they must make sometimes a couple of weeks in advance.</p> <p>The general public makes us of Daylight Savings Time to the best of their ability and to the benefit of their personal schedules. I believe it would be a great loss as well as completely confusing to go back to the time when DST was not in place or for everyone to go on their on accord to use it or not. As a country we work better when we are on one accord with our businesses organizations who need to flow and work together in unison.</p>	<p><i>(comments continued from the previous page)</i></p> <p>The writer's word choice is adequate for clarity, and the response's tone is evidence of an appropriate awareness of audience and purpose.</p> <p>Overall, the writer has produced a response that is generally organized, focused, and developed and is reflective of the qualities of a 2-level response for Trait 2.</p> <p><b>Therefore, Response 16 earns a score of 2 for Trait 2.</b></p>

Test-taker Anchor Response 17 – Score: 2 [Trait 2]	Annotation
<p>This article presents both opposing and proposing side to the issue of Daylight Savings Time (DST). Both sides argue that DST has an effect on energy consumption. Opponents of DST cite studies that have shown there is little to no effect on energy consumption based on a 2007 study completed in the state of California. Another study based in Indiana actually showed that energy consumption increases each year due to DST; further more, this study showed air pollution also increased. However, proponents of DST point to a study completed in 1970 that found DST reduced energy costs by 1% per day. They also indicated Benjamin Franklin made an argument for DST to the French in 1784. Unfortunately, it appears they have not considered that back in 1784 people needed daylight to be productive, while now we have electricity that allows to work all through the night, if needed.</p> <p>The other reason people advocate for the use of DST is safety. Supporters of DST cite three decades of research that shows an 8 – 11% reduction in pedestrian related accidents and an 6 – 10% reduction in vehicle only crashes after the spring shift to DST. However, they have not indicated the risk of injury when DST ends in the fall. Those against the use of DST cite one study that showed an increase in pedestrian related accident immediately after the end of DST in the fall. That study indicated 227 pedestrians were killed the week following the end of DST, compared to only 65 pedestrian fatalities the week before the end of DST. It was stated that this abrupt change in daylight does not provide drivers and pedestrians enough time to adjust to the difference. In contrast, if we did not have DST to change would be gradual and allow both pedestrians and drivers the appropriate amount of time to adjust to the lower levels of sunlight.</p> <p>The other factor of safety concerns is crime. One study of DST argues that it actually reduced crime because during the evening hours when people are running errands after work the additional sunlight reduces their exposure to crime, which is more common after dark. Unfortunately, the opponents of DST have yet to cite any studies that show crime is not affected by DST. Although, they did point to the fact that DST causes confusion to the people that forget to adjust their clocks; therefore, the people do not show up on time to work or appointments.</p> <p>Both arguements have been backed by reputable studies; however, the studies cited by the supporters of DST seem to be outdated. While the fact that Benjamin Franklin was a proponent of DST is a significant reason for its use; his reasonings for its use are obsolete in this day and age. Further more, the study that found DST actually saved energy was completed in 1970 and our energy consumption needs have changed drastically since then. Also, the study that showed a decrease in pedestrian related accidents and vehicle only related accidents indicated it was completed over a period of three decades. However, it was not indicated when this study was completed, which brings into question the correlation between the current figures and the figures</p> <p><i>(response continued on the next page)</i></p>	<p>The writer establishes an adequate organizational structure in this response, beginning with a summary of the arguments on both sides, then discussing the evidence related to safety, and providing a developed analysis to close.</p> <p>Within this structure is a reasonable progression of sufficiently developed ideas.</p> <p>Paragraph 2 offers a thorough breakdown of the arguments and evidence related to accidents involving vehicles and pedestrians (“Supporters of DST cite three decades of research that shows an 8-11% reduction in pedestrian related accidents and an 6-10% reduction in vehicle only crashes...However, they have not indicated the risk of injury when DST ends...Those against the use of DST cite one study that showed an increase in pedestrian related accident...”).</p> <p>Paragraph 3 provides evidence of the appropriate use of transitions (“The other factor of safety concerns is crime.” and “Unfortunately, the opponents of DST...”).</p> <p>The writer’s tone demonstrates an awareness of audience and purpose, and the diction serves to adequately express ideas. As a whole, the response is successfully organized, adequately focused, and mostly developed.</p> <p><b>Therefore, Response 17 earns a score of 2 for Trait 2.</b></p>

Test-taker Anchor Response 17 – Score: 2 [Trait 2]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>from the unidentified time period. While the opponents of DST were unable to cite any studies that proved crime was unaffected by DST, the supporters of DST did not indicate when the study was completed. Therefore, it is hard to confirm those statistics are still valid in the present day. While both sides of the argument have compelling facts, I believe the opponents to DST have provided a stronger case based on the facts given.</p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 18 – Score: 2 [Trait 2]	Annotation
<p>Daylight saving time is when everyone changes their clock to either an hour ahead in the spring or an hour back in the fall to increase the amount of sunlight you receive in your day. The system is used based on the seasons changing due to the tilt the earth is on as it orbits the sun. The tilt changes the intensity of sunlight received in different regions of the earth in different times of the year. One of the original reasons that the United States decided to do day light saving time is due to the fact that in the spring farmers are harvesting their crops and this will give them the largest possible workload they could complete in a day's work.</p> <p>An advantage of day light saving time is not only can farmers increase the amount of work in a day but also it will increase the length of summer days while children are out of school. Having the extra hour everyday will give children more time to play outside and decrease the changes of overweight children because their parents require them home when it gets dark. Summer is meant for relaxation whether it be by a pool or on the beach and with the increased amount of sunlight there will be more time you can spend with your family outside. Also with the increased sunlight you will be able to spend more time outdoor and won't have to be using your air conditioning all the time. While you are outside it can strongly reduce the amount of lights that need to be on throughout your house and ultimately decrease your energy bill. Sunlight can also be looked as an angel watching over you because it will dramatically decrease "their exposure to crimes that are more common after dark." You can also feel much safer walking around with an "8-11% reduction in crashes involving pedestrians" and while you are driving with an "6-10% decrease in crashes for vehicle occupants after the spring shift to DST." Since the beginning of time, the sun has always been looked at as a safe haven for travelers and a strong religious symbol for groups who worship it and DST is just an other example of the importance of the sun to us.</p> <p>Unfortunately with the sun comes heat and that could cause your energy bill to go up during spring day light saving time. During spring and summer months temperatures can hit an all time high and to stay cool you will turn up your air conditioning to the max which can be a heavy load on your wallet. Increased energy "in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST." An increase that large every year can put a strain on fossil fuels because coal is used to produce the majority of the country's electricity. Not only is coal a nonrenewable resource but it causes a lot of air pollution when it is burned to be turned into electricity. If environmental factors are not a strong enough reason to stop using DST then the fact that "227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended" may change your mind. Having the time changed twice a year at a large amount of time is dangerous because people have a hard time adapting to the change. DST causes many people to be late to work the following day, unaware of the new driving conditions, and overall they are put through a tough transition.</p> <p><i>(response continued on the next page)</i></p>	<p>The response establishes an adequate organizational structure, opening with background information about DST, then discussing the advantages and disadvantages of DST, and finally concluding with a summative analysis. This structure allows for a sensible progression of mostly developed, generally logical ideas.</p> <p>The writer provides a number of advantages of DST in paragraph 2. Most of these advantages are fully elaborated. For example, the writer claims that "[s]unlight can...be looked as an angel watching over you." This main point is developed ("...it will dramatically decrease 'their exposure to crimes that are more common after dark.' You can also feel much safer walking around with an '8-11% reduction in crashes involving pedestrians' and while you are driving with an '6-10% decrease in crashes for vehicle occupants...'").</p> <p>The writer's word choices adequately express ideas in the response, and a generally appropriate formality of tone is maintained throughout.</p> <p>As a whole, the response is organized, focused, and developed.</p> <p><b>Therefore, Response 18 earns a score of 2 for Trait 2.</b></p>

Test-taker Anchor Response 18 – Score: 2 [Trait 2]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>In the end, daylight saving time may seem like a pain to have to deal with twice a year but if a man as smart as Benjamin Franklin thought it was a good idea then there must be something right about it. There is far too much good that comes out of the increased sunlight to take it away and if that means adults need to be more aware of their surroundings then that is a price this country should take. The extra hour increases economical growth for longer work days and gives the youth a chance to enjoy their summer just a little bit more and that should be well worth the hardship you may face transitioning.</p>	<p><i>(see comments on the previous page)</i></p>

## RLA ER Rubric – Trait 3

The Reasoning Through Language Arts Extended Response Rubric for Trait 3 appears below:

Score	Description
<b>Trait 3: Clarity and Command of Standard English Conventions <b>L</b></b>	
2	<ul style="list-style-type: none"> <li>demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <b>M</b> <ol style="list-style-type: none"> <li>1) varied sentence structure within a paragraph or paragraphs</li> <li>2) correct subordination, coordination and parallelism</li> <li>3) avoidance of wordiness and awkward sentence structures</li> <li>4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity</li> <li>5) avoidance of run-on sentences, fused sentences, or sentence fragments</li> </ol> </li> <li>demonstrates competent application of conventions with specific regard to the following skills: <b>N</b> <ol style="list-style-type: none"> <li>1) frequently confused words and homonyms, including contractions</li> <li>2) subject-verb agreement</li> <li>3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case</li> <li>4) placement of modifiers and correct word order</li> <li>5) capitalization (e.g., proper nouns, titles, and beginnings of sentences)</li> <li>6) use of apostrophes with possessive nouns</li> <li>7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)</li> </ol> </li> <li>may contain some errors in mechanics and conventions, but they do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing. <b>P</b></li> </ul>
1	<ul style="list-style-type: none"> <li>demonstrates inconsistent sentence structure; may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above</li> <li>demonstrates inconsistent control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 2 above</li> <li>may contain frequent errors in mechanics and conventions that occasionally interfere with comprehension; standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing.</li> </ul>
0	<ul style="list-style-type: none"> <li>demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above</li> <li>demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 2 above</li> <li>contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>response is insufficient to demonstrate level of mastery over conventions and usage</li> </ul>

\*Because test-takers will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 2.

### **Non-scorable Responses (Score of 0/Condition Codes)**

Response exclusively contains text copied from source text(s) or prompt

Response shows no evidence that test-taker has read the prompt or is off-topic

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

**Note:** The annotations to the rubric, **L** through **P** appear on the next page of this guide. (Note that the annotations do not use the letter **O** to avoid confusion with the number 0.)

- L** As in the previous two traits, each of the three dimensions of Trait 3 must be weighed together to determine the score. Each score point describes the same dimensions, but at varying levels of mastery.
- M** This dimension relates to sentence structure and variety. Scoring will focus only on these skills essential to the development of sentence structure. High-scoring responses mix simple and compound sentences and purposefully incorporate a variety of clauses to enhance overall fluidity. Repetitive, choppy, rambling, and/or awkward sentence constructions are indicative of responses at the lower score points.
- N** The second dimension focuses on how well the response maintains specific conventions of standard English. Responses will be scored on the basis of a test-taker's demonstrated mastery over the particular language skills listed in this dimension. Though there are many other conventions that come into play in a test-taker's writing, these essential skills are the ones on which they will be scored. Further, the longer the response, the greater tolerance for errors. For example, 10 errors in a 10-line response will likely receive a lower score than a response that contains 20 errors but is 60 lines long.
- P** The third dimension pertains to overall fluency with conventions and mechanics. In order to receive a score higher than 1, test-takers must sustain their writing long enough to demonstrate their level of proficiency with all the skills listed in the two previous dimensions. Then, writing samples are evaluated for level of grammatical and syntactical fluency appropriate for on-demand, draft writing.



# RLA ER Trait 3 Anchor Responses and Annotations

Test-taker anchor responses with annotated comments for Trait 3 appear below and continue through page 52.

Text from the responses quoted in the annotations is highlighted in yellow in both the annotations and in the test-taker response itself in order to help you quickly identify specific elements of each response that helped SMEs score them appropriately. However, keep in mind that each response must be considered as a whole, and these highlighted excerpts are notable mostly because they show specific examples of qualities common to responses. It is also important to note that a test-taker does not need to apply conventions perfectly in order to receive a 2. Generally speaking, responses that receive 0s are written in a manner that severely impedes the reader’s understanding, and responses that receive 1s can cause the reader some difficulty but are generally understandable.

Test-taker Anchor Response 19 – Score: 0 [Trait 3]	Annotation
<p>In my way its good because in DST is good for lot of people. The studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes invilingpedestrains and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.In sunlight we can finishes our chores. In everything new things takes time to adjust. After some days went we feel this is the right thing. In studies only shows that too. Only one week after changing the clocks and before go back the clocks only accidens happen after that its not for only one week we think what about the rest of the weeks. If we see in everything its right or wrong. In my way DST is for lot of people.In way who dont like sun its natural way of light.</p>	<p>This brief response demonstrates consistently flawed sentence structure (“In my way its good because in DST is good for a lot of people.”) and includes several fragments (“In studies only shows that too.”) and run-on sentences.</p> <p>Sentences are largely incorrect, awkward, or illogical and demonstrate a lack of fluency.</p> <p>Minimal control of standard English conventions is evident, particularly with regard to frequently confused words, punctuation, subject-verb agreement, and modifier placement.</p> <p>These severe and frequent errors interfere with comprehension (“If we see in everything its right or wrong.”).</p> <p><b>Therefore, Response 19 earns a score of 0 for Trait 3.</b></p>



Test-taker Anchor Response 20 – Score: 0 [Trait 3]	Annotation
<p>One of the first benefits of DST is one of the most important I think, the saving of electricity. Anytime we do this it helps the world as a whole. Supporters of DST also claim that more sunlight saves lives. If the studies are correct I would say they are right, three decades supports research that 8-11% reduction in crashes involving pedestrians. And a 6-10% decrease in crashes for vehicle occupants after the spring DST, the preservation of life is always a very good thing. Similar logic states DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark. If this proves true then this is a positive for everyone, less crime is always a good thing. And then we have opponents of DST, right of the bat display an understandable point of view. Even though one study in California indicated that DST had little or no effect on energy consumption. Other studies show that counties in Indiana showed that residents of the state spent \$8.6 million more each year for energy. They are saying the main energy jump is due to increased use of air conditioning as a result of maximizing daylight hours. That's just Indiana imagine what other states such as Texas or Arizona spend a year, I speculate these states because they are arid, dry and always hot. Further research shows air pollution has also increased as a result of DST. Now the safety issue comes up again, in the yearly switch to and from DST. One study shows pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Arguments continue with another study that shows 227 pedestrians were killed in the week following the end of DST compared with 65 pedestrians killed the week before DST ended. It is also stated that the adjustment period drivers endure each year is a dangerous time for pedestrians, and DST may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust. These opponents believe the consideration of cost and confusion are simply not worth all of the trouble. With everything there are pros and cons no matter what, so in the end we can only hope the good outweighs the bad.</p>	<p>The response includes consistently flawed and awkward sentences (“One of the first benefits of DST is one of the most important I think, the saving of electricity. . . And then we have opponents of DST, right of the bat display an understandable point of view.”).</p> <p>Comma splices and sentence fragments are present.</p> <p>Minimal control of standard English conventions is evident throughout the response, specifically with regard to capitalization, punctuation, and pronoun usage.</p> <p>Severe and frequent errors interfere with comprehension (“If the studies are correct I would say they are right, three decades...”).</p> <p>Overall, standard usage in this response is at an unacceptable level for on-demand draft writing.</p> <p><b>Therefore, Response 20 earns a score of 0 for Trait 3.</b></p>

Test-taker Anchor Response 21 – Score: 0 [Trait 3]	Annotation
<p>First position would be the benefits of daylight savings time. The study given talked about the issues of safety for those who get off work or school and the safety of traveling in the daylight verses night fall. The next point they make would be about the crime rate being down because with the time changes it either is lighter later or darker sooner (being it is still early enough for those to feel safe). They also talked about the savings in the energy saved the number seemed a little low but each amount helps.</p> <p>The second position given was that those who argued against DST there seemed to be more points given here verses those that were for but let's review those points. They only reviewed California and Indiana verses the Country as a whole using the fact that people used more energy but is it the time they are talking about or was the weather just hotter during the time these studies were done?.</p> <p>In reference to the accident fatalities how would that tie into DST? Was it because people were rushing more or there was fatigue that took place because of the time change? Were the people getting less sleep or hard to sleep due to the issues of not being able to adjust to the time change?</p> <p>These are all the questions that I would have after reading these arguments against DST. They only state that it May be the reason not that they have proof or facts that this is cause of so many accidents and fatalities. How could the adjustment period effect how drivers drive again is it because they are still sleep or tired when they have ended their day? I can't buy that part of the argument.</p> <p>I feel that with change no matter what or how there will be adjustment periods to deal with and always someone who will not want to have change. I would like for those who depend on the day light to earn a living to give their oponions about daylight savings time to hear a real perspective from someone who has a lawn care business, cleaning service, car wash, window washers and even the local and state workers who repair our roads. Furthermore lets speak with those farmers who rely on the daylight to be as productive as possible while they still have it. I am sure they apperciatehaving that time to.</p> <p>I think there is alot of benefit to daylight savings time that we could speak on if we are really looking for positive feedback. I can see the positive side for those who work all day and would love to just have some daylight when their day was finished to spend some time with their children in the park or to just be able to take that scroll or walk while they feel secure with having that daylight.</p> <p>We may also see where many who do work that 8-5 or 9-6 would be less likely start the early after work happy hour when there is more daylight.</p>	<p>This lengthy response demonstrates consistently flawed sentence structure (“First position would be the benefits of daylight savings time.”).</p> <p>Sentences are somewhat varied, but run-ons and awkwardly constructed sentences provide evidence of a lack of overall fluency.</p> <p>The writer demonstrates minimal control of standard English conventions with regard to frequently confused words, capitalization, punctuation, and pronoun usage.</p> <p>Severe errors interfere with comprehension and detract from overall clarity.</p> <p>As a whole, standard usage is at an unacceptable level for on-demand draft writing.</p> <p><b>Therefore, Response 21 earns a score of 0 for Trait 3.</b></p>

Test-taker Anchor Response 22 – Score: 1 [Trait 3]	Annotation
<p>Does Daylight Savings Time really save energy or is it a myth? Many people seem to debate the issue of the practice's impact on energy consumption and safety. Supporters of DST have found several benefits. For example, in the 1970s research they found that DST saved about 1 percent per day in energy costs. Some supporters also claim that more sunlight saves lives, because there are less crashes due to DST. Other studies have shown that crime is reduced. People are more likely to complete tasks after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark. These are just some of the benefits to DST.</p> <p>Although there are many supporters of this idea there are also many who disagree. They argue many ideas of this whole DST idea. Some of these arguments stem from studies done more recently. The studies for California in 2007 show that DST had little to no effect on energy consumption. A three year study in Indiana showed that after they switched to DST it only increased pollution and energy consumption! This only seemed to put a bad title on the whole DST idea. Then later on researchers began to question the safety aspect of the yearly switch to and from DST. When studying the safety they realized that more people were dying due to getting hit in the week before DST ended and in the following week. Drivers had to adjust drastically instead of a gradual transition in the morning or afternoon that they were used to.</p> <p>In conclusion, DST caused more confusion and deaths than not. With the adjustment period for drivers, the common people on the street just weren't safe. There are simply more cons to DST than benefits making it just not worth it.</p>	<p>This brief response demonstrates mostly correct sentence structure, but it lacks sentence variety.</p> <p>The writer exhibits inconsistent control of standard English conventions with regard to punctuation (“Although there are many supporters of this idea there are also many who disagree.”) and pronoun usage.</p> <p>These errors do not interfere with comprehension, however, and this response is at an acceptable level of appropriateness for on-demand draft writing.</p> <p><b>Therefore, Response 22 earns a score of 1 for Trait 3.</b></p>

Test-taker Anchor Response 23 – Score: 1 [Trait 3]	Annotation
<p>Daylight Savings Time is a great help to everyone. Having more time to get things done in a day is never a bad thing. <b>It saves on money and electricity with longer lasting day hours.</b></p> <p>Electricity is a big part of America. <b>We need light for almost have the day</b> depending on what we're doing at home or work. <b>It's rare to find someone going to bed like an early bird.</b> People stay up late watching T.V or finishing work and require light in some cases. DST extends the amount of daylight and makes it still light out at a late hour in spring. People take advantage of this extra time and use it for all kinds of things.</p> <p>Not only does DST conserve electricity, it provides safety to people in the day time. With more light in a day, traveling to and from places is much safer than in the fall where the days are dark at a very early time. With DST, there has been a reduction in pedestrian crashes by 8-11%. The same can be said about vehicle crashes which have been reduced by 6-10%. Something so minute as DST has made a greater impact than most people would think.</p> <p>Some people however don't have the same thoughts about DST. Studies in Indiana countered that instead of saving electricity, more had to be used for air conditioning on a day with more light hours. This caused a raise in air pollution as a result. Another study showed that instead of keeping drivers and pedestrians safe, the switch with DST in the fall put people in danger. The week before the end of DST, 227 pedestrians were killed in car accidents, along with 68 at the beginning week of DST. People just don't have enough time to adjust to the change, and some may become a danger to themselves and others.</p> <p>Daylight Savings Time has had good and bad effects on people who use it. The pros and cons of this tool battle closely with one another. But in the end DST does more good than harm. It's convenient and is really meant to benefit everyone. It's become a part of our routine and to live without it might be a difficult task. <b>Though a few may not use it, its always there for someone's convenience.</b></p>	<p>The response demonstrates inconsistent sentence structure (“It’s rare to find someone going to bed like an early bird.”).</p> <p>Some sentences are awkward and are evidence of a lack of fluency (“It saves on money and electricity with longer lasting day hours.”).</p> <p>The writer also demonstrates inconsistent control of standard English conventions, with specific regard to pronoun usage, punctuation, apostrophe usage, and subject-verb agreement. (“We need light for almost have the day. . . .” “Though a few may not use it, its always there for someone’s convenience.”).</p> <p>These errors rarely interfere with comprehension, and overall this response is at an acceptable level of appropriateness for on-demand draft writing.</p> <p><b>Therefore, Response 23 earns a score of 1 for Trait 3.</b></p>

Test-taker Anchor Response 24 – Score: 1 [Trait 3]	Annotation
<p>Every year we experience the daylight saving time change two times a year, it is a change that most of us dread because during one of the time changes we lose an hour, so an hour of sleep or work or social time is taken away. People become fortunate when when that time of the year comes where we are given an extra hour of either sleep, work or social time. Americans usually do not pay much attention in advance to daylight savings time, unfortunately they usually just think about it the night before it happens.</p> <p>People often never stop to think about the benefits of Daylight Saving Time, they often just change their clocks then go about with their daily lives and adapt to the changes as a result of the time change. The article discusses a few of the benefits that comes as a result of DST. One of the benefits is DST saved about 1 % perday in energy costs, this can ultimately help our nation preserve our resources. A large percentage of people can agree that they feel safer when traveling in the daylight as opposed to night time, it is easier for people to see what is on the road in front of them and they have more time to anticipate what lies ahead of them. DST research also showed that the spring shift was a way to reduced crashes involving other cars and pedestrians. A large majority of Americans definitely agree that the spring change is a positive thing for Americans because even though they lose an hour they are guaranteed one more hour of sunlight, and for the most part Americans enjoy that extra hour to either be outside or enjoy the natural lighting that the sun has to offer.</p> <p>It is also almost a guarantee that people dread the time of the year where they lose an hour and the sun goes down earlier, so they lose the sun being out and the natural lighting that is usually quite a benefit for most Americans. As a result of the procrastination in preparing for this time change, a large majority of Americans spend a few days to a week recovering from this change. This change can often cause people to become forgetful of the time change. This can result in being late to a job, class, or school. This can result in lack of sleep which can take a long time to change and get back. The arguments against DST are stronger than the arguments for the benefits of DST. I believe that this argument is right when it begins dealing with the immediate change that is a result of DST, Americans have to change their routine by one hour twice as year as opposed to a gradual transition in the morning or afternoon. A gradual transition would allow drivers, the working class, pedestrians, students, and every one else going about their normal day a chance to change their routine minimally rather than dramatically with a few minutes of adjustment rather than one hour.</p> <p>Both articles do an excellent job going in depth to explain their point of view and the arguments for both sides. Both sides showed valuable points that Americans do not consider when they change their clocks two times a year. I do believe that the arguments against Daylight Saving Time did have the stronger argument, I agreed with their points more and I believe that Americans would better be able to relate to a small change of a few minutes a day rather than an abrupt change twice a year.</p>	<p>The writer of this lengthy response demonstrates inconsistency with correctly structuring sentences. Sentences are generally varied, but some are awkward (“People become fortunate when when that time of the year comes where we are given an extra hour of either sleep, work or social time.”).</p> <p>Further, the response includes lapses in control of standard English conventions, with specific regard to punctuation. While errors in the response do not interfere with comprehension, they somewhat detract from the overall clarity.</p> <p>Taken as whole, though, standard usage in the response is at a generally acceptable level of appropriateness for on-demand draft writing.</p> <p><b>Therefore, Response 24 earns a score of 1 for Trait 3.</b></p>

Test-taker Anchor Response 25 – Score: 2 [Trait 3]	Annotation
<p>This article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety. Both sides provide good support for their position, but the argument against Daylight Saving Time is stronger and more complete. It responds to points made in the argument in favor of Daylight Saving Time and <i>also</i> incorporates arguments of its own.</p> <p>One of the arguments used by supporters of Daylight Saving Time is that because there is more sun at the end of the day, there is less need for electricity and thus energy costs are lowered. A statistic is provided claiming Daylight Saving Time saves "about 1% per day in energy costs". However, that information is from research conducted in the 1970s, which today is fairly outdated. The supporting argument presents data from other research findings on the subjects of car crashes and crime rates, saying Daylight Saving time reduces the number of accidents and instances of crime. These findings are again suspect because the dates of the research are not clearly stated. The accident data is pulled from "three decade of research"; the identities of these decades are unknown. The crime studies are not dated at all.</p> <p>The argument against Daylight Saving Time is much more credible. For example, it provides the results of a much more recent (2007) study in California. The study showed that Daylight Saving Time "had little or no effect on energy consumption that year", thus countering the argument that Daylight Saving Time lowering energy use. <i>Also</i>, the results of "recent" research provide evidence against the supposed safety aspect of the yearly switch to and from Daylight Saving Time; more pedestrians were killed by cars "immediately after clocks were set back in the fall" and significantly fewer were killed the week before Daylight Saving Time ended than the following week.</p> <p><b>The best-supported position in this article is the position against Daylight Saving Time.</b> The argument in favor of Daylight Saving Time contains data from outdated research experiments and does not provide any counter arguments to the points made by other position. The argument against Daylight Saving Time contains more credible evidence and it also does a solid job of countering arguments made by Daylight Saving Time supporters.</p>	<p>The response demonstrates largely correct sentence structure, including sentence variety and avoidance of wordiness and awkward sentence constructions ("The best-supported position in this article is the position against Daylight Saving Time.").</p> <p>The writer competently applies standard English conventions with regard to pronoun usage and punctuation. The response includes some errors, but they do not interfere with comprehension.</p> <p>Overall, the standard usage is at an appropriate level for on-demand draft writing.</p> <p><b>Therefore, Response 25 earns a score of 2 for Trait 3.</b></p>



Test-taker Anchor Response 26 – Score: 2 [Trait 3]	Annotation
<p>Daylight Savings Time (DST) is a natural routine for most people in the USA. After years, or decades of use DST seems to be a basic part of life, every year you change your clocks. It might come as a surprise to some people then, to find out that there is controversy over DST, since many people do not even think about why we have DST. Nevertheless their is serious debate over DST, with supporters arguing that it improves are lives, and opponents claiming that it does more harm than good.</p> <p>One of the largest benefits that supporters of daylight savings time point out is that it saves money by reducing energy use nationwide. As evidence for this they use a research study showing that DST reduced national electricity use by around 1 %. But it is hard to see this as a serious benefit. 1 % is such a small change that it easily lies within the margin of error for a study of this size, making it likely that any reduction in electricity use from DST is insignificant if it even exists.</p> <p>On the other hand, oppenents of DST show contradictory studies demonstrating little or no reduction in energy use after DST. This is supported by the meager 1% savings that DST supporters claim, showing that energy reduction is not effected any any important way by DST. Several studies have even shown a significant increase in energy costs after DST in certain areas, and also an increase in pollution, since some appliances such as air conditioning are used more often during the day. This evidence refutes the claim that DST reduces energy use.</p> <p>Another claim by supporters of DST is that automobile accidents are reduced after DST, because people drive home from work while it is still light outside. The decrease in accidents has been shown to be as high as 10%, which is significant amount. There have also been reports of decreased crime thanks to DST because people are out after dark less often, which is when most crimes occur.</p> <p>But there is research that shows these claims may not be accurate. Opponents of DST point to studies showing that accidents increase immediately after DST, one study showing an increase from 65 pedestrian deaths in the week before DST, to 227 deaths the week after. This is most likely caused by fatigue in drivers who have a sudden 1 hour change in their sleep patterns. This rapid shift does not allow time for the human body to adjust to a new sleep cycle, making DST a potentially dangerous and confusing event.</p> <p>Overall the evidence supporting DST is insufficient to show any major benefit. In fact the majority of support or DST has been countered by recent research showing that DST may cause more harm than it does good. Until new evidence can be shown to uphold DST, the opponents of DST seem fully justified in criticizing it'susefullness.</p>	<p>The writer of this response demonstrates largely correct sentence structure and effectively uses transitional words, contributing to overall clarity in the response (“On the other hand, oppenents of DST show contradictory studies demonstrating little or no reduction in energy use...”).</p> <p>The response demonstrates a competent application of standard English conventions with regard to modifier placement, subject-verb agreement, pronoun usage, and punctuation.</p> <p>Very few errors are present, but they do not interfere with comprehension.</p> <p>As a whole, the response is at an appropriate level for on-demand draft writing.</p> <p><b>Therefore, Response 26 earns a score of 2 for Trait 3.</b></p>



Test-taker Anchor Response 27 – Score: 2 [Trait 3]	Annotation
<p>Issues like Daylight Saving Time are arbitrary conventions, and, as such, we are in control of its inputs; that is, society determines the way in which we measure time, and nature only plays a role in the light and darkness. In that vein, research studies are needed in order to fully understand its effects. In order to make a proper assessment, the full methodology of those studies should be evaluated. Here, though, are conclusions that blatantly contradict each other: on one hand, for example, some studies say that energy use is decreased, but on the other hand, others say that energy use is actually increased. Both could be right: certain areas may be affected by daylight saving time differently. Therefore, I argue against Daylight Saving Time as a national measure.</p> <p>The rejection of the measure arrives from the discrepancies in the research. As the proponents of DST point out, research in the 1970's stated that DST could save as much as 1 % in energy costs. I find that statement lacking for two reasons. First, a 1 % save each day could amount to a lot of energy, but the ultimate findings could be negligible; that is, with a low percentage comes statistical uncertainty. Second, the 1970's post date indicates that the research could be outdated. Now, we have many more electrical and different devices, and, more importantly, our world is different with such devices as computers and video games, which could easily be used past daylight hours. So, there are dated assumptions on that research. On that note, a similar study performed today could hold different results. In fact, a more recent 2007 study found that energy use did not differ by DST standards, as the opposition against DST states. Even more concerning, more recent studies in Indiana stated that energy use greatly increased during that time. Since the opposition against DST holds more recent evidence, I side with them on this issue.</p> <p>Even more discomfoting, the amount of crashes actually spikes just after DST alterations. As the opposition against DST states, in one study, 227 pedestrians were killed in the week following the end of DST, but only 65 are killed otherwise. That seems to be largely a significant issue. The other side is that, overall, DST causes an 8-11 % reduction in total fatalities. As an opponent might state, that would greatly offset fatalities. To make a full analysis, though, the amount of concrete amount of fatalities needs to be illustrated: that is, an 8- 11 % reduction may not be as high as that initial burst, as the opposition against DST points out. Furthermore, the discomfoting source from that arrive from the fact that it came from "three decades of research." In other words, the DST automobile fatality issue has been carefully researched across a long period of time. While that is reassuring in many cases, cars have changed since that point. That is, technology has improved since three decades ago. So, it must be determined whether or not fatalities are caused by extra safety measures or those are controlled for, and that is not specified in the arguments for DST. If the benefits of DST are to be evaluated, they must arrive from a recent source.</p> <p><i>(response continued on the next page)</i></p>	<p>This relatively lengthy response demonstrates largely correct sentence structure and variance and effectively employs transitional words.</p> <p>Some wordiness is evident, but the writer achieves general fluidity in the response.</p> <p>Standard English conventions are competently applied throughout.</p> <p>Although the application of punctuation is somewhat inconsistent, there is sufficient evidence of appropriate usage.</p> <p>Furthermore, the few errors present do not interfere with overall comprehension.</p> <p>Overall, the response is at an appropriate level for on-demand draft writing.</p> <p><b>Therefore, Response 27 earns a score of 2 for Trait 3.</b></p>

Test-taker Anchor Response 27 – Score: 2 [Trait 3]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>I find, in that case, that the arguments for DST seem little. It may be that there is better current research for that issue, but it is thus far unspecified. In that vein, arguments against DST hold more recent research that could be trusted to a greater extent.</p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 28 – Score: 2 [Trait 3]	Annotation
<p>When Daylight Savings Time (DST) was first considered by Benjamin Franklin in 1784 in France, there was not an immediate electrical need for the shift. People were using candles and daylight to compensate for the darkness, which was not always a great cost to those who made their own candles. By the time DST was actually implemented in 1918, electricity had evolved and both time and money were being spent on these household necessities instead of the production of war materials. Families didn't have to work as hard to bring in extra money or go without any food at night by instead saving in their energy costs.</p> <p>Initially, cities were given the choice as to whether or not they wanted to take advantage of this new time system. These cities dictated when the time would change and by how much, which proved to be a disaster by the 1960's. So many cities across the country were operating on completely different time schedules, which mainly hindered the entertainment and travel schedules. If a train were to leave New York City at 12:00 PM, they could arrive in St. Louis only at 12:00 PM still based on their time preference! The time zones could not be changed, however, and the eastern coast of the United States will still always be three hours ahead of the west coast, regardless of an amount of DST.</p> <p>To fix this complication, Congress enacted the Uniform Time Act of 1966, but yet this still did not require all cities to adhere to DST. It equalized when it was supposed to go into effect, which made somewhat of a smoother transition. Although to this day, there are still parts of Arizona and all of Hawaii that have not converted to a DST system. These two areas are in fairly year-round steady temperatures, especially with their proximity to the equator, and both enjoy a healthy dose of sunshine on a regular basis.</p> <p>For years, scientists and research projects have weighed the benefits and costs against one another. In the 1970's, it was determined that DST saves 1 % a day in energy costs. This goes along the lines of Benjamin Franklin's initial thought process that more available sunlight decreases the need to rely on electricity. It was also noted that the increase in sunlight saved many lives. Of course, it has always been safer to travel to and from work or school during the day. Once DST was utilized, there was between and 8 and 11 % decrease in fatal pedestrian accidents and between a 6 and 10% decrease in fatal vehicle accidents. The crime rates also decreased because people who were forced to run errands or spend time outside during the night were not as exposed to the criminal acts that primarily take place in the dark. Another benefit is within the realm of safety issues. Before central heat and air, the natural weather patterns dictated the temperature of homes. In northern and colder climates, families had to burn fires sometimes overnight in order to keep themselves thoroughly warm. In these wood-built homes, an unwatched fire can spark and set the house on fire before anyone could wake up and escape. In the hot summers, families kept their windows open to provide a breeze. This let in all different kinds of diseases and illnesses that the families then became exposed</p> <p><i>(response continued on the next page)</i></p>	<p>This very lengthy response has largely correct sentence structure and is generally fluent. The writer demonstrates the ability to effectively vary sentences (blending simple and complex sentences) and employ transitions, both contributing to overall clarity.</p> <p>Competent application of standard English conventions is exhibited, including adherence to the rules of capitalization and punctuation (“To fix this complication, Congress enacted the Uniform Time Act of 1966, but yet this still did not require all cities to adhere to DST.”).</p> <p>Few errors are present, and they do not interfere with overall comprehension.</p> <p>As a whole, the response is at an appropriate level for on-demand draft writing.</p> <p><b>Therefore, Response 28 earns a score of 2 for Trait 3.</b></p>

Test-taker Anchor Response 28 – Score: 2 [Trait 3]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>to, and in some cases died from. Or if a trusting family left their child's window open at night, a criminal might take note of that pattern and find an opportunity to kidnap the child or burglarize the home.</p> <p>There are many people who theorize that the benefits do not outweigh the costs by any means. In 2007, California conducted a study that determined that during that year there was little to no energy conservation. Another three year study in Indiana concluded that there was an \$8.6 million increase of money spent on energy, and that the surrounding air pollution increased dramatically. It has been said that this is due to the increase of daylight in warmer climates, resulting in an increased use of air conditioning. There is a pattern of pedestrian fatalities increasing immediately after the switch to fall DST, primarily because it becomes darker so much sooner, therefore drivers are not always as alert and prepared to watch for a pedestrian. A study showed that there were 227 pedestrians killed in the fall time switch compared to 65 killed after the spring time switch. Drivers are also unprepared for the abrupt time change. Instead of the time change in the mornings being gradual and slight, going by just minutes each day, it is the immediate one hour shift that causes disorientation and adjustment for the drivers. In the fall, the hour that is moved backwards causes early morning risers to be traveling in the dark when they are used to a more sunny time clock. For the spring, those who are employed in predominantly night-based jobs face glaring sunlight, and sometimes are delayed in the completion of their projects. There are also those who simply forget about DST all together, failing to adjust for the time change in their alarm clocks, and fall into several different situations. By forgetting to change the alarm to be set at midnight instead of 11 :00 PM, someone might wake up an hour later that morning and rush to work, still late regardless. Or the opposite might occur, and someone is waking up an hour earlier than intended and become cranky.</p> <p>It seems as though by the time we are well adjusted to the time change, it's come around to that point in the year where we have to jump right back and start all over again. This has caused a lifestyle that revolves heavily around clocks and time schedules. Back in the early 1900's when this time change was first being discovered and implemented, there weren't as many nighttime hazards. Many people didn't own cars and walked everywhere, thereby decrease the pedestrian versus vehicle collisions. The crime rates were almost non-existent in these small communities where trust was everything. The only thing that many people saw their nights as being good for was cooling off in warm climates or sleeping peacefully. During those time periods, people rose and slept by the sunlight. Alarm clocks, or even clocks in general, had yet to be developed. Farmers rose when their bodies alerted them that they had slept enough, worked hard until the sun went down, and slept again until it was morning time. In this day and age, there are many</p> <p><i>(response continued on the next page)</i></p>	<p><i>(see comments on the previous page)</i></p>

Test-taker Anchor Response 28 – Score: 2 [Trait 3]	Annotation
<p><i>(response continued from the previous page)</i></p> <p>people who work overnight jobs and extremely late shifts, and their body clocks just don't have the ability to adjust to any particular natural schedule. Especially for those in law enforcement or the medical fields, where culture has deemed it necessary to remain awake at hours when many parts of the world are fast asleep.</p> <p>I personally believe that we don't need to rely on a scientific schedule to determine when the sun goes up or down, and to regulate what we set our clocks by. Nature should still be our guide, allowing for the gradual adjustment that our bodies need to adapt to a time difference. The same concept occurs with jet lag, and our bodies are unable to catch up and realize we have changed time zones. Perhaps the areas of the world that don't utilize this advanced time system are better off. Maybe our ancestors had it right when they relied on senses and sights to determine how to live their lives. The problem is, however, that now that our world depends on these technologies and advancements, how is there ever a way to just go back to the roots?</p>	<p><i>(see comments on page 45, above)</i></p>

## Automated Scoring of Constructed Response Items on the 2014 GED® Test

The 2014 GED® test contains four Constructed Response (CR) items: one 45-minute Extended Response (ER) item on the Reasoning Through Language Arts (RLA) module, one 25-minute Extended Response (ER) item on the Social Studies module, and two 10-minute Short Answer (SA) items on the Science module.

Logistically, the ER item in RLA is in its own separately-timed section of the test at the end of the first half of the RLA module (prior to a 10-minute break). The ER item in the Social Studies test is in its own separately-timed section that appears as the last item of the Social Studies module. The Science Short Answer items are distributed within the 90-minute Science module and are not timed separately—test-takers use their time-management skills to monitor their use of time on those items and are given guidelines as to approximately how much writing is expected in those responses (the test-taker is instructed to take up to about 10 minutes to read the question, and formulate, write, and edit their answer).

It was a critical goal of GED Testing Service to incorporate CR items into the design of the 2014 GED® test because these types of items are a key method of assessing a test-taker's higher order thinking skills as well as their skills in expressing themselves clearly in their own words. To ensure that the results of testing are available to test-takers in the quickest timeframe possible (because adults usually do not have the luxury of waiting days or weeks for their test results to be finalized), GED Testing Service will be scoring CR items using an automated scoring engine, supplemented by human scorers as necessary, described in more detail below.

Great strides have been made in automated scoring over the last decade, and the use of automated scoring is intended to replicate the human scoring process. However, the automated scoring engine will need to be supplemented by human scorers in certain circumstances. Automated scoring is not fully developed enough to result in reliable scoring in the area of mathematics, so GED Testing Service elected not to incorporate CR items into the Mathematical Reasoning test. We hope in the future to be able to build those item types into the test as the technology develops and matures in the future.

The following description applies equally to all CR items, whether ER or SA.

During the item development process, experts in automated scoring are involved from the outset, rather than being brought into the process after items have already been authored. This collaborative consultation and review helps ensure that responses have a high likelihood of being reliably scored by the automated engine. For example, questions that do not provide adequate instruction to the test-takers about what information they should include in their answers sometimes produce a wide and/or unpredictable range of responses that both people and computers can have difficulty in scoring consistently. Creating item stems that focus the test-taker on the specific expectations of the item is important so that the item can both validly assess the intended content specification and also have a high probability of being scored appropriately and reliably both by humans and computer.



Once items have been written, reviewed by both scoring and content experts, and finalized, they are field-tested. In the case of the initial forms for the 2014 GED® test, thousands of test-takers in locations across the U.S. in the summer and fall of 2012 participated in the field-testing. The test-takers that were recruited to participate matched the profile of our adult GED® test-taking population. At the conclusion of field testing, the written responses to the CR items were examined and a sample of test-taker responses was selected for each of the items. Teams of content experts reviewed the responses in a process known as "rangefinding." The purpose of rangefinding is to determine range and variety of responses that fulfill each score point as defined on the rubric that is very carefully constructed and designed to guide the overall evaluation of responses. This standard best-practice procedure for the scoring of CR items results in the selection of exemplar responses at each score point. These responses are used to build anchor sets (human scorers' official guide that is used in evaluating test-taker responses), practice sets (sets of responses used in training human scorers), and qualification sets (sets of responses that scorers take in a "quiz" in which they must match their scores to "true scores" given during rangefinding to qualify to appropriately and reliably score CR items).

When these materials have been compiled and scorer training is complete, all of the test-taker responses from the field test are scored by humans, using the "double read with resolution" approach. This scoring model entails each and every response being read and scored independently by no fewer than two individuals. If the scores applied by the two different scorers are in exact agreement, the score for that response is final. If the two scores differ by only a single point, they are averaged and rounded up, effectively resulting in acceptance of the higher score point. If the scores differ by more than one point ("non-adjacent scores"), the response is read by a scoring leader (an expert scorer) who determines the correct score for that response in a process called "resolution." Because the ER items are scored across three key traits, each of which contains multiple dimensions that are considered together in a compensatory manner (meaning that a response that is particularly strong in one dimension can still receive a higher score even if it is weaker in other dimensions), each ER response is actually read by no fewer than six people. That is, each scorer is trained to score only one rubric trait, and two scorers trained on each of the three traits read each response. Therefore, it is possible for a single ER response to be read by up to nine people, if the first two scores on all three traits are non-adjacent. This process ensures that the human scoring process produces the highest quality results and data.

When the scoring of all of the responses generated through field-testing is complete, a team of content experts, psychometricians and automated scoring experts reviews the range of scores for each constructed response item. At that time, some items are rejected because they do not meet the minimum criteria for inclusion on any operational 2014 GED® test or GED Ready™: The Official Practice Test. Items that survive this process then are passed along to the scoring organization to train the automated scoring engine. Several hundred scored responses for each item are fed into the automated scoring engine. Then, several hundred more scored responses are used to test the reliability of scores generated by the automated engine. The engine evaluates each response on over 100 different dimensions in relation to the score that the response was given. Through this training and testing procedure, the automated engine "learns" how to score the items and is then able to replicate the scoring that was done by humans. Once this process is complete, data from the replication process is reviewed, and occasionally, if the scoring is determined to be insufficiently reliable to be used on an operational 2014 GED® test during this data review, some items may be allocated for use on GED Ready™ because the CR items on the practice test are always scored by humans.



Only CR items that successfully survive the entirety of this process are placed on operational 2014 GED® test forms. When the test goes live in 2014, test-takers will respond to the CR items and their responses will be fed into the automated engine for scoring immediately upon completion of each individual content area test. Of course, there will be a slight delay in submission of responses for scoring in some testing situations, such as with tests administered within the corrections system, in which the testing center is Internet independent. In these situations, additional steps need to be taken to upload the raw testing data (e.g., the test-takers' responses themselves) via a secure Internet connection.

Based on the experience of GED Testing Service with automated scoring during the field testing and other test development processes, we expect the vast majority of test-taker responses (most likely 95 percent or greater) to be reliably scored by the automated scoring engine—in a process that is completed in nanoseconds. However, as with any process that involves the variability present in people's writing, there will be responses that the automated scoring engine will recognize as not fitting any type of response that was previously seen in the training of the engine. For example, an extremely short response that uses a great deal of advanced vocabulary might be unusual and therefore would be automatically flagged by the automated scoring engine as an "outlier" in need of human intervention for scoring. These outlier responses are securely routed electronically to a network of human scorers who have been trained to score the item using the anchor items and training sets created during the rangefinding process, as well as the scoring rubric that is used to provide overall guidance to the scoring process. These human scorers score the test-taker response using the "double read with resolution" framework that was also used to score the field test responses.

Although the human scoring process is efficient, it does require additional time. GED Testing Service is committed to returning test results and a score report to test-takers within three hours of the completion of each test. Of course, the vast majority of results would actually be ready immediately because of advantage of the speed of the automated scoring, but, in order to manage test-taker expectations and avoid situations in which one test-taker at a site receives a score immediately while another test-taker does not, a three-hour delay has been built into the process of delivering test scores.

Three additional quality control procedures have also been built into the automated scoring system to ensure that test-takers receive reliable and valid scores from this process.

First, when the test goes live in 2014, the program will implement a process known as the "Initial Analysis Period" (IAP). The purpose of the IAP is to provide final validation of the automated scoring engine and its performance with the adult population of GED® test-takers. During the IAP, all CR responses will be scored both by the automated scoring engine and by human scorers (using the "double-read with resolution" model as appropriate). This ensures that all test-takers are being evaluated fairly and that the automated scoring engine is operating properly.

Second, an audit procedure will be conducted on an on-going basis, in which a percentage of all test-taker responses scored by the automated engine will be reviewed by human scorers. This audit will be *in addition* to the scoring of "outliers" described above, and will help to ensure the ongoing accuracy of the system.

Third, an automatic rescore process is being implemented. This process flags tests that have a failing score within a predetermined margin, such that if the CR scores on the test would have been higher, the final score result would have changed from “fail” to “pass.” The CR responses on these flagged tests will also be automatically routed to human scorers for evaluation so that the results from the automated scoring engine can be confirmed or adjustments made.

Because of the extreme care that GED Testing Service is taking with implementation of the automated scoring engine, in combination with human scoring and audit procedures, we are highly confident that our approach will produce high quality results with reliable and valid test scores for our test-takers. Due to ongoing involvement of human scorers in the scoring process (through the IAP, evaluation of outlier responses, the audit procedure, and the automatic rescore), the database of known response types will grow over time. This expanded response base will be used to periodically retrain the automated scoring engine to further improve its performance.

Finally, another key benefit of using the automated scoring engine technology is that it allows GED Testing Service to integrate specific feedback on test-takers’ performance on the extended response and short answer items right into the standard score report—a useful new feature that has never been possible in the past with the paper-based scoring system. This valuable process is part of GED Testing Service’s effort to create a more learner-based testing system that will help guide test-takers to continuously improve their performance.