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Annotation Form

Anchor Set
Project: KY Writing Grade 5
WR05914256189
Should schools stop serving chocolate milk
QC Code: WR914256189

Paper	RF Number	Score	Notes
a01	<p style="text-align: center;">(RF-02)</p> AAAYIP1382 0000352670	1,1,1,1,1	<p>Anchor Paper 1 Score Points: 1,1,1,1,1</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. It states an opinion, (<i>my opinion is i thank they need to maybe have it on a holiday or maybe a Friday...can be a reward...</i>). This is insufficient to address 'should schools stop serving chocolate milk'. Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response lacks appropriate formal tone. It lacks the development of task appropriate writing, uses simple or inappropriate word choice and/or makes significant errors in conventions. Score Point 1.</p>

Paper	RF Number	Score	Notes
a02	AAAYIP1382 0000635241	1,1,1,1,2	<p>Anchor Paper 2 Score Points: 1,1,1,1,2</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. It states (<i>don't keep the drink...kids love it</i>). The opinion is confused. Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. While awkward, there are cogent sentences and boundary control. Score Point 2.</p>

Paper	RF Number	Score	Notes
a03	(RF-03) AAAYIP1382 0000363494	1,2,1,1,1	<p>Anchor Paper 3 Score Points: 1,2,1,1,1</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. (<i>I think that chocolate milk is bad for us kids</i>) does not address the prompt. This is insufficient to address 'should schools stop serving chocolate milk' Score Point 1.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. There is some support for 'chocolate milk is bad'. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>as much sugar as a can of coke, Valley school District, kids can gain 3 lbs, 60 more calories</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response lacks appropriate formal tone. It lacks the development of task appropriate writing, uses simple or inappropriate word choice and/or makes significant errors in conventions that impede understanding. Score Point 1.</p>

Paper	RF Number	Score	Notes
a04	AAAYIP1382 0000464853	2,2,1,1,2	<p>Anchor Paper 4 Score Points: 2,2,1,1,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt (<i>Why I think school's should not have chocolate milk</i>). It attempts to address some demands of the prompt. Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>There's almost this threat...</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. There isn't any transitioning within the paragraph. It reads like a list. Score Point 1.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p>

Paper	RF Number	Score	Notes
a05	AAAYIP1382 0000579104	2,2,1,2,2	<p>Anchor Paper 5 Score Points: 2,2,1,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>To tell you three reasons why i think chocolate milk should be in schools</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>Milk provides a host of nutrients...vitimin D</i>) stem from "A School Fight". There is no reference to "U.S. Schools' War". Score Point 1.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. There is an attempt at paragraphing and transitioning by counting off the reasons. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p>

Paper	RF Number	Score	Notes
a06	AAAYIP1382 0000695362	2,2,2,2,2	<p>Anchor Paper 6 Score Points: 2,2,2,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>I think schools should keep giving students chocolate milk</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses both of the two provided sources. It inconsistently attempts to quote and/or paraphrase facts and details. References come from "U.S. Schools' War" (<i>3lbs for year</i>) and "A School Fight" (<i>nutrients...vitamin D</i>). Score Point 2.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. The 2 paragraph setup is helpful and there is some internal transitioning. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p>

Paper	RF Number	Score	Notes
a07	(RF-06) AAAYIP1382 0000392795	2,2,1,2,3	<p>Anchor Paper 7 Score Points: 2,2,1,2,3</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>My opinion is schools should stop serving chocolate milk</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>12 oz can of coke, 60 more calories, gain about 3lbs</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Compared with A06, the tone is better here, and the conventions control of quotations is strong. Score Point 3.</p>

Paper	RF Number	Score	Notes
a08	AAAYIP1382 0000698624	2,2,2,2,3	<p>Anchor Paper 8 Score Points: 2,2,2,2,3</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>I think schools should stop serving chocolate milk</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses both of the two provided sources. It inconsistently attempts to quote and/or paraphrase facts and details. References come from "U.S. Schools' War" (<i>12-oz can of Coke. 3 lbs because of the extra sugar</i>) and "A School Fight" (<i>high fructose corn syrup, nutrients...Vit D</i>). Score Point 2.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. There is some internal transitioning within the paragraph, (<i>Another thing, Even if, All these reasons</i>). Score Point 2.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Overall, the tone of the response is good, (<i>Think about it, That's just ridiculous, but I must say</i>). Score Point 3.</p>

Paper	RF Number	Score	Notes
a09	AAAYIP1382 0000736747	3,2,1,3,3	<p>Anchor Paper 9 Score Points: 3,2,1,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>It's a terrible idea to stop serving chocolate milk</i>). Score Point 3.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. The (<i>I woke up...</i>) and (<i>friends were very sad...</i>) discussions are not helpful. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>sugar as a can of Coke, nutrition they need, taste preferences</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p>

Paper	RF Number	Score	Notes
a10	AAAYIP1382 0000739713	3,3,1,3,3	<p>Anchor Paper 10 Score Points: 3,3,1,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>Schools should ban chocolate milk</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>they gain about 3lbs, almost as much sugar as soda</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p>

Paper	RF Number	Score	Notes
a11	(RF-07) AAAYIP1382 0000209300	3,3,3,2,3	<p>Anchor Paper 11 Score Points: 3,3,3,2,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>In my opinion schools should not serve chocolate milk on a daily bases</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>8-oz...three pounds...K-12, 12-oz can of Coke</i>) and "A School Fight" (<i>twice as many...high fructose corn syrup</i>) and an interpretation of the graph (<i>students are drinking twice as much...</i>). The extrapolation of total weight gain in "Wars" is helpful. Score Point 3.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. There is some internal transitioning by counting off the reasons, but some paragraphing would have been helpful. Score Point 2.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p>

Paper	RF Number	Score	Notes
a12	(RF-08) AAAYIP1382 0000471316	3,3,3,3,3	<p>Anchor Paper 12 Score Points: 3,3,3,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>Chocolate milk should be served in school</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>joy</i>) and "A School Fight" (<i>Flavoring milk...</i>). The response cites, quotes and explains both chosen details. This is effective use of sourcing. Score Point 3.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. There is effective tone/voice (<i>School is not usually the best place to be when your a child.</i>) Score Point 3.</p>

Paper	RF Number	Score	Notes
a13	(RF-09) AAAYIP1382 0000591412	3,3,3,4,4	<p>Anchor Paper 13 Score Points: 3,3,3,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>In my opinion we should keep flavored milk</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>taste preferences, nutrition don't get</i>) and "A School Fight" (<i>The graph in the text says...</i>) and then interprets some of the graph. Point 3.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p>

Paper	RF Number	Score	Notes
a14	(RF-21) AAAYIP1382 0000702099	4,4,1,4,4	<p>Anchor Paper 14 Score Points: 4,4,1,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>I think that schools shouldn't stop serving chocolate milk</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>60 more calories, 3 lbs a year</i>) etc. stem from "U.S. Schools' War". There is no reference to "A School Fight". The response clearly identifies that only "U.S. Schools' War" was cited, quoted and referenced. Score Point 1.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p>

Paper	RF Number	Score	Notes
a15	AAAYIP1382 0000630886	4,4,3,4,4	<p>Anchor Paper 15 Score Points: 4,4,3,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>Well i'm here to tell you why schools have made a great decision</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>8-oz...12-oz can of coke, 3 lbs... </i>) and "A School Fight" (<i>cane sugar...high fructose corn syrup, only way to get kids to drink milk</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p>

Paper	RF Number	Score	Notes
a16	(RF-16) AAAYIP1382 0000645635	4,4,4,4,4	<p>Anchor Paper 16 Score Points: 4,4,4,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>I believe that schools should not stop serving chocolate milk</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response skillfully uses both of the two provided sources. It consistently and thoroughly quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>joy, 60 more calories</i>) and "A School Fight" (<i>calcium, Flavoring milk...</i>). Score Point 4.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p>

Practice Set #1
Project: KY Writing Grade 5
WR05914256189
Should schools stop serving chocolate milk

Paper	RF Number	Score	Notes
p101	AAAYIP1382 0000363076	3,3,3,3,3	<p>Practice Set 1, Paper 1 Score Points: 3,3,3,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>Yes, I think that schools should stop serving chocolate milk.</i>) Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>can of coke, 3lbs, 60 more calories, Boulder Valley School District...</i>) and "A School Fight" (<i>71 percent of the milk served</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p> <p>Compare with A12.</p>

Paper	RF Number	Score	Notes
p102	AAAYIP1382 0000620801	1,1,1,1,1	<p>Practice Set 1, Paper 2 Score Points: 1,1,1,1,1</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. It states an opinion, (<i>they should not stop serving chocolate milk</i>). This is confused and this minimal response is insufficient for credit. Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response lacks appropriate formal tone. It lacks the development of task appropriate writing, uses simple or inappropriate word choice and/or makes significant errors in conventions. Score Point 1.</p>

Paper	RF Number	Score	Notes
p103	(RF-10) AAAYIP1382 0000495167	3,3,2,4,4	<p>Practice Set 1, Paper 3 Score Points: 3,3,2,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>yes, I think chocolate milk, should be banned</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response uses both of the two provided sources. It inconsistently attempts to quote and/or paraphrase facts and details. References come from "U.S. Schools' War" (<i>12-oz can of Coke, In the article is says... it will become the norm to drink</i>) and "A School Fight" (<i>pros of low fat, white milk...Most people think...if it's not chocolate</i>). Score Point 2.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A13. The Sourcing is a little less here. The "School Fight" reference is weaker.</p>

Paper	RF Number	Score	Notes
p104	(RF-13) AAAYIP1382 0000173101	2,2,1,2,2	<p>Practice Set 1, Paper 4 Score Points: 2,2,1,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt. It states (<i>I think there should not be chocolate milk</i>). It is a little vague, but it is a direct answer to the call of the question. Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>12-oz can of coke</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A05.</p>

Paper	RF Number	Score	Notes
p105	(RF-15) AAAYIP1382 0000692959	4,4,3,4,4	<p>Practice Set 1, Paper 5 Score Points: 4,4,3,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>Schools should stop serving chocolate milk</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>gain over 3 pounds a year with an 8 oz think of chocolate milk a day</i>) and "A School Fight" (<i>calcium, way more sugar than white milk</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A15.</p>

Paper	RF Number	Score	Notes
p106	(RF-14) AAAYIP1382 0000200164	2,3,3,3,3	<p>Practice Set 1, Paper 6 Score Points: 2,3,3,3,3</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt. The introduction is phrased such that it creates a little confusion, but the opinion is clearer in the conclusion. Score Point 2.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>60 more calories, Ann Marie Krautheim...</i>) and "A School Fight" (<i>nutrients</i>) and a chart interpretation (<i>most popular milk choice</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p> <p>Compare with A12. The Clarity is not as good here (...I agree with keeping milk, I think they should have milk). But the Support is for chocolate milk.</p>

Paper	RF Number	Score	Notes
p107	AAAYIP1382 0000638235	4,4,4,4,4	<p>Practice Set 1, Paper 7 Score Points: 4,4,4,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>At some schools, chocolate milk is becoming a commonly banned-type of item, however, I disagree with that</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response skillfully uses both of the two provided sources. It consistently and thoroughly quotes and/or paraphrases facts and details. The response clearly identifies, cites, quotes and references both sources multiple times. Score Point 4.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A16.</p>

Paper	RF Number	Score	Notes
p108	AAAYIP1382 0000059878	1,1,1,1,2	<p>Practice Set 1, Paper 8 Score Points: 1,1,1,1,2</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt, (<i>I would say both</i>). Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A02.</p>

Paper	RF Number	Score	Notes
p109	(RF-18) AAAYIP1382 0000169888	3,3,3,4,4	<p>Practice Set 1, Paper 9 Score Points: 3,3,3,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>I believe schools should keep serving chocolate milk</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>There's almost this threat..., Flavored milk really fits two needs</i>) and "A School Fight" (<i>nutrients...vitamin D,</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A13.</p>

Paper	RF Number	Score	Notes
p110	AAAYIP1382 0000403235	2,2,2,2,2	<p>Practice Set 1, Paper 10 Score Points: 2,2,2,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>Should school stop serving chocolate milk? i would say no</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses both of the two provided sources. It inconsistently attempts to quote and/or paraphrase facts and details. References come from "U.S. Schools' War" (<i>joy, meets kids taste preferences</i>) and "A School Fight" (<i>nutrients...vitamin D</i>). Score Point 2.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A06.</p>

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Paper	RF Number	Score	Notes
p201	AAAYIP1382 0000707405	4,4,4,4,4	<p>Practice Set 2, Paper 1 Score Points: 4,4,4,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>schools should not serve chocolate milk</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response skillfully uses both of the two provided sources. It consistently and thoroughly quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" and "A School Fight". The response clearly identifies, cites and quotes both sources multiple times. Score Point 4.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A16 and P107.</p>

Paper	RF Number	Score	Notes
p202	AAAYIP1382 0000732610	2,2,2,2,2	<p>Practice Set 2, Paper 2 Score Points: 2,2,2,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>i think that kids should be able to have chocolate milk</i>). The conclusions discusses chocolate milk in school. Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses both of the two provided sources. It inconsistently attempts to quote and/or paraphrase facts and details. References come from "U.S. Schools' War" (<i>paragraph 4 Ann marie krautheim...</i>) and "A School Fight" (<i>paragraph 5 it states Flavoring milk...vitamin D</i>). Score Point 2.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A06 and P110.</p>

Paper	RF Number	Score	Notes
p203	AAAYIP1382 0000589884	1,1,1,1,1	<p>Practice Set 2, Paper 3 Score Points: 1,1,1,1,1</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response lacks appropriate formal tone. It lacks the development of task appropriate writing, uses simple or inappropriate word choice and/or makes significant errors in conventions. Score Point 1.</p> <p>Compare with A01, P102.</p>

Paper	RF Number	Score	Notes
p204	AAAYIP1382 0000711324	3,3,1,3,3	<p>Practice Set 2, Paper 4 Score Points: 3,3,1,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>In my opinion, I think schools should only sell chocolate milk on certain days</i>). The opinion offers an alternative solution and this is permissible. Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>Encouraging students..., People don't become obese overnight</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p> <p>Compare with A10.</p>

Paper	RF Number	Score	Notes
p205	AAAYIP1382 0000590465	2,2,1,1,2	<p>Practice Set 2, Paper 5 Score Points: 2,2,1,1,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>I think chocolate milk should be band from schools</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>8-oz, obesity, coke</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A04, A05 and P104. A05 and P104 have better organization than this response and A04.</p>

Paper	RF Number	Score	Notes
p206	AAAYIP1382 0000569466	3,3,3,3,3	<p>Practice Set 2, Paper 6 Score Points: 3,3,3,3,3</p> <p>Clarity/Coherence: The response introduces and maintains a clear and coherent opinion. It addresses all demands of the prompt, (<i>I think schools should stop serving chocolate milk</i>). Score Point 3.</p> <p>Support: The response supports opinion with logical reasons. It provides clear explanation and details. Score Point 3.</p> <p>Sourcing: The response effectively uses both of the two provided sources. It effectively quotes and/or paraphrases facts and details. References come from "U.S. Schools' War" (<i>paragraph 2 the text states, One 8 oz..., paragraph 7...</i>) and "A School Fight" (<i>Milk provides ...vitiman D</i>). Score Point 3.</p> <p>Organization: The response creates and maintains a clear structure. It has a logically organized introduction, effectively uses transitions and provides a logical conclusion. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains an appropriate formal tone and task appropriate writing. It effectively uses appropriate word choice and effectively uses conventions with minor errors. Score Point 3.</p> <p>Compare with A12 and P101.</p>

Paper	RF Number	Score	Notes
p207	AAAYIP1382 0000502789	2,2,1,2,2	<p>Practice Set 2, Paper 7 Score Points: 2,2,1,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>In my opinion I believe that they should [stop serving chocolate milk]</i>). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>...12-oz can of coke, they'll gane about 3 lbs, Colaro's Boulder Valley...</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A05 and P104.</p>

Paper	RF Number	Score	Notes
p208	AAAYIP1382 0000095553	1,1,1,1,2	<p>Practice Set 2, Paper 8 Score Points: 1,1,1,1,2</p> <p>Clarity/Coherence: The response states an opinion that may lack focus or be unclear. It misses many or all demands of the prompt. Score Point 1.</p> <p>Support: The response includes minimal or no purposeful support of opinion with reasons. It provides minimal or unrelated explanation or details. Score Point 1.</p> <p>Sourcing: The response uses only one or none of the provided sources. Score Point 1.</p> <p>Organization: The response creates minimal or no overall structure. It ineffectively organizes, makes minimal or no attempt to use transitions and lacks or provides a weak conclusion. Score Point 1.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A02 and P208.</p>

Paper	RF Number	Score	Notes
p209	AAAYIP1382 0000505363	4,4,1,4,4	<p>Practice Set 2, Paper 9 Score Points: 4,4,1,4,4</p> <p>Clarity/Coherence: The response introduces and maintains a clear, credible and coherent opinion. It thoroughly addresses all demands of the prompt, (<i>Well I love chocolate milk, and we should never take it out of schools</i>). Score Point 4.</p> <p>Support: The response thoroughly supports opinion with logical reasons. It provides carefully selected explanation and thoughtfully linked details. Score Point 4.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>Berkely, Calif..., Flavored milk..., Colorado’s Boulder Valley School District..., Cooper believes..., 60 more calories, Schwartz says...</i>) clearly stem from “U.S. Schools’ War”. There is clearly no reference to “A School Fight”. Score Point 1.</p> <p>Organization: The response creates and maintains a sophisticated structure. It has a skillfully organized introduction, consistently uses a variety of transitions and provides a thorough conclusion. Score Point 4.</p> <p>Language/Conventions: The response consistently establishes and maintains a sophisticated formal tone and task appropriate writing. It consistently uses effective and varied word choice and skillfully uses conventions with few, minor errors. Score Point 4.</p> <p>Compare with A14.</p>

Paper	RF Number	Score	Notes
p210	AAAYIP1382 0000658743	2,2,1,2,2	<p>Practice Set 2, Paper 10 Score Points: 2,2,1,2,2</p> <p>Clarity/Coherence: The response states a general opinion that addresses the prompt. It attempts to address some demands of the prompt, (<i>In my opinion that is a great idea</i> [not let the students have chocolate milk]). Score Point 2.</p> <p>Support: The response attempts to support opinion with reasons. It provides vague or general explanation and details. Score Point 2.</p> <p>Sourcing: The response uses only one of the provided sources. All references, (<i>60 more calories</i>) stem from "U.S. Schools' War". There is no reference to "A School Fight". Score Point 1.</p> <p>Organization: The response attempts to create a structure. It has an organized introduction, attempts to use transitions and provides a conclusion. Score Point 2.</p> <p>Language/Conventions: The response uses a weak formal tone. It attempts to develop task appropriate writing, attempts appropriate word choice and/or makes frequent errors in conventions. Score Point 2.</p> <p>Compare with A05, P104 and P207.</p>

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Paper	RF Number	Score	Notes
q101	AAAYIP138200 00590240	2,2,2,2,2	Qualification Set 1, Paper 1 Score Points: 22222
q102	AAAYIP138200 00491777	4,4,1,4,4	Qualification Set 1, Paper 2 Score Points: 44144
q103	(RF-01) AAAYIP138200 00670188	1,1,1,1,1	Qualification Set 1, Paper 3 Score Points: 11111
q104	AAAYIP138200 00492731	3,3,1,3,3	Qualification Set 1, Paper 4 Score Points: 33133
q105	AAAYIP138200 00229770	2,2,1,2,2	Qualification Set 1, Paper 5 Score Points: 22122
q106	AAAYIP138200 00504611	3,3,3,3,3	Qualification Set 1, Paper 6 Score Points: 33333
q107	AAAYIP138200 00485010	2,2,1,1,2	Qualification Set 1, Paper 7 Score Points: 22112
q108	AAAYIP138200 00701972	4,4,4,4,4	Qualification Set 1, Paper 8 Score Points: 44444
q109	AAAYIP138200 00292214	3,3,2,3,3	Qualification Set 1, Paper 9 Score Points: 33233
q110	AAAYIP138200 00751045	1,1,1,1,2	Qualification Set 1, Paper 10 Score Points: 11112

Qualification Set #2
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Paper	RF Number	Score	Notes
q201	AAAYIP138200 00583335	2,2,1,2,2	Qualification Set 2, Paper 1 Score Points: 22122
q202	AABDSP13822 001489287	3,3,3,3,3	Qualification Set 2, Paper 2 Score Points: 33333
q203	AAAYIP138200 00762611	4,4,1,4,4	Qualification Set 2, Paper 3 Score Points: 44144
q204	AAAYIP138200 00378870	1,1,1,1,2	Qualification Set 2, Paper 4 Score Points: 11112
q205	AAAYIP138200 00620840	2,2,1,1,2	Qualification Set 2, Paper 5 Score Points: 22112
q206	AAAYIP138200 00474716	3,3,2,3,3	Qualification Set 2, Paper 6 Score Points: 33233
q207	AAAYIP138200 00586777	4,4,4,4,4	Qualification Set 2, Paper 7 Score Points: 44444
q208	(RF-19) AAAYIP138200 00651819	1,1,1,1,1	Qualification Set 2, Paper 8 Score Points: 11111
q209	AAAYIP138200 00504673	3,3,1,3,3	Qualification Set 2, Paper 9 Score Points: 33133
q210	AAAYIP138200 00444918	2,2,2,2,2	Qualification Set 2, Paper 10 Score Points: 22222

Validity Set
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Paper	RF Number	Score	Notes
v01	(#)	#	Validity Set Paper 1 Score Point #
v02	(#)	#	Validity Set Paper 2 Score Point #
v03	(#)	#	Validity Set Paper 3 Score Point #
v04	(#)	#	Validity Set Paper 4 Score Point #
v05	(#)	#	Validity Set Paper 5 Score Point #
v06	(#)	#	Validity Set Paper 6 Score Point #
v07	(#)	#	Validity Set Paper 7 Score Point #
v08	(#)	#	Validity Set Paper 8 Score Point #
v09	(#)	#	Validity Set Paper 9 Score Point #
v10	(#)	#	Validity Set Paper 10 Score Point #