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Annotation Form

Anchor Set
KY 2022 Gr 8 Writing OP Spring
WR08914276258
Manned or robotic space exploration
QC Code: WR08914276258

Paper	RF Number	Score	Notes
a101	AAAYIP1382 0000766750	1,1,1,1,1,1	<p>Anchor Paper 1 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: This limited response lacks clarity and misses the demands of the prompt. Score Point 1.</p> <p>Counterclaims: The student has not demonstrated any evidence of a counterclaim. Score Point 1.</p> <p>Support: The response is too brief to demonstrate an ability to provide sufficient support with evidence for the argument. Score Point 1.</p> <p>Sourcing: Sources are not used. Score Point 1.</p> <p>Organization: The student builds no overall organization for the argument. Score Point 1.</p> <p>Language/Conventions: The student demonstrates limited control of sentence boundaries, and in this limited response there are capitalization, spelling, and punctuation errors. Score Point 1.</p>

Paper	RF Number	Score	Notes
a102	AAAYIP1382 0000623396	1,1,1,1,1,1	<p>Anchor Paper 2 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: A claim is attempted (<i>they should focus on robots because they dont use near as much money . . .</i>) but with lapses in focus that make the writing ineffective. Score Point 1.</p> <p>Counterclaims: No counterclaim is present in this minimal response. Score Point 1.</p> <p>Support: This is a brief response with minimal support with evidence (<i>. . . because they wouldnt have to buy so much space food and fuel for the rocket too take off and the rockets cost alot like so so so much</i>). Score Point 1.</p> <p>Sourcing: The response does not successfully use multiple sources as support. Score Point 1.</p> <p>Organization: The student of this limited response presents no clear organizational strategy. Sentence variety and a concluding statement are lacking. Score Point 1.</p> <p>Language/Conventions: The student fails to establish an appropriate tone or writing style or to demonstrate control over conventions. Score Point 1.</p>

Paper	RF Number	Score	Notes
a103	AAAYIP1382 0000182693	1,1,1,1,1,1	<p>Anchor Paper 3 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The student presents a claim (<i>i think people should focus more on robtic missions . . .</i>) that lacks focus and misses the demands of the prompt. Score Point 1.</p> <p>Counterclaims: No attempt is made to acknowledge opposing claims. Score Point 1.</p> <p>Support: Only a minimal attempt to support the argument is present (<i>. . . because robots in our time and future these days will do way way more stuf for us</i>). Score Point 1.</p> <p>Sourcing: References to the sources are vague (<i>in the text it says that most people argue for robotic exploration</i>). Score Point 1.</p> <p>Organization: Little organization of ideas is present. The response contains no clear concluding statement. Score Point 1.</p> <p>Language/Conventions: Significant errors with usage, punctuation, spelling, and awkward sentence formation interfere with understanding (<i>they are just alot faster and they way more stuf then most things can do</i>). Score Point 1.</p>

Paper	RF Number	Score	Notes
a104	AAAYIP1382 0000531483	1,1,1,1,1,1	<p>Anchor Paper 4 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: In this short response, the student presents statements that are ambiguous (<i>Another reason we should keep continuing space missions is that we can build better robots in general</i>) and that are not clearly related to stated claim about stimulating young people (<i>The main goal is to send people beyond earth's orbit . . .</i>). The student misses many demands of the prompt. Score Point 1.</p> <p>Counterclaims: The student attempts to refute opposing claims, but the intent is unclear (<i>Even know all of them are highly educated in the space dilemma, there is still lots of information to find out</i>). Score Point 1.</p> <p>Support: The student includes minimal support for the claim. Score Point 1.</p> <p>Sourcing: Although the writing has some information from two sources, the use of these sources is ineffective and not clearly presented. Score Point 1.</p> <p>Organization: The writing demonstrates a minimal organizational structure and lacks a conclusion. Score Point 1.</p> <p>Language/Conventions: This short response contains frequent errors in conventions that impede understanding. Some of the correct writing is direct copy from a source. Score Point 1.</p>

Paper	RF Number	Score	Notes
a105	AAAYIP1382 0000168057	2,1,1,2,2,1	<p>Anchor Paper 5 Score Points: 2,1,1,2,2,1</p> <p>Clarity/Coherence: The student presents a general claim that addresses some demands of the prompt (<i>I think the people of Earth should continue to pursue manned exploration . . .</i>). Score Point 2.</p> <p>Counterclaims: Opposing views are absent from the response. Score Point 1.</p> <p>Support: Most explanations are repetitions of the source material (<i>Another reason is because the exploration of space will tell more than robotic exploration alone</i>). Score Point 1.</p> <p>Sourcing: More than one source is used but with only limited support for claims. Score Point 2.</p> <p>Organization: The student attempts to build a structure for the argument by including an introduction and a conclusion and simple transitions. Score Point 2.</p> <p>Language/Conventions: The writing lacks an appropriate tone and style for the task. Though there are few convention errors, much of the writing consists of quotes, with limited original writing. Score Point 1.</p>

Paper	RF Number	Score	Notes
a106	AAAYIP1382 0000488901	2,1,1,2,2,2	<p>Anchor Paper 6 Score Points: 2,1,1,2,2,2</p> <p>Clarity/Coherence: The student attempts to address the prompt, but only makes general, simple claims. Score Point 2.</p> <p>Counterclaims: The response includes no counterclaim. Score Point 1.</p> <p>Support: Much of the student's support is a simplistic rephrasing of the source material (<i>This proves that humans make geological fieldwork more valuable</i>). Score Point 1.</p> <p>Sourcing: More than one source is present, but the use of the information from the sources only minimally supports the argument. Score Point 2.</p> <p>Organization: The student attempts to organize the essay with a weak introduction and conclusion. Transitions to connect ideas are simple and infrequent, and sometimes unclear (<i>We should continue to pursue manned exploration of space. The exploration of space with humans was shut down in 2011. Therefore, humans makes planetary explorantion more valuable . . .</i>) Score Point 2.</p> <p>Language/Conventions: Some convention errors are present, including errors introduced in text taken directly from sources. There is an attempt to establish an appropriate writing style, but with little formal voice or tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
a107	AAAYIP1382 0000170595	2,1,2,1,2,2	<p>Anchor Paper 7 Score Points: 2,1,2,1,2,2</p> <p>Clarity/Coherence: The student presents a general claim that attempts to address the prompt (<i>My reasons are because of financial and technical problems</i>). Score Point 2.</p> <p>Counterclaims: No reference is made to a counterclaim. Score Point 1.</p> <p>Support: A minimal attempt at providing supporting evidence is present (<i>Once we use all the money to buy all the equptment for this we will have non left to finish building and we won't be able to go into space</i>). Score Point 2.</p> <p>Sourcing: Only one source is cited. Score Point 1.</p> <p>Organization: The student attempts to build a structure for the argument by including an introduction and a conclusion. Score Point 2.</p> <p>Language/Conventions: The student conveys a weak formal tone. Some errors in conventions are present that may interfere with understanding, including spelling errors (<i>ocure, soace</i>) and comma splices and run-ons (<i>i think we shouldn't send people to space is because technical problems in paragraph one it says . . .</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
a108	AAAYIP1382 0000622434	2,3,2,2,2,3	<p>Anchor Paper 8 Score Points: 2,3,2,2,2,3</p> <p>Clarity/Coherence: The student attempts to address some demands of the prompt with limited explanation. Score Point 2.</p> <p>Counterclaims: The student cites an opposing view and offers a rebuttal (<i>Others like Steven Weinburg may say, "Manned missions to earth are incredibly expensive Although he is right. Manned missions are expensive so are Robotic missions and with Manned missions we would get more information on how to get to Mars.</i>). Score Point 3.</p> <p>Support: The student attempts to support the claim with textual evidence but provides only general reasoning. Much of the support consists of restatements of the sources. Score Point 2.</p> <p>Sourcing: The student uses at least two different sources in attempt to support claims. Score Point 2.</p> <p>Organization: The student attempts to organize the argument with a basic introduction and conclusion, with limited use of transitions. Score Point 2.</p> <p>Language/Conventions: The student establishes a task-appropriate tone and style. There are few errors in conventions that do not interfere with understanding. Score Point 3.</p>

Paper	RF Number	Score	Notes
a109	AAAYIP1382 0000738104	3,2,3,1,2,3	<p>Anchor Paper 9 Score Points: 3,2,3,1,2,3</p> <p>Clarity/Coherence: The student presents an overall claim to address the prompt, with effective and coherent support (<i>The people of Earth should focus only on pursuing manned exploration</i>). Score Point 3.</p> <p>Counterclaims: The student attempts to acknowledge a counterclaim in the opening paragraph but only in general terms, with no real explanation of the counterclaim (<i>Others may think or say that we should focus on robotic space missions instead</i>). Score Point 2.</p> <p>Support: The student supports the claims with reasoning (<i>Many robots aren't very capable of multitasking like humans. . . . while robots can only do one thing at a time, we can do multiple things at the same time. . . . robots don't think outside the box like humans do</i>). Score Point 3.</p> <p>Sourcing: Only one source is cited. Score Point 1.</p> <p>Organization: The student attempts to organize the argument with an introduction and conclusion. The student also uses basic paragraphing to organize the various claims (<i>Humans are faster Humans are more versatile Humans are smarter</i>). The use of transitions is limited. Score Point 2.</p> <p>Language/Conventions: The student establishes an appropriate writing style for the task, and effectively uses conventions. Minor errors do not interfere with understanding. Score Point 3.</p>

Paper	RF Number	Score	Notes
a110	AAAYIP1382 0000522370	3,1,3,2,3,2	<p>Anchor Paper 10 Score Points: 3,1,3,2,3,2</p> <p>Clarity/Coherence: The student maintains a clear claim and addresses the demands of the prompt (<i>Working for robotic missions- would be great!</i>). Score Point 3.</p> <p>Counterclaims: The student does not mention counterclaims. Score Point 1.</p> <p>Support: The student attempts to use logical reasoning that links the evidence to the argument (<i>This shows how even the younger generations are willing to be attached to robotic missions</i>). Score Point 3.</p> <p>Sourcing: Two sources are referenced, though one is only minimally referenced and is not cited (<i>In fact unmanned missions have been extremely important in making this a golden age of astronomy</i>). Score Point 2.</p> <p>Organization: The response includes an effective introduction and conclusion and demonstrates effective use of transitions. Score Point 3.</p> <p>Language/Conventions: Frequent errors may interfere with understanding (<i>This is how people can learn new ways of learning on robotic missions would be better. . . . this is how robotic missions showed be more focused on</i>). Errors are also present in quoted language. Score Point 2.</p>

Paper	RF Number	Score	Notes
a111	AAAYIP1382 0000169722	3,3,3,2,3,2	<p>Anchor Paper 11 Score Points: 3,3,3,2,3,2</p> <p>Clarity/Coherence: The student makes a clear and coherent claim that is summed up in the conclusion (. . . <i>until we have the funds and diligents to send hums into space I think we should only send out rovers from now on</i>). Score Point 3.</p> <p>Counterclaims: The rebuttal of opposing views is clearly explained (<i>these robbots have to be built which i will admit it isnt cheap no matter how small you make them but they dont cost just as much as sending a person into space</i>). Score Point 3.</p> <p>Support: The student provides logical reasoning in support of claims (<i>Now you have to add in the fact that you need space suits, a shuddle, food, ect. and eventually is all adds up to funds that we dont have to spend</i>). Score Point 3.</p> <p>Sourcing: Evidence from the sources is used to support the argument. Portions of the student’s argument, however, misconstrue the source material (“<i>the capacity for robots to make more complex decisions that somehow lead to increased efficiency,</i>” <i>this is a perfect example of why not only should robots go into space . . . and collect the data nessasary</i>). Score Point 2.</p> <p>Organization: The student builds an organizational strategy to strengthen the argument, using transitions and rhetorical questions to show relationships and develop support for claims. Score Point 3.</p> <p>Language/Conventions: The student makes frequent errors in grammar that sometimes interfere with understanding (<i>Not only where lives lost but people also had families to get back to they also had a life that they lived only to never see the stars again and you are willing it take the chance to take that?</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
a112	AAAYIP1382 0000519754	3,3,3,3,3,4	<p>Anchor Paper 12 Score Points: 3,3,3,3,3,4</p> <p>Clarity/Coherence: The student introduces and maintains clear and coherent claims (<i>I believe we should continue the manned explorations because we can expand our knowledge, more and more people are learning and are interested in what this path has to offer, and not all robots have enough capacity</i>). Score Point 3.</p> <p>Counterclaims: Opposing views are refuted with insight (<i>We can all agree that, yes, robots can be smarter than humans. . . . For robots if there is a glitch in the system, what would happen? They could loose all the progress they have made</i>). Score Point 3.</p> <p>Support: The student provides logical reasoning that clearly links the evidence to the support, though some support remains general or unclear (<i>We can learn anything we want from robots, anything at all, but what happens when that is all we rely on? The goal is to expand our knowledge, to know the unknown</i>). Score Point 3.</p> <p>Sourcing: The student effectively supports the claim by quoting and paraphrasing details and examples from multiple sources (<i>More and more kids are taking their footsteps toward the STEM path</i>). Score Point 3.</p> <p>Organization: The student organizes the argument with an effective introduction and a logical conclusion, and transitions clarify relationships among claims. Score Point 3.</p> <p>Language/Conventions: The student effectively and consistently uses appropriate word choice and establishes a sophisticated tone and writing style. Although errors in conventions are present, they do not interfere with meaning. Score Point 4.</p>

Paper	RF Number	Score	Notes
a113	AAAYIP1382 0000350254	4,2,4,4,4,3	<p>Anchor Paper 13 Score Points: 4,2,4,4,4,3</p> <p>Clarity/Coherence: The student maintains credible claims (<i>Therefore, if we continue using humans than we will have more advantages with them than robots</i>). Score Point 4.</p> <p>Counterclaims: While a paragraph describes a counterclaim, it is not clearly rebutted, though there is a brief suggestion of an opposing view and refutation in the concluding paragraph (<i>But if robots get to have that chance then how o you think people are going to feel</i>). Score Point 2.</p> <p>Support: The student thoroughly supports claims with logical reasoning. Score Point 4.</p> <p>Sourcing: The student skillfully uses multiple sources to support the claims. Score Point 4.</p> <p>Organization: A clear structure is established to develop the argument. A thorough conclusion supports the argument, and a variety of transitions clarify relationships between claims. Score Point 4.</p> <p>Language/Conventions: An appropriate tone is established and maintained. Although convention errors are present, including misspellings, many missing commas, incorrect capitalization errors, and comma splices (<i>I personally think we should continue to pursue with manned exploration, My Reasons to this is, Humans are more efficient, Humans are trained for science of this type, Human are more encourging than robots.</i>), these do not interfere with understanding. Score Point 3.</p>

Paper	RF Number	Score	Notes
a114	AAAYIP1382 0000491403	4,3,4,4,3,3	<p>Anchor Paper 13 Score Points: 4,3,4,4,3,3</p> <p>Clarity/Coherence: The student establishes and maintains a credible claim (<i>Humans are more equipped for this than we might think</i>). Score Point 4.</p> <p>Counterclaims: The student acknowledges and refutes counterclaims with some insight (<i>As much as I hate to admit it, human exploration is more expensive than robotics. . . . So as expensive as it may be the impact will have an even longer effect. Creating a better future in the long run</i>). Score Point 3.</p> <p>Support: The student thoroughly supports claims (<i>We think and move faster than any exploration robot in the field. Once again this all just leads to more quantity and quality of information. . . . This all explains that real people on the moon inspired millions to become scientist. . . . Once again we have a human exploration activity inspiring millions to work as space scientists. Imagine if these were robot lead explorations. We wouldn't have as many bright scientist as we do now</i>). Score Point 4.</p> <p>Sourcing: The student accurately and skillfully uses information from multiple sources to support the argument. Score Point 4.</p> <p>Organization: The student builds a clear structure to develop the argument, though the conclusion is brief. While some effective transitions are present, in some portions of the writing transitions are lacking (<i>As far as we know the universe is infinite. Which can lead to amazing discoveries. Humans are more equipped for this than we might think</i>). Score Point 3.</p> <p>Language/Conventions: Errors in conventions, including punctuation, usage, and fragments (<i>Which agian leads to better information. . . . Which made a huge impact toward our future. . . . Creating a better future in the long run</i>) do not interfere with understanding. Score Point 3.</p>

Paper	RF Number	Score	Notes
a115	AAAYIP1382 0000362640	4,4,4,4,4,4	<p>Anchor Paper 15 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The student thoroughly addresses all demands of the prompt. A strong overall claim is summed up in the conclusion (. . . <i>manned trips to space are still vital to research and human survival.</i>). Score Point 4.</p> <p>Counterclaims: The student presents a clear counterclaim and appropriate evidence (<i>One argument in support of these robotic missions however, is that robots make more complex decisions than humans and they carry out their work more efficiently. The problem with this is the fact that robots were designed to think like a smarter than average human, and most astronauts are smarter than average.</i>). Score Point 4.</p> <p>Support: Logical reasoning, relevant evidence, and thorough and effective explanations strengthen the argument (. . . <i>humans have to explore other un-Earthly terrains in or to make the belief that humans can survive on planets like Mars mean something worthwhile. Rovers are designed to handle planetary conditions, humans are not. Therefore robotic exploration, a least on this side of equation, is useless.</i>). Score Point 4.</p> <p>Sourcing: The student accurately and skillfully uses a minimum of 2 sources in support of the argument. Score Point 4</p> <p>Organization: The student presents a strong and sophisticated organizational strategy with a clear and developed introduction and conclusion. There is a consistent use of effective transitions and sentence variety to create a strong cohesion to the argument and to clarify the relationships among claims. Score Point 4.</p> <p>Language/Conventions: The student establishes and maintains a sophisticated voice and tone. There is a clear command of conventions and language use, and minor errors do not impede understanding. Score Point 4.</p>

Paper	RF Number	Score	Notes
a116	AAAYIP1382 0000412351	4,4,4,4,4,4	<p>Anchor Paper 16 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The student thoroughly addresses all demands of the prompt (<i>I claim that Earth should focus solely on robotic missions instead of pursuing manned exploration of space</i>). Score Point 4.</p> <p>Counterclaims: Opposing views are thoroughly refuted (<i>In my opinion, that rise in technical science and technology students was just because of how new space travel was and now people aren't as worderous or excited about those fields even if another manned exploration was to happen. . . . Lastly, Jared Keller said that probes were going to get weaker or cost more money but as more scientific breakthroughs show up, probes will only become better and recieve more funding</i>). Score Point 4.</p> <p>Support: The student explains claims with insight (<i>This means that already we're running low on funds and it would lessen the weight on other projects that help out on earth. We can upgrade our probes and put money money toward Earth while still finding out the same amount of information as we were with humans</i>). Score Point 4.</p> <p>Sourcing: The ideas of the student are supported by the skillful use multiple source references. Score Point 4.</p> <p>Organization: Despite a brief conclusion, the student builds and maintains a well-organized argument with transitions and sentence variety that create a strong cohesion and that clarify relationships among claims. Score Point 4.</p> <p>Language/Conventions: The student consistently establishes an appropriate writing style, using effective and varied word choices. Only minor errors are present, which do not interfere with understanding (<i>worderous, mre [more], recieve</i>). Score Point 4.</p>

Practice Set #1
KY 2022 Gr 8 Writing OP Spring
WR08914276258
Manned or robotic space exploration

Paper	RF Number	Score	Notes
p101	AAAYIP1382 0000339038	2,2,2,2,3,1	<p>Practice Set 1, Paper 1 Score Points: 2,2,2,2,3,1</p> <p>Clarity/Coherence: The student presents a general claim that attempts to address the prompt (<i>People of Earth should continue to pursue manned exploration because even though technology has developed more smater overtime, it takes from humans learning about the expolrtions</i>). Score Point 2.</p> <p>Counterclaims: Weak counterclaims are briefly addressed in several parts of the essay (<i>We may be less smarter than robots but we can gather more information</i>). Score Point 2.</p> <p>Support: The student provides general and limited explanations of evidence. Score Point 2.</p> <p>Sourcing: The student attempts to quote examples from more than one source in support of argument but not always clearly. Score Point 2.</p> <p>Organization: The student logically organizes ideas to support the argument with and introduction and conclusion. Paragraphs delineate differing topic areas of the argument. Score Point 3.</p> <p>Language/Conventions: The student makes frequent errors that interfere with understanding (<i>technology has developed more smater overtme Say Us human Will only be the ones who stepfoot in space</i>). Score Point 1.</p>

Paper	RF Number	Score	Notes
p102	AAAYIP1382 0000462225	3,2,3,3,3,2	<p>Practice Set 1, Paper 2 Score Points: 3,2,3,3,3,2</p> <p>Clarity/Coherence: The student maintains clear and coherent claims throughout the response in meeting the demands of the prompt (<i>The use of manned exploration of space will help gather more valuable and higher samples of data</i>). Score Point 3.</p> <p>Counterclaims: Counterclaims are introduced but repetitively refuted with only general evidence and some lack of clarity (<i>Though, now with todays technology the astronots will be very costly, and have very few locations to take data from. In the future hopefully we will have the technology to compensate for that. . . . Furthermore, with the manned exploration missions the training to make these astronauts will be costly and time consuming. Though if we found a war to make the gathering of data with our already experience astronauts more efficient than we many have the time to compensate for the training</i>). Score Point 2.</p> <p>Support: The student supports the claims with relevant evidence (<i>Many space exploration programs are designed to give kids a fascination in S.T.E.M.</i>) Score Point 3.</p> <p>Sourcing: Multiple sources are used as evidence in support of claims. Score Point 3.</p> <p>Organization: The student logically organizes the argument using effective paragraphing and transitions, though the conclusion offered is brief. Score Point 3.</p> <p>Language/Conventions: The student attempts to establish and maintain an appropriate tone and style for the task. Awkward sentence construction and convention errors may interfere with understanding of the writing (<i>The rovers took eight years for what the astronauts took three days with that equation 3120/3 wich is 1,040 days each 1 day the appollo astronauts took</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
p103	AAAYIP1382 0000341195	1,1,1,1,1,1	<p>Practice Set 1, Paper 3 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: Ideas in this brief response are not clearly connected to one another. Score Point 1.</p> <p>Counterclaims: With no clear claim, counterclaims are not identifiable. Score Point 1.</p> <p>Support: The information is not supportive of any particular, identifiable claims. Score Point 1.</p> <p>Sourcing: The essay consists mainly of quotes from one source, and this information is not used in support of claims. Score Point 1.</p> <p>Organization: Despite paragraph breaks, the ideas are not organized. Score Point 1.</p> <p>Language/Conventions: The student provides only a small amount of original writing. Score Point 1.</p>

Paper	RF Number	Score	Notes
p104	AAAYIP1382 0000388921	3,3,3,3,3,3	<p>Practice Set 1, Paper 4 Score Points: 3,3,3,3,3,3</p> <p>Clarity/Coherence: The student maintains a clear claim throughout the essay that addresses all demands of the prompt (<i>We need men and woman out there exploring, finding, and discovering</i>). Score Point 3.</p> <p>Counterclaims: The student provides a counterclaim and a rebuttal with evidence (<i>The benafit of sending a human in this situation is their ability to better travle, colect material, and colect other information on their own</i>). Score Point 3.</p> <p>Support: The student provides logical explanations of evidence and ideas (<i>. . . humans need to become a multi planetary speices. . . . If we are able to find a safe and sustainable world to live on we have more than dubbed the odds of surviving as a speices</i>). Score Point 3.</p> <p>Sourcing: The student effectively supports the claim by quoting and paraphrasing details and examples from multiple sources. Score Point 3.</p> <p>Organization: The student logically organizes the argument with a strong introduction and a brief conclusion. Sentence variety helps clarify relationships among ideas. Score Point 3.</p> <p>Language/Conventions: Voice and tone are in evidence with effective word choice. There are numerous errors in conventions, mostly spelling errors, that do not interfere with understanding Score Point 3.</p>

Paper	RF Number	Score	Notes
p105	AAAYIP1382 0000598648	1,1,1,1,2,1	<p>Practice Set 1, Paper 5 Score Points: 1,1,1,1,2,1</p> <p>Clarity/Coherence: The student presents confusing, conflicting claims that lacks focus and misses the demands of the prompt. Score Point 1.</p> <p>Counterclaims: As it is unclear what the student's claim is, any possible counterclaim is equally unclear. Score Point 1.</p> <p>Support: The student does not support a clear claim. Score Point 1.</p> <p>Sourcing: Sources cited do not clearly support claims. Score Point 1.</p> <p>Organization: The student attempts to organize the ideas with simple transitions and with two apparent introductions and two conclusions for each of the two paragraphs. Score Point 2.</p> <p>Language/Conventions: The student fails to establish an appropriate tone or writing style. The limited amount of original writing also contains several errors in conventions, including spelling, punctuation, and capitalization errors. Score Point 1.</p>

Paper	RF Number	Score	Notes
p106	AAAYIP1382 0000746577	4,3,4,4,4,3	<p>Practice Set 1, Paper 6 Score Points: 4,3,4,4,4,3</p> <p>Clarity/Coherence: The student addresses all demands of the prompt. A clear claim is provided. (<i>I believe that manned missions to space should continue, rather than interstellar missions using solely robots</i>). Score Point 4.</p> <p>Counterclaims: The student acknowledges and counters opposing claims with some clarity (<i>To combat the first quote, we can use man to get into space, and use that as an advantage to gather data for getting money back thorough investors</i>). Score Point 3.</p> <p>Support: The student consistently and accurately cites evidence to support the argument (<i>. . . that eventually, when current and later younglings grow older, they are motivated and may help along with the study of sciences and data we collect from future missions</i>). Score Point 4.</p> <p>Sourcing: The student skillfully uses sources to support the argument (<i>"89 percent of the respondents also agreed that human spaceflight inspires younger generations to study science." That data gives sizable evidence that eventually, when current and later younglings grow older, they are motivated and may help . . .</i>). Score Point 4.</p> <p>Organization: The student presents a sophisticated organizational strategy with a developed introduction and conclusion that strengthen the argument. Transitions are used to clarify relationships among claims. Score Point 4.</p> <p>Language/Conventions: A writing style appropriate to the task is established and maintained. Beyond some awkward sentence structures, the student demonstrates control of conventions, with few errors that do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p107	AAAYIP1382 0000440725	1,1,1,1,1,2	<p>Practice Set 1, Paper 7 Score Points: 1,1,1,1,1,2</p> <p>Clarity/Coherence: The student takes both sides of the argument but does not explain how these conflicting ideas might be consolidated into a coherent claim (<i>I am for and against the use of robots</i>). Score Point 1.</p> <p>Counterclaims: Without a coherent claim, counterclaims are not identifiable. Score Point 1.</p> <p>Support: The student provides ideas without explanation. Score Point 1.</p> <p>Sourcing: Only one source is present. Score Point 1.</p> <p>Organization: The student makes an ineffective attempt to organize ideas with a conclusion. Score Point 1.</p> <p>Language/Conventions: Within a limited amount of writing, frequent conventions errors may interfere with understanding, including errors in spelling and sentence formation (<i>Since the man missions to the moon are so expensive building and preparing although we already have people there makes us more likely to use robots in the future as they gets smarter</i>). Score Point 2.</p>
p108	AAAYIP1382 0000775207	2,1,1,2,2,1	<p>Practice Set 1, Paper 8 Score Points: 2,1,1,2,2,1</p> <p>Clarity/Coherence: A claim is introduced but lapses in focus occur when opposing ideas are discussed. Score Point 2.</p> <p>Counterclaims: An opposing view are mentioned, but the relationship between these ideas and the overall argument of the essay is unclear. Score Point 1.</p> <p>Support: Most of the essay consists of ideas paraphrased from the sources without explanation. Score Point 1.</p> <p>Sourcing: Two sources are mentioned in the response in an attempt to support claims. Score Point 2.</p> <p>Organization: The student makes an attempt at organizing ideas with transitions (<i>Another reason, Also, Finally</i>) and a concluding sentence. Score Point 2.</p> <p>Language/Conventions: Significant errors interfere with understanding (<i>they onley technology that tou learn</i>). Score Point 1.</p>

Paper	RF Number	Score	Notes
p109	AAAYIP1382 0000178815	4,3,4,4,4,4	<p>Practice Set 1, Paper 9 Score Points: 4,3,4,4,4,4</p> <p>Clarity/Coherence: In this sophisticated response, the student demonstrates a strong understanding of the demands of the prompt. (<i>This essay will explain why those who first travel space should be made of flesh and blood</i>). Score Point 4.</p> <p>Counterclaims: A counterclaim is rebutted with clarification (<i>When people imagine what life will be like in the future, they imagine flying cars, ultra-advanced technology, and space colonies. Space exploration is meant to only provide for one of those three possibilities, that being human space colonies</i>). Score Point 3.</p> <p>Support: Thorough evidence is provided throughout this very strong response. The student supports the argument with reasoning and logic. Score Point 4.</p> <p>Sourcing: The student accurately and skillfully uses the sources to support the claims presented. Score Point 4.</p> <p>Organization: The student skillfully builds and maintains an organization that consistently uses transitions, appropriate evidence, and reasoning to clarify claims. Score Point 4.</p> <p>Language/Conventions: In this exemplary essay, the student demonstrates sentence variety, sophisticated word choice and a formal tone. Score Point 4.</p>

Paper	RF Number	Score	Notes
p110	AAAYIP1382 0000740953	3,2,3,1,3,2	<p>Practice Set 1, Paper 10 Score Points: 3,2,3,1,3,2</p> <p>Clarity/Coherence: The student maintains a clear claim throughout the essay that addresses all demands of the prompt (<i>The people of Earth should focus solely on robotic missions</i>). Score Point 3.</p> <p>Counterclaims: The student attempts to present opposing claims and rebuttals but with a lack of interpretation and clarification (<i>Even if robots won't get smaller or cheaper they still doing what they are programed to do</i>). Score Point 2.</p> <p>Support: The student provides relevant support for the argument with logical reasoning, (<i>The rocket could explode, oxygen supply cut off, run out of food, get stranded in space, burn to a crisp coming back into the atmosphere, or a medical problem</i>). Score Point 3.</p> <p>Sourcing: Only one source is used. Score Point 1.</p> <p>Organization: The student builds a clear organizational strategy to strengthen the argument. The response contains effective transitions, an introduction, and a brief but relevant conclusion. Score Point 3.</p> <p>Language/Conventions: The student makes frequent errors in conventions that sometimes interfere with understanding. Score Point 2.</p>

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p201	AAAYIP1382 0000383861	1,1,1,1,1,2	<p>Practice Set 2, Paper 1 Score Points: 1,1,1,1,1,2</p> <p>Clarity/Coherence: The apparent central claim of the response is unclearly explained (<i>they should focus on what they do</i>). Score Point 1.</p> <p>Counterclaims: As the central claim is unclear, opposing views are not identifiable. Score Point 1.</p> <p>Support: The student includes unclear, possibly unrelated, reasoning to support claims (<i>you either do it right or you do it wrong</i>). Score Point 1.</p> <p>Sourcing: Only one source is present. Score Point 1.</p> <p>Organization: A concluding statement is present, but its intent is unclear. Score Point 1.</p> <p>Language/Conventions: The student correctly forms compound sentences, and few errors are present, but this brief response otherwise demonstrates little command of conventions. Score Point 2.</p>

Paper	RF Number	Score	Notes
p202	AAAYIP1382 0000419251	2,1,2,1,2,2	<p>Practice Set 2, Paper 2 Score Points: 2,1,2,1,2,2</p> <p>Clarity/Coherence: The student attempts to address the prompt, but only makes general, simple claims. Score Point 2.</p> <p>Counterclaims: A counterclaim is mentioned, but the apparent attempt at a rebuttal is unclear (<i>some people think having robot are a good thing</i>). Score Point 1.</p> <p>Support: Support for claims is general, list-like, or vague (<i>And my last reason is its just really bad for bisness</i>). Score Point 2.</p> <p>Sourcing: Only one source is identifiable (<i>the Obama administration has scrapped NASA's plan</i>), and how the source supports the claim is unclear. Score Point 1.</p> <p>Organization: The student attempts to organizes the argument with paragraphing and simple transitions, but lapses disrupt cohesion. The conclusion is incomplete. Score Point 2.</p> <p>Language/Conventions: The student fails to establish a formal tone and makes frequent errors. Score Point 2.</p>

Paper	RF Number	Score	Notes
p203	AAAYIP1382 0000214140	4,4,4,4,4,4	<p>Practice Set 2, Paper 3 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The student presents an insightful and logical response with a clear overall claim (<i>Earth should continue to pursue manned exploration of space due to its ability to provide us with timely first hand accounts of the world beyond</i>). The student demonstrates a clear understanding of the demands of the prompt. Score Point 4.</p> <p>Counterclaims: In the fourth paragraph, opposing views are presented and refuted with insight (<i>would you rather wait years for a rover to identify a safe planet or a manned mission to identify within days a place for us to call home?</i>). Score Point 4.</p> <p>Support: The student thoroughly supports claims with logical reasoning (. . . <i>which could help with issues we face now such as shortages in people to explore space first hand. Manned missions have now open the door for more oppurtunities in the work force and closed the door of doubts about the shortage of people working in the sciences</i>). Score Point 4.</p> <p>Sourcing: The student accurately and skillfully uses more than one source. Score Point 4.</p> <p>Organization: The student skillfully organizes claims counterclaims, evidence, and reasoning to strengthen the argument. Transitions and sentence variety clarify the relationships among claims. Score Point 4.</p> <p>Language/Conventions: Though not error free, the student demonstrates control of conventions, and errors present do not interfere with meaning. Voice and tone are magnified by strong word choice. Score Point 4.</p>

Paper	RF Number	Score	Notes
p204	AAAYIP1382 0000444297	3,1,3,2,2,4	<p>Practice Set 2, Paper 4 Score Points: 3,1,3,2,2,4</p> <p>Clarity/Coherence: The student addresses all the demands of the prompt. A clear and coherent claim is made with logical and sufficient evidence. Score Point 3.</p> <p>Counterclaims: Opposing views are not discussed. Score Point 1.</p> <p>Support: Ideas are explained with insight and clarification (<i>Humans will be the ones living on these planets, such as Mars, and not the robots</i>). Score Point 3.</p> <p>Sourcing: More than one source is used, and the student attempts to quote and paraphrase ideas. Score Point 2.</p> <p>Organization: The student attempts to organize the argument, although the lack of paragraph breaks and brief conclusion limits effectiveness. Score Point 2.</p> <p>Language/Conventions: The student consistently maintains a sophisticated writing style. Minor errors do not impede understanding. Score Point 4.</p>

Paper	RF Number	Score	Notes
p205	AAAYIP1382 0000628790	2,2,2,1,2,2	<p>Practice Set 2, Paper 5 Score Points: 2,2,2,1,2,2</p> <p>Clarity/Coherence: The student makes general claims to address the prompt. Score Point 2.</p> <p>Counterclaims: The student attempts to present an opposing claim and refutation (<i>although you do have to pay for the materials and all the technology that goes into the technology that goes into the rover, it is still cheaper than paying the astronauts, building the space ship . . .</i>). Score Point 2.</p> <p>Support: The student attempts to link ideas with evidence, but most explanations of ideas remain general or vague. Score Point 2.</p> <p>Sourcing: It is not made clear which source or sources are referenced. The student does not clearly identify sources. Score Point 1.</p> <p>Organization: An organizational strategy is attempted with a minimal and repetitive introduction and conclusion. Score Point 2.</p> <p>Language/Conventions: Frequent errors, such as a lack of capitalization and incorrect singular/plural agreement, may interfere with understanding. Score Point 2.</p>

Paper	RF Number	Score	Notes
p206	AAAYIP1382 0000188026	3,3,3,3,3,2	<p>Practice Set 2, Paper 6 Score Points: 3,3,3,3,3,2</p> <p>Clarity/Coherence: The student addresses all demands of the prompt and maintains a clear and coherent claim (<i>We should continue to pursue manned exploration on space. We can study more thing and find things out faster than would if we used robots to explore space</i>). Score Point 3.</p> <p>Counterclaims: In the fourth paragraph, counterclaims are considered and refuted with clarification (<i>Humans are more efficient at finding new things and are cheaper than robots are going to outerspace</i>). Score Point 3.</p> <p>Support: The ideas of the student are clearly explained (<i>As was stated in paragraph 3 man can cover more ground than a robot . . .</i>). Score Point 3.</p> <p>Sourcing: The student accurately cites more than one source. Score Point 3.</p> <p>Organization: This student builds and maintains a clear structure to develop the argument. Score Point 3.</p> <p>Language/Conventions: Frequent errors, such as confusing word choice (<i>People may be more expensive to travel . . . and are cheaper than robots are going to outer space</i>) and sentence formation errors (<i>People also argue that if they were more artificial intelligence that the capacity for robot to make important decision would increae efficiency, this may be true, but if we do that than robots would cost more than humans . . .</i>), may interfere with understanding. Score Point 2.</p>

Paper	RF Number	Score	Notes
p207	AAAYIP1382 0000335772	4,4,4,4,4,4	<p>Practice Set 2, Paper 7 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The student introduces and maintains a clear and credible claim (<i>NASA and other space programs around the world need to focus solely on robotic missions to support research in their field</i>) and addressing all demands of the prompt. Score Point 4.</p> <p>Counterclaims: Opposing views are thoroughly refuted in the fifth paragraph (<i>I argue that this is not the case. Robots are not designed to act on their own</i>). Score Point 4.</p> <p>Support: The student provides thorough and effective explanations to support ideas. Evidence for support is not only from the sources, but from the student's knowledge as well (<i>We don't send rovers and probes to space equipped with whatever instruments we could and then wait to see what they send back. Each machine is designed with a specific task already in mind to accomplish. The Juno spacecraft didn't just have a camera and happened to take pictures of the gaseous planets. That was its job . . .</i>) Score Point 4.</p> <p>Sourcing: The student skillfully uses more than one source to support the claims and also identifies the sources by author or speaker rather than just passage titles. Score Point 4.</p> <p>Organization: The student crafts a sophisticated organizational structure for the argument with the skillful use of transitions and varying sentence structures. Score Point 4.</p> <p>Language/Conventions: Sophisticated wording helps to maintain a task-appropriate writing style. Score Point 4.</p>

Paper	RF Number	Score	Notes
p208	AAAYIP1382 0000533133	1,2,1,1,1,1	<p>Practice Set 2, Paper 8 Score Points: 1,2,1,1,1,1</p> <p>Clarity/Coherence: The central claim of the student lacks clarity (<i>I think we should keep human exploration because Dr.ian A. Crawford thinks it should be otherwise</i>). Score Point 1.</p> <p>Counterclaims: A counterclaim is identified and refuted (<i>artificial intelligence allows robots to make more complex decisions . . . but I argue that robot are not as smart as humans</i>). Score Point 2.</p> <p>Support: The student provides minimal reasoning to support claims. Score Point 1.</p> <p>Sourcing: Only one source is apparent. Score Point 1.</p> <p>Organization: The student builds a minimal structure for the argument. Score Point 1.</p> <p>Language/Conventions: Significant errors with sentence formation, capitalization, and punctuation interfere with understanding. Score Point 1.</p>

Paper	RF Number	Score	Notes
p209	AAAYIP1382 0000131086	3,2,3,3,3,2	<p>Practice Set 2, Paper 9 Score Points: 3,2,3,3,3,2</p> <p>Clarity/Coherence: The student addresses all the demands of the prompt. A clear and coherent claim is made with logical and sufficient evidence (<i>manned missions are clearly the best choice, because humans can tell us more that robots, and it influences more people to become astronauts</i>). Score Point 3.</p> <p>Counterclaims: The student attempts to identify opposing views, but the refutations are not always clear or well developed (<i>Although robots can think more complex-like, humans are able to understand the greater meaning of alot of things</i>). Score Point 2.</p> <p>Support: The student of this effective essay supports their thinking with sufficient evidence. Score Point 3.</p> <p>Sourcing: The student accurately uses more than one source. Score Point 3.</p> <p>Organization: The organizational strategy is effective and builds logically. There are effective transitions, an introduction, and a conclusion. Score Point 3.</p> <p>Language/Conventions: Frequent errors, such as a lack of capitalization, misspellings, and punctuation and sentence formation errors, may interfere with understanding. Score Point 2.</p>

Paper	RF Number	Score	Notes
p210	AAAYIP1382 0000623078	1,1,1,1,1,1	<p>Practice Set 2, Paper 10 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The student makes claims that lack focus. Score Point 1.</p> <p>Counterclaims: The student makes two ineffective attempts to address opposing views, but these are unclear (<i>I would prove that we should focus solely on robotic missions . . . the technology can get to places that human scientists on the spaceships can't get to</i>). Score Point 1.</p> <p>Support: The ideas of the student are mostly unexplained. Score Point 1.</p> <p>Sourcing: Only one source is referenced. Score Point 1.</p> <p>Organization: Ideas do not progress logically. Score Point 1.</p> <p>Language/Conventions: A lack of sentence boundaries interferes with understanding. Score Point 1.</p>

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Paper	RF Number	Score	Notes
q101	AAAYIP1382 0000149183	1,1,1,1,1,1	Qualification Set 1, Paper 1 Score Points: 1,1,1,1,1,1 Clarity/Coherence: Score Point 1. Counterclaims: Score Point 1. Support: Score Point 1. Sourcing: Score Point 1. Organization: Score Point 1. Language/Conventions: Score Point 1.
q102	AAAYIP1382 0000446966	2,2,2,2,2,2	Qualification Set 1, Paper 2 Score Points: 2,2,2,2,2,2 Clarity/Coherence: Score Point 2. Counterclaims: Score Point 2. Support: Score Point 2. Sourcing: Score Point 2. Organization: Score Point 2. Language/Conventions: Score Point 2.
q103	AAAYIP1382 0000366097	4,3,3,3,4,4	Qualification Set 1, Paper 3 Score Points: 4,3,3,3,4,4 Clarity/Coherence: Score Point 4. Counterclaims: Score Point 3. Support: Score Point 3. Sourcing: Score Point 3. Organization: Score Point 4. Language/Conventions: Score Point 4.

Paper	RF Number	Score	Notes
q104	AAAYIP1382 0000325916	3,2,3,1,3,3	<p>Qualification Set 1, Paper 4 Score Points: 3,2,3,1,3,3</p> <p>Clarity/Coherence: Score Point 3.</p> <p>Counterclaims: Score Point 2.</p> <p>Support: Score Point 3.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 3.</p> <p>Language/Conventions: Score Point 3.</p>
q105	AAAYIP1382 0000642759	2,2,1,1,1,2	<p>Qualification Set 1, Paper 5 Score Points: 2,2,1,1,1,2</p> <p>Clarity/Coherence: . Score Point 2.</p> <p>Counterclaims: . Score Point 2.</p> <p>Support: . Score Point 1.</p> <p>Sourcing: . Score Point 1.</p> <p>Organization: . Score Point 1.</p> <p>Language/Conventions: . Score Point 2.</p>
q106	AAAYIP1382 0000389744	4,4,4,4,4,4	<p>Qualification Set 1, Paper 6 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: Score Point 4.</p> <p>Counterclaims: Score Point 4.</p> <p>Support: Score Point 4.</p> <p>Sourcing: Score Point 4.</p> <p>Organization: Score Point 4.</p> <p>Language/Conventions: Score Point 4.</p>

Paper	RF Number	Score	Notes
q107	AAAYIP1382 0000138723	2,2,2,2,2,2	<p>Qualification Set 1, Paper 7 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: Score Point 2.</p> <p>Counterclaims: Score Point 2.</p> <p>Support: Score Point 2.</p> <p>Sourcing: Score Point 2.</p> <p>Organization: Score Point 2.</p> <p>Language/Conventions: Score Point 2.</p>
q108	AAAYIP1382 0000471001	3,2,2,1,3,3	<p>Qualification Set 1, Paper 8 Score Points: 3,2,2,1,3,3</p> <p>Clarity/Coherence: Score Point 3.</p> <p>Counterclaims: Score Point 2.</p> <p>Support: Score Point 2.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 3.</p> <p>Language/Conventions: Score Point 3.</p>
q109	AAAYIP1382 0000738165	1,1,1,1,1,1	<p>Qualification Set 1, Paper 9 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: Score Point 1.</p> <p>Counterclaims: Score Point 1.</p> <p>Support: Score Point 1.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 1.</p> <p>Language/Conventions: Score Point 1.</p>

Paper	RF Number	Score	Notes
q110	AAAYIP1382 0000228325	3,3,3,2,3,3	Qualification Set 1, Paper 10 Score Points: 3,3,3,2,3,3 Clarity/Coherence: Score Point 3. Counterclaims: Score Point 3. Support: Score Point 3. Sourcing: Score Point 2. Organization: Score Point 3. Language/Conventions: Score Point 3.

Qualification Set #2
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Paper	RF Number	Score	Notes
q201	AABDSP1382 2000499814	4,4,4,4,4,4	Qualification Set 2, Paper 1 Score Points: 4,4,4,4,4,4 Clarity/Coherence: Score Point 4. Counterclaims: Score Point 4. Support: Score Point 4. Sourcing: Score Point 4. Organization: Score Point 4. Language/Conventions: Score Point 4.
q202	AAAYIP1382 0000448163	1,1,1,1,1,1	Qualification Set 2, Paper 2 Score Points: 1,1,1,1,1,1 Clarity/Coherence: Score Point 1. Counterclaims: Score Point 1. Support: Score Point 1. Sourcing: Score Point 1. Organization: Score Point 1. Language/Conventions: Score Point 1.
q203	AAAYIP1382 0000511043	3,2,3,1,3,3	Qualification Set 2, Paper 3 Score Points: 3,2,3,1,3,3 Clarity/Coherence: Score Point 3. Counterclaims: Score Point 2. Support: Score Point 3. Sourcing: Score Point 1. Organization: Score Point 3. Language/Conventions: Score Point 3.

Paper	RF Number	Score	Notes
q204	AAAYIP1382 0000684011	3,1,2,1,3,2	<p>Qualification Set 2, Paper 4 Score Points: 3,1,2,1,3,2</p> <p>Clarity/Coherence: Score Point 3.</p> <p>Counterclaims: Score Point 1.</p> <p>Support: Score Point 2.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 3.</p> <p>Language/Conventions: Score Point 2.</p>
q205	AAAYIP1382 0000202138	4,3,4,4,4,4	<p>Qualification Set 2, Paper 5 Score Points: 4,3,4,4,4,4</p> <p>Clarity/Coherence: Score Point 4.</p> <p>Counterclaims: Score Point 3.</p> <p>Support: Score Point 4.</p> <p>Sourcing: Score Point 4.</p> <p>Organization: Score Point 4.</p> <p>Language/Conventions: Score Point 4.</p>
q206	AAAYIP1382 0000279293	1,1,1,1,1,1	<p>Qualification Set 2, Paper 6 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: Score Point 1.</p> <p>Counterclaims: Score Point 1.</p> <p>Support: Score Point 1.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 1.</p> <p>Language/Conventions: Score Point 1.</p>

Paper	RF Number	Score	Notes
q207	AAAYIP1382 0000658715	3,1,3,3,3,3	<p>Qualification Set 2, Paper 7 Score Points: 3,1,3,3,3,3</p> <p>Clarity/Coherence: Score Point 3.</p> <p>Counterclaims: Score Point 1.</p> <p>Support: Score Point 3.</p> <p>Sourcing: Score Point 3.</p> <p>Organization: Score Point 3.</p> <p>Language/Conventions: Score Point 3.</p>
q208	AAAYIP1382 0000178958	2,1,2,1,2,2	<p>Qualification Set 2, Paper 8 Score Points: 2,1,2,1,2,2</p> <p>Clarity/Coherence: Score Point 2.</p> <p>Counterclaims: Score Point 1.</p> <p>Support: Score Point 2.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 2.</p> <p>Language/Conventions: Score Point 2.</p>
q209	AAAYIP1382 0000440728	3,3,2,1,3,3	<p>Qualification Set 2, Paper 9 Score Points: 3,3,2,1,3,3</p> <p>Clarity/Coherence: Score Point 3.</p> <p>Counterclaims: Score Point 3.</p> <p>Support: Score Point 2.</p> <p>Sourcing: Score Point 1.</p> <p>Organization: Score Point 3.</p> <p>Language/Conventions: Score Point 3.</p>

Paper	RF Number	Score	Notes
q210	AAAYIP1382 0000209602	2,2,2,1,2,2	Qualification Set 2, Paper 10 Score Points: 2,2,2,1,2,2 Clarity/Coherence: Score Point 2. Counterclaims: Score Point 2. Support: Score Point 2. Sourcing: Score Point 1. Organization: Score Point 2. Language/Conventions: Score Point 2.