

Kentucky Summative Assessments



Grade 8 On Demand Writing Released Prompt 2024



Directions: Read the passages and answer the following question.

from “Get Your ZZZZZs!”

by Kathiann Kowalski and Marcia Lusted

- 1 Your alarm goes off at 6 a.m. Fifteen minutes later, Mom yells up the stairs “Get up!” You’re out of bed by 6:30, on the bus by 7, and school starts a half hour later. What would you do without your alarm clock and mom?

Too Little Sleep

- 2 Did you know that if you need an alarm clock to wake up in the morning, you’re probably sleep-deprived? Most teens don’t get enough sleep, according to Cornell University psychologist Dr. James B. Maas. “Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep,” Maas says. On average, American teens get two hours less than the average 9.2 hours of sleep they need each night to function at their best. . . .
- 3 “Sleep is a basic biological need, just like food and drink,” says Jodi Mindell at St. Joseph’s University in Philadelphia, Pennsylvania. “Amazingly enough, you can go much longer without food and drink than you can go without sleep.” But why do our bodies need sleep so much? Mindell admits that sleep researchers don’t know. “But we do know that almost every species sleeps,” she says, “and we also know what happens to our bodies if we don’t sleep. So we kind of look at it [the need for sleep] in a backwards way.”

Taking a Toll

- 4 Grumpiness and irritability from sleep deprivation cause behavior problems at home and school. “The less you sleep, the more likely you are to have difficulty in school,” notes Amy Wolfson at the College of the Holy Cross in Worcester, Massachusetts. Dr. Maas adds, “You can give the most stimulating, interesting lectures to sleep-deprived kids early in the morning or right after lunch, when they’re at their sleepiest, and the overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding.”

Kowalski, K. & Lusted, M. (2011, February). Get your zzzzzs! *Odyssey*, 20(2), 39–40.

From “Get Your ZZZZZs!” by Kathiann Kowalski and Marcia Lusted, *Odyssey*, Feb. 2011. © 2011 Cricket Media.



WR912756424

Directions: Read the passages and answer the following question.

from “Schools Start Too Early”

by the Centers for Disease Control

- 1 According to the 2014 School Health Policies and Practices Study, 93% of high schools and 83% of middle schools in the U.S. started before 8:30 a.m.
- 2 According to an earlier CDC study that analyzed U.S. Department of Education data from the 2011–2012 school year:
 - 42 states reported that most (75%–100%) public middle and high schools started before 8:30 a.m.
 - The percentage of schools starting at 8:30 a.m. or later varied greatly by state. For example,
 - No schools in Hawaii, Mississippi, and Wyoming started after 8:30 a.m.
 - Most schools in North Dakota (78%) and Alaska (76%) started after 8:30 a.m.
- 3 Getting enough sleep can improve academic performance.

Adolescents and Sleep

- 4 The American Academy of Sleep Medicine recommends that teenagers aged 13 to 18 years should regularly sleep 8 to 10 hours per day for good health. Adolescents who do not get enough sleep are more likely to
 - Be overweight.
 - Not engage in daily physical activity.
 - Suffer from symptoms of depression.
 - Engage in unhealthy risk behaviors such as drinking, smoking tobacco, and using illicit drugs.
 - Perform poorly in school.
- 5 During puberty, adolescents become sleepy later at night and need to sleep later in the morning as a result in shifts in biological rhythms. These biological changes are often combined with poor sleep habits (including irregular bedtimes and the presence of electronics in the bedroom). During the school week, school start times are the main reason students wake up when they do. The combination of late bedtimes and early school start times results in most adolescents not getting enough sleep.



Centers for Disease Control and Prevention [CDC]. (2018). Schools start too early. Retrieved from <https://www.cdc.gov/features/school-start-times/index.html>

From "Schools Start Too Early"—Public Domain/Centers for Disease Control and Prevention



WR912756836

Directions: Read the passages and answer the following question.

from “Teachers Overwhelmingly Oppose Later High School Start Times in Montgomery”

by Julie Zauzmer and Dana Hedgpeth

This news article describes the results of a survey of teachers in Montgomery County, Maryland, a district that was considering later start times for their high schools.

- 1 Nearly half of the district’s 12,000 teachers responded to the survey, and 63 percent said they favor not changing high school bell times. . . .
- 2 Tom Israel, executive director of the Montgomery County Education Association, said the study shows that teachers are “pretty overwhelmingly” against changing school start times.
- 3 “What’s striking is the message was the same from high school, middle school and elementary teachers,” Israel said. “They were pretty strong in believing that it will not have any impact on academic achievement.”
- 4 He said teachers who were surveyed also raised concerns about lower-income families—with students who have to work after-school jobs or take care of younger siblings—and whether they’d be able to do those activities if the school day is shifted. Teachers also raised concerns, he said, about how late extracurricular activities would go if school start times were changed.
- 5 Changing bell times has been a long-simmering issue in Montgomery, as parents and activists have advocated pushing the start of the high school day later to give teens more sleep. Citing studies on teenage sleep patterns and evidence from other school districts, parents have argued that letting students, especially high schoolers, sleep later would improve their academic performance and health. . . .
- 6 The survey of Montgomery teachers . . . indicated that teachers do not agree that teens would benefit from later starts.
- 7 Just 32 percent said that later start times would lead to better academic results for high schoolers. Sixty-five percent said that moving bell times would cause problems for students who participate in after-school activities.
- 8 On the question of whether high school students’ health would improve, 42 percent of teachers said yes, while 41 percent said it would make no difference.



Zauzmer, J. & Hedgpeth, D. (2015, February 6). Teachers overwhelmingly oppose later high school start times in Montgomery. *The Washington Post*. Retrieved from <https://www.washingtonpost.com>

From "Teachers Overwhelmingly Oppose Later High School Start Times in Montgomery" by Julie Zauzmer and Dana Hedgpeth, *The Washington Post*, Feb. 6, 2015. © 2015 Washington Post News Media Services.



WR912757081

Directions: Read the passages and answer the following question.

Average Start Time for Public High Schools

by the National Center for Education Statistics

The average start time for public high schools is 7:59 a.m. The table shows the percentages of all public high schools with start times ranging from before 7:30 a.m. to 9:00 a.m. or later.

| Before 7:30 a.m. | 7:30 a.m. to 7:59 a.m. | 8:00 a.m. to 8:29 a.m. | 8:30 a.m. to 8:59 a.m. | 9:00 a.m. or Later |
|---------------------|---------------------------|---------------------------|---------------------------|-----------------------|
| 9.5% | 33.0% | 43.1% | 10.6% | 3.8% |

National Center for Education Statistics [NCES]. (2012). Public school data file, 2011–2012. United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS). Retrieved from https://nces.ed.gov/surveys/sass/tables/sass1112_201381_s1n.asp

“Average Start Time for Public High Schools”—Public Domain/National Center for Education Statistics (NCES)

1

WR912757251

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Delaying School Start Times

Write a well-organized essay arguing whether or not middle and high schools should have later start times. Support your argument with evidence from the texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 8
On-Demand Writing

Item: WR912757251#SCORE_TRAIT_CC
Book Question Number: 1

Standard: C.8.1
Passage Type: Argumentative

Item Type: ER
Trait: Clarity and Coherence

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 55.1% | 4.41 | 1% | 0% | 18% | 10% | 26% | 14% | 18% | 8% | 5% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 60.2% | 4.82 | 1% | 0% | 12% | 9% | 25% | 15% | 21% | 11% | 7% |
| Male | 7,550 | 50.6% | 4.04 | 2% | 0% | 24% | 12% | 26% | 13% | 14% | 6% | 3% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 43.0% | 3.44 | 3% | 0% | 35% | 14% | 27% | 9% | 8% | 3% | 1% |
| American Indian or Alaska Native | 21 | 58.3% | 4.67 | 0% | 0% | 14% | 14% | 19% | 14% | 24% | 10% | 5% |
| Asian | 264 | 65.8% | 5.26 | 0% | 0% | 11% | 4% | 21% | 11% | 24% | 16% | 11% |
| Hispanic or Latino | 1,520 | 48.1% | 3.85 | 3% | 0% | 26% | 13% | 27% | 12% | 13% | 5% | 2% |
| Native Hawaiian or Pacific Islander | 30 | 56.3% | 4.50 | 0% | 0% | 10% | 17% | 23% | 17% | 30% | 3% | 0% |
| White (non-Hispanic) | 9,959 | 57.9% | 4.63 | 1% | 0% | 15% | 9% | 25% | 15% | 20% | 10% | 6% |
| Two or more races | 661 | 55.3% | 4.42 | 1% | 0% | 16% | 10% | 28% | 15% | 17% | 7% | 4% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 44.6% | 3.57 | 4% | 0% | 32% | 12% | 25% | 11% | 9% | 5% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 38.5% | 3.08 | 4% | 0% | 40% | 16% | 26% | 6% | 5% | 1% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,966 | 49.9% | 3.99 | 2% | 0% | 23% | 13% | 28% | 13% | 14% | 5% | 3% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,350 | 37.2% | 2.98 | 3% | 0% | 45% | 17% | 23% | 6% | 4% | 1% | 0% |



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 8
On-Demand Writing

Item: WR912757251#SCORE_TRAIT_CounterclaimsStandard: C.8.1

Book Question Number: 1

Passage Type: Argumentative

Item Type: ER

Trait: Counterclaims

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 44.0% | 3.52 | 1% | 0% | 39% | 16% | 16% | 12% | 8% | 5% | 2% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 48.1% | 3.84 | 1% | 0% | 32% | 16% | 18% | 14% | 10% | 6% | 3% |
| Male | 7,550 | 40.4% | 3.24 | 2% | 0% | 46% | 16% | 15% | 10% | 7% | 3% | 2% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 34.5% | 2.76 | 3% | 0% | 60% | 14% | 12% | 6% | 3% | 2% | 1% |
| American Indian or Alaska Native | 21 | 45.2% | 3.62 | 0% | 0% | 33% | 24% | 10% | 24% | 0% | 10% | 0% |
| Asian | 264 | 54.4% | 4.35 | 0% | 0% | 27% | 11% | 18% | 13% | 14% | 10% | 8% |
| Hispanic or Latino | 1,520 | 38.1% | 3.05 | 3% | 0% | 50% | 16% | 13% | 10% | 5% | 2% | 1% |
| Native Hawaiian or Pacific Islander | 30 | 46.3% | 3.70 | 0% | 0% | 37% | 13% | 20% | 7% | 20% | 3% | 0% |
| White (non-Hispanic) | 9,960 | 46.2% | 3.70 | 1% | 0% | 35% | 16% | 18% | 13% | 10% | 5% | 3% |
| Two or more races | 661 | 43.8% | 3.51 | 1% | 0% | 36% | 18% | 19% | 12% | 9% | 3% | 1% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 35.5% | 2.84 | 4% | 0% | 50% | 21% | 14% | 7% | 2% | 2% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 30.7% | 2.45 | 4% | 0% | 67% | 14% | 10% | 4% | 1% | 0% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,969 | 39.5% | 3.16 | 2% | 0% | 48% | 16% | 15% | 9% | 6% | 3% | 1% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,351 | 29.8% | 2.39 | 3% | 0% | 72% | 12% | 8% | 3% | 1% | 0% | 0% |



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 8
On-Demand Writing

Item: WR912757251#SCORE_TRAIT_LC
Book Question Number: 1

Standard: C.8.1
Passage Type: Argumentative

Item Type: ER
Trait: Language Conventions

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 54.4% | 4.35 | 1% | 0% | 19% | 12% | 25% | 14% | 17% | 8% | 5% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 59.6% | 4.77 | 1% | 0% | 12% | 10% | 24% | 15% | 20% | 10% | 7% |
| Male | 7,550 | 49.9% | 3.99 | 2% | 0% | 24% | 13% | 25% | 13% | 13% | 6% | 3% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 42.5% | 3.40 | 3% | 0% | 35% | 16% | 25% | 9% | 8% | 2% | 1% |
| American Indian or Alaska Native | 21 | 56.0% | 4.48 | 0% | 0% | 14% | 19% | 19% | 19% | 14% | 10% | 5% |
| Asian | 264 | 65.5% | 5.24 | 0% | 0% | 9% | 6% | 22% | 14% | 20% | 17% | 11% |
| Hispanic or Latino | 1,520 | 47.7% | 3.82 | 3% | 0% | 26% | 14% | 26% | 12% | 11% | 5% | 3% |
| Native Hawaiian or Pacific Islander | 30 | 57.1% | 4.57 | 0% | 0% | 7% | 13% | 30% | 23% | 20% | 7% | 0% |
| White (non-Hispanic) | 9,959 | 57.1% | 4.57 | 1% | 0% | 15% | 11% | 25% | 15% | 19% | 9% | 5% |
| Two or more races | 661 | 54.4% | 4.35 | 1% | 0% | 17% | 13% | 25% | 15% | 18% | 6% | 5% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 44.7% | 3.58 | 4% | 0% | 30% | 15% | 24% | 13% | 8% | 5% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 38.1% | 3.05 | 4% | 0% | 40% | 18% | 26% | 8% | 4% | 1% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,966 | 49.3% | 3.94 | 2% | 0% | 24% | 14% | 26% | 13% | 13% | 5% | 2% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,350 | 36.9% | 2.95 | 3% | 0% | 46% | 18% | 22% | 6% | 3% | 1% | 0% |



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 8

On-Demand Writing

Item: WR912757251#SCORE_TRAIT_Organization

Standard: C.8.1

Item Type: ER

Book Question Number: 1

Passage Type: Argumentative

Trait: Organization

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 51.9% | 4.15 | 1% | 0% | 25% | 11% | 22% | 14% | 15% | 8% | 4% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 56.9% | 4.56 | 1% | 0% | 18% | 10% | 22% | 15% | 18% | 10% | 6% |
| Male | 7,550 | 47.4% | 3.79 | 2% | 0% | 31% | 12% | 22% | 12% | 12% | 5% | 2% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 39.5% | 3.16 | 3% | 0% | 46% | 14% | 19% | 9% | 6% | 2% | 1% |
| American Indian or Alaska Native | 21 | 54.8% | 4.38 | 0% | 0% | 14% | 19% | 24% | 14% | 14% | 14% | 0% |
| Asian | 264 | 63.2% | 5.05 | 0% | 0% | 16% | 5% | 21% | 13% | 18% | 16% | 12% |
| Hispanic or Latino | 1,520 | 44.8% | 3.58 | 3% | 0% | 35% | 14% | 22% | 11% | 10% | 4% | 2% |
| Native Hawaiian or Pacific Islander | 30 | 54.6% | 4.37 | 0% | 0% | 17% | 7% | 37% | 10% | 23% | 7% | 0% |
| White (non-Hispanic) | 9,959 | 54.8% | 4.38 | 1% | 0% | 21% | 11% | 23% | 15% | 17% | 9% | 5% |
| Two or more races | 661 | 51.2% | 4.10 | 1% | 0% | 24% | 13% | 23% | 15% | 14% | 7% | 3% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 41.9% | 3.35 | 4% | 0% | 36% | 14% | 26% | 9% | 6% | 4% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 35.5% | 2.84 | 4% | 0% | 50% | 16% | 19% | 6% | 3% | 1% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,966 | 46.6% | 3.73 | 2% | 0% | 32% | 13% | 23% | 12% | 11% | 5% | 2% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,350 | 34.4% | 2.76 | 3% | 0% | 56% | 15% | 17% | 5% | 3% | 1% | 0% |



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 8

On-Demand Writing

Item: WR912757251#SCORE_TRAIT_Sourcing

Standard: C.8.1

Item Type: ER

Book Question Number: 1

Passage Type: Argumentative

Trait: Sourcing

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 50.8% | 4.07 | 1% | 0% | 28% | 11% | 21% | 13% | 14% | 7% | 4% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 56.0% | 4.48 | 1% | 0% | 20% | 10% | 22% | 15% | 17% | 10% | 6% |
| Male | 7,550 | 46.4% | 3.71 | 2% | 0% | 35% | 12% | 20% | 12% | 11% | 5% | 3% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 39.6% | 3.17 | 3% | 0% | 46% | 13% | 20% | 8% | 7% | 3% | 1% |
| American Indian or Alaska Native | 21 | 54.8% | 4.38 | 0% | 0% | 19% | 10% | 24% | 19% | 19% | 10% | 0% |
| Asian | 264 | 62.5% | 5.00 | 0% | 0% | 13% | 7% | 20% | 17% | 18% | 15% | 9% |
| Hispanic or Latino | 1,520 | 44.8% | 3.59 | 3% | 0% | 35% | 13% | 21% | 12% | 9% | 4% | 2% |
| Native Hawaiian or Pacific Islander | 30 | 55.8% | 4.47 | 0% | 0% | 20% | 7% | 30% | 7% | 23% | 13% | 0% |
| White (non-Hispanic) | 9,959 | 53.3% | 4.27 | 1% | 0% | 24% | 11% | 21% | 14% | 16% | 9% | 5% |
| Two or more races | 661 | 50.9% | 4.07 | 1% | 0% | 26% | 11% | 23% | 13% | 14% | 8% | 3% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 41.3% | 3.30 | 4% | 0% | 38% | 14% | 24% | 10% | 8% | 2% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 36.1% | 2.89 | 4% | 0% | 49% | 14% | 21% | 7% | 3% | 1% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,966 | 45.8% | 3.66 | 2% | 0% | 35% | 13% | 22% | 12% | 11% | 5% | 2% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,350 | 33.8% | 2.71 | 3% | 0% | 59% | 14% | 15% | 5% | 3% | 1% | 0% |



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 8

On-Demand Writing

Item: WR912757251#SCORE_TRAIT_Support

Standard: C.8.1

Item Type: ER

Book Question Number: 1

Passage Type: Argumentative

Trait: Support

| Student Group | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages | | | | | | | | |
|-------------------------------------|--------------------|-----------------|--------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | Score 0 (%) | Score 1 (%) | Score 2 (%) | Score 3 (%) | Score 4 (%) | Score 5 (%) | Score 6 (%) | Score 7 (%) | Score 8 (%) |
| All Students | 14,141 | 51.6% | 4.13 | 1% | 0% | 25% | 11% | 24% | 13% | 14% | 7% | 4% |
| Gender | | | | | | | | | | | | |
| Female | 6,591 | 56.8% | 4.54 | 1% | 0% | 17% | 10% | 25% | 15% | 17% | 10% | 6% |
| Male | 7,550 | 47.1% | 3.77 | 2% | 0% | 31% | 12% | 24% | 12% | 11% | 5% | 3% |
| Ethnicity | | | | | | | | | | | | |
| African American | 1,685 | 39.8% | 3.19 | 3% | 0% | 44% | 15% | 21% | 8% | 6% | 2% | 1% |
| American Indian or Alaska Native | 21 | 55.4% | 4.43 | 0% | 0% | 24% | 5% | 24% | 10% | 29% | 10% | 0% |
| Asian | 264 | 63.0% | 5.04 | 0% | 0% | 13% | 6% | 21% | 16% | 17% | 15% | 11% |
| Hispanic or Latino | 1,520 | 45.1% | 3.61 | 3% | 0% | 33% | 13% | 24% | 11% | 9% | 5% | 2% |
| Native Hawaiian or Pacific Islander | 30 | 55.8% | 4.47 | 0% | 0% | 13% | 13% | 30% | 7% | 30% | 7% | 0% |
| White (non-Hispanic) | 9,959 | 54.3% | 4.34 | 1% | 0% | 20% | 10% | 25% | 14% | 16% | 8% | 5% |
| Two or more races | 661 | 51.8% | 4.15 | 1% | 0% | 22% | 12% | 24% | 17% | 12% | 7% | 3% |
| Migrant | | | | | | | | | | | | |
| Migrant | 106 | 41.9% | 3.35 | 4% | 0% | 35% | 15% | 25% | 10% | 8% | 2% | 1% |
| English Learner | | | | | | | | | | | | |
| English Learner | 1,108 | 35.6% | 2.85 | 4% | 0% | 49% | 16% | 20% | 6% | 3% | 1% | 0% |
| Economically Disadvantaged | | | | | | | | | | | | |
| Economically Disadvantaged | 8,966 | 46.5% | 3.72 | 2% | 0% | 31% | 13% | 25% | 12% | 10% | 5% | 2% |
| Students with Disabilities | | | | | | | | | | | | |
| Students with Disabilities | 3,350 | 34.3% | 2.74 | 3% | 0% | 56% | 14% | 18% | 5% | 2% | 1% | 0% |

KAS Argumentation Rubric--8th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

| Scoring Elements | Score Point 1 | Score Point 2 | Score Point 3 | Score Point 4 |
|-------------------------------|--|---|---|---|
| Clarity and Coherence | Makes claim(s) that may lack focus or be unclear . Misses many or all demands of the prompt. | Makes general claim(s) that address the prompt but may have lapses in focus. Attempts to address some demands of the prompt. | Introduces and maintains precise and knowledgeable claim(s) and establishes the significance of those claim(s). Addresses all demands of the prompt. | Thoroughly introduces and maintains precise, knowledgeable claim(s) and clearly establishes the significance of the claim(s). Thoroughly addresses all demands of the prompt. |
| Counterclaims | Makes an ineffective attempt or makes no attempt to acknowledge opposing claims. Makes an ineffective attempt or makes no attempt to counter and/or refute opposing claims. | Attempts to acknowledge opposing claims, but lacks insight, interpretation or clarification. Attempts to counter and/or refute opposing claims. | Acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. Counters and refutes opposing claims. | Skillfully acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. Thoroughly counters and refutes opposing claims with carefully selected evidence . |
| Support | Includes minimal or no purposeful support of claim(s) and/or opposing claims with evidence. Provides incomplete, inaccurate, and/or irrelevant explanations of evidence and ideas. Provides minimal or unrelated reasoning to support claim(s). | Attempts to support claim(s) and/or opposing claims with evidence. Provides vague and/or general explanations of evidence and ideas. Provides vague and/or general reasoning to support claim(s). | Develops claim(s) and/or opposing claims fairly and thoroughly with logical reasoning and relevant evidence . Provides the most relevant evidence to support claim(s) and opposing claims. Provides reasoning that points out the strengths and limitations of claim(s) and opposing claims. | Fairly and thoroughly develops and supports claim(s) and/or opposing claims with insightful reasoning and carefully selected , relevant evidence that strengthens the argument . Provides thorough and effective explanations of the most relevant evidence and ideas. Provides complex reasoning to clarify the strengths, limitations and/or nuances of claim(s) and opposing claims. |
| Sourcing | Uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Cites little or no evidence. Little or no use of quotes and/or paraphrasing of details, examples and ideas. | Uses a minimum of two provided sources to attempt to support the claim(s) and/or opposing claims. Inconsistently cites evidence. Attempts to quote and/or paraphrase details, examples and ideas. | Accurately and effectively uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Effectively cites evidence by quoting and/or paraphrasing details, examples and ideas. | Accurately and skillfully uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Consistently and thoroughly cites evidence by quoting and/or paraphrasing details, examples and ideas. |
| Organization | Builds minimal or no overall structure for the argument. Ineffectively organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes a minimal attempt or makes no attempt to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence. Provides a weak conclusion or lacks a conclusion to support the argument presented. | Attempts to build a structure for the argument. Attempts to organize claim(s), counterclaims, reasons and evidence, but contains some lapses that disrupt the cohesion or are inappropriate for the context . Attempts to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are simple and infrequent . Provides a basic conclusion or concluding statement in an attempt to support the argument presented. | Builds and maintains a clear structure to develop the argument. Logically sequences claim(s), counterclaims, reasons and evidence. Uses effective words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical concluding statement or section that follows from and supports the argument presented. | Builds and maintains a sophisticated structure to develop the argument. Skillfully sequences claim(s), counterclaims, reasons and evidence to strengthen the argument . Consistently uses a variety of effective words, phrases and clauses as well as varied syntax to create a strong cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical, thorough concluding statement or section that follows from and clearly solidifies the argument presented. |
| Language / Conventions | Lacks or uses an inappropriate formal tone or voice. Lacks a task appropriate writing style. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing. | Uses a weak formal tone or voice and/or has lapses in appropriate formal tone or voice. Attempts to establish a task appropriate writing style. Attempts to use appropriate word choice. Makes frequent errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing. | Establishes and maintains a formal tone or voice. Establishes and maintains a task appropriate writing style. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing. | Consistently establishes and maintains a sophisticated formal tone or voice. Consistently establishes and maintains a sophisticated , task appropriate writing style. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing. |

Anchor Set

A1

I thing that schools should change thers bell when school starts becuse the kids need the sleep to come to schools prepared. Also teachers should get more sleep because thy need the sleep as much as we do there more than just us kids need sleep parents need sleep to. So they can go to worke they wont be as sleepy as they are for geting ther kids up for schools so ther kid can learn.

Anchor Annotation, Paper 1

Score Points 1,1,1,1,1,1

Clarity/Coherence: The response lacks clarity and misses the demands of the prompt. **Score Point 1.**

Counterclaims: The student has not demonstrated any evidence of a counterclaim. **Score Point 1.**

Support: The response is too brief to demonstrate an ability to provide support with evidence. **Score Point 1.**

Sourcing: Only one source is evidenced. (A minimum of two sources are required to achieve a score point higher than 1.) **Score Point 1.**

Organization: The student uses no transitions or organization in this minimal response. **Score Point 1.**

Language/Conventions: The student demonstrates no understanding of conventions or formal tone. **Score Point 1.**

I agree that your body does show many symptoms like those discussed in the articles if you don't get enough sleep at night.

But i don't think school she last later in the evening because of afterschool activities and sports practice would be later. like i play football and it would be 5:00 or 6:00 by the time we would get to the field and by the time we would get home it would be late and not much time to eat and get dressed for practice and do homework and spend time at home with family do things at home until it would be time to go to bed.

Anchor Annotation, Paper 2

Score Points 1,1,1,1,1,1

Clarity/Coherence: A claim is attempted (*But i don't think school she last later in the evening . . .*), but the relation of this claim to the prompt is unclear. **Score Point 1.**

Counterclaims: The student attempts to refute opposing claims with vague and general reasoning. **Score Point 1.**

Support: Minimal reasoning is included to support the claim (*. . . because of after school activities and sports practice*). **Score Point 1.**

Sourcing: Sources are used ineffectively. **Score Point 1.**

Organization: The student uses little organizational structure. **Score Point 1.**

Language/Conventions: Limited sentence boundaries and conventions errors impede understanding. **Score Point 1.**

some people think that schools should not start later in the day but I think that schools should start later in the day so students can get the rest they need.

1st

students that fall asleep in class are not getting enough sleep "Most teens don't get enough sleep, according to Cornell University psychologist Dr. James" American students get two hours less than the average 9.2 hours of sleep they need to function at their best.

2nd

people need sleep to live and function during the day "sleep is a basic biological need, just like food and drinks says Jodi Mindell" amazingly your body can go much longer without food or drinks.

next

if you don't get enough sleep you are getting to be acting different at home and school in the text it says "grumpiness and irritability from sleep deprivation cause behavior problems at home and school" the more you don't go to sleep the more tired and less functional you are going to be during the day.

finally

if you don't get enough sleep you are going to have bad memory misunderstanding because in the text it says "when at their sleepiest and overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding" this is why schools should start later in the day so kids get more sleep to have better memory and understanding.

Anchor Annotation, Paper 3

Score Points 2,1,1,1,2,2

Clarity/Coherence: The student attempts to address the prompt (. . . *I think schools should start later in the day* . . .). **Score Point 2.**

Counterclaims: The student does not explore or refute an opposing claim. **Score Point 1.**

Support: Minimal reasoning is used to support claims. The student's limited original writing mostly restates information from the source used. **Score Point 1.**

Sourcing: The quotes are from a single source. (A minimum of two sources are required to achieve a score point higher than 1.) **Score Point 1.**

Organization: The response includes a simple organization structure (*2nd, next, finally*). **Score Point 2.**

Language/Conventions: The student attempts to establish a task appropriate style, and there are frequent conventions errors. **Score Point 2.**

i beleive Middle school and high schools should have lter starting times, I beleive this because personally i wake up at 6 am and catch the buss at 6:35. That means that I have 35 minutes to hurry up and get dressed eat breakfast and catch the bus. I go to bed at 9 pm and wake up at 6 am wich measn that I have 9 hours of sleep, and I am usually still tired throughout the day. Dr. James B. Maas said "almost all teenagers, as they approach puberty, become waslking zombies becasue they are getting too little sleep" he also says "On average, American teens get two hours less than the average 9.2 hours of sleep they need each night to function at their best."

I beleive that Middle and High schools should all be open at 8 to give time to let students sleep, reaserch shows that "the less sleep you have, the more likely you are to have a difficult time at school." Dr. Maas adds "less sleep can casue you to loose track of alertness, cognition, memory, or understanding. So yes i do beeive that schools are to early in the morning and should be delayed to a more understanable time.

Anchor Annotation, Paper 4

Score Points 2,1,1,1,1,2

Clarity/Coherence: The student makes a general claim (*So yes i do beeive that schools are to early in the morning and should be delayed to a more understanable time*) but addresses the prompt with limited clarity. **Score Point 2.**

Counterclaims: No acknowledgement is made of opposing claims. **Score Point 1.**

Support: Connections between claims and evidence are limited. **Score Point 1.**

Sourcing: Only one source is cited. (A minimum of two sources are required to achieve a score point higher than 1.) **Score Point 1.**

Organization: The organizational structure is limited and ineffective. There are few transitional words or phrases used to develop and connect ideas. **Score Point 1.**

Language/Conventions: Repetitive language hinders the development of an appropriate style for the task (*I believe, I believe this, I believe that, i do beeive*). Frequent conventions errors impede understanding. **Score Point 2.**

Middle and high schools should have later start times because most middle and high schools students don't get enough sleep. Middle and high schoolers need their sleep because at the time they are ending middle school and going to high school teens approach puberty and need that sleep to grow to their full ability. Football, basketball, and soccer players need their sleep to rest their muscles and have energy to train to get better every day. Not just sport players who need their sleep straight. A students need their sleep because you have to be well rested to learn and think to the max.

High schoolers really need their sleep because most of them play a sport or work and you got to have your sleep to do school work and go to work and still have energy. Basically sleep is just a way to get energy and let your body reprogram over night so you can have energy through out the next day. Also if some highschooler have trouble losing weight they can always workout then go to sleep because when you go to sleep you burn calories in your sleep.

Anchor Annotation, Paper 5

Score Points 2,1,2,1,1,2

Clarity/Coherence: The student makes a general claim to address the prompt (*Middle and high schools should have later start times because most middle and high schools students don't get enough sleep*). **Score Point 2.**

Counterclaims: Opposing claims are not mentioned. **Score Point 1.**

Support: The student provides general explanations to support the claims (*. . . teens . . . need that sleep to grow to their full ability. Football, basketball, and soccer players need their sleep to rest their muscles A students need their sleep because you have to be well rested to learn*), and some support is repetitive (*High schoolers really need their sleep because most of them play a sport or work and you got have your sleep to do school work*). **Score Point 2.**

Sourcing: Any connections between ideas and sources are not clear or explained. **Score Point 1.**

Organization: Little organizational structure is evident. Though the first sentence works as brief introduction, there is no conclusion. **Score Point 1.**

Language/Conventions: The student develops a weak formal tone and voice. Convention errors, though frequent, do not generally interfere with understanding. **Score Point 2.**

I think we should move the start time back. But I don't think it should end later. We are kids and our bodys growing takes a lot out of us and we usually don't get to sleep on time. We spend 4/5ths of the time we are awake at school. We dont get to sleep early because children have a need for entertainment and fun.

This means if we didn't have at least that small portion of our day to have fun we would be depressed. We spend so much of our time at school but in the end it would benifit to start later. We're so tired we can barely function one of the sources provided calls us zombies and we are. Back in earlyier years like the nineteen hundreds we would go to school much later. We had better attitudes and better grades.

Now were a whole bunch of bad attideded teenagers who don't put fourth the effort to succeed. I'm not even going back through here to fix all the grammatical errors and I put fourth some of the most effort in my class. I'm not going back because I'm tired and I want to get this done and its only 10:30 am! Less school time means more sleep which means more effort. It would be a win, win, win situation but we don't do it because?

Because teachers don't want to go and change the rules or file a complaint. Because just like us they're tired. Everyone is tired but we can fix that. But we need to do a load of work just to move it back five minutes.

Anchor Annotation, Paper 6

Score Points 2,1,2,1,2,2

Clarity/Coherence: The student presents a general claim to address the prompt. **Score Point 2.**

Counterclaims: An ineffective and unclear attempt is made to address opposing claims (*Because teachers don't want to go and change the rules or file a complaint*). **Score Point 1.**

Support: General reasoning is provided to support ideas (*We're so tired we can barely function one of the sources provided calls us zombies and we are. Back in earlyier years like the nineteen hundreds we would go to school much later. . . . Less school time means more sleep which means more effort. It would be a win, win, win situation . . .*). **Score Point 2.**

Sourcing: A single source is briefly cited. **Score Point 1.**

Organization: An introduction provides limited organization, though the paragraphing attempts to organize ideas. There may be a weak conclusion in the last sentence. **Score Point 2.**

Language/Conventions: The student uses a weak formal tone. Convention errors, though frequent, do not generally interfere with understanding. **Score Point 2.**

5 more minutes. I believe that if school started later it would improve students lives for the better. Most students get too little sleep, which takes a toll on there health, and can leed to acting out in school.

FIrst, Students get too little sleep, most students have to have an alarm clock or there parents to wake them up, which means that they arent getting enough sleep." on average, American teens get two hours less than the average 9.2 hours of sleep they need each night to function at their best." This quote shows that most if not all teens get way less sleep than everyone else, which they need if there going to do anything at school.

Next, Taking a toll, Lack of sleep can take a toll on students health if they dont get enough of it,"Adolescents who do not get enough sleep are more likely to, be overweight, not ingage in daily physical activity, suffer symptoms of depression, engage in unhealth rish behaviors such as drinking, smoking, tobacco, and using illicit drugs, perform poorly in school." This quote shows that teens that are sleep deprived are more likely to suffer from depression and use illicit drugs to help them cope with the early start times.

Then, Acting out, some students that deal with these early start times are more likely to act out at home or schol. Dr.Maas says,"you can give the most sttimulating, interesting lecture to sleep deprived kids early in the morning or right after lunch, when they're at their sleepiest, and the overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding." This quote tells us how early in the mornign not even the most stimulating lesson or activity can wake these kids us only sleep can help them at that point.

Next, Nearly 65% of teachers in montgomery county thinks that starting later would not affect students academic performance, this could possibly be true but it can affect there health and mental state for the worst in the long run.

Finally, Early start times can cause students to be unhealthy, act out, and, less focused. This can all be helped if we all just got a few more hours of sleep. I hope this essay shows you why early start times can negatively impact every students lives in one way or another.

Anchor Annotation, Paper 7
Score Points 2,2,1,2,2,2

Clarity/Coherence: The response attempts to address the demands of the prompt with general claims. **Score Point 2.**

Counterclaims: An opposing idea is addressed with little clarification (*. . . this could possibly be true but it can affect there health and mental state for the worst in the long run*). **Score Point 2.**

Support: The student simply repeats ideas with little explanation. **Score Point 1.**

Sourcing: Quotes are used from more than one source in an attempt to support claims. The student mostly restates the source material (*This quote shows, This quote tells*). **Score Point 2.**

Organization: Ideas are grouped in paragraphs, but with little progression of ideas. Basic transitions are used to connect ideas (*First, Next, Then, Next, Finally*), and there is a basic conclusion. **Score Point 2.**

Language/Conventions: The student attempts to use appropriate word choice, but with frequent errors. **Score Point 2.**

Teens need about 9.2 hours of sleep every night to function at their best but most teens get an average of 2 hours less than that. Researchers don't know exactly why we need sleep but we actually need it more than food and water, every species sleep. "Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep." this quote proves that kids don't get enough sleep and when kids have to get up at about 6 o'clock it's hard to get enough sleep. It would be way easier for teachers and Students at school if kids and teachers both got all the sleep they need to function the best because no one would be tired and mad all day, instead they'd be ready to do work and work as long as they need as best as the can.

Most people might argue and say that they wouldn't want to have school start later because they want more free time after school, but if you think of it, most kids would have more energy to do what they want for free time after school. At both home and school you can have bad grumpiness because you're not getting enough sleep. If school started later than it would give more kids time to sleep and get ready and eat breakfast. "The less you sleep, the more likely you are to have difficulty in school." This quote proves that without the energy kids need to have in school, they'll struggle in school. When kids struggle in school it's bad because a kids grades matter more than most things when getting in college and if you can't get in college because your grades are so low, than you'd never be able to get a job.

According to "School Starts Too Early", 42 states reported that most schools start before 8:30 a.m. Getting enough sleep can help you learn and improve academic performance. Teenagers aged 13 through 18 years old should get 8 to 10 hours of sleep. "The combination of late bedtimes and early school start times results in most adolescents not getting enough sleep." What this quote shows is that if kids went to school at a later time, they'd get enough sleep and be able to do all the work that is thrown at them.

33.0% of public high schools start before 8 a.m. this means that 33.0% of our kid population isn't getting enough sleep and is not functioning right in school. If you think of it, most kids wouldn't act up like most do now days because they'd enough sleep to wanna work "biological changes are often combined with poor sleep habits." This quote means that as a kid grows, they need more sleep to have the energy to grow. It also shows that they need more sleep in the morning because they're most likely wanting to go to sleep later at night.

Anchor Annotation, Paper 8
Score Points 3,2,2,3,2,3

Clarity/Coherence: The student presents clarification of claims with logical reasoning and explanation. **Score Point 3.**

Counterclaims: Opposing ideas are briefly discussed, but with limited focus, as the rebuttal shifts abruptly from after-school activities (*they want more free time after school . . . they'll struggle in school*). **Score Point 2.**

Support: While some of the student's reasoning is clear, other ideas are explained with repetitive statements. **Score Point 2.**

Sourcing: The student supports the claim by quoting and paraphrasing details and examples from the sources. The student also expands on the implication of some of the source information (*When kids struggle in school it's bad because a kids grades matter more than most things when getting in college and if you can't get in college . . .*). **Score Point 3.**

Organization: The student attempts to organize the argument, but introductory and concluding statements are lacking. **Score Point 2.**

Language/Conventions: Minor errors are present, but do not impede understanding. **Score Point 3.**

First, Middle school and high school students should start school later for a variety of reasons. 42 states report that (75%-100%) of public middle and high schools start before 8:30 a.m. The adolescent body needs on average 9.2 hours of sleep. getting to school is hard for many students because most can not wake up because they're lacking in sleep. Students have after school activities that can last for hours and then may have to do their homework and not get in bed until 10:30 p.m, that is simply not enough sleep for a middle and high school student. Next, students on average get two hours less of sleep than the recommended amount which is 9 hours and 20 minutes.

First, Lack of sleep has so many affects on the human body, the following are some affects that lack of sleep can cause: overweight, depression, use of illegal contraband and performing poorly in school. Most teens do not get the recommended amount of sleep which can be so harmful. I personally know people at my school who simply do not get enough sleep and are depressed and do illegal things because their brain can not function properly because their not getting enough sleep. Then, Sleep is like food and drinks, they're needed to live your daily life. "The less you sleep, the more likely you are to have difficulty in school"

First, Middle and High school students should start school later in the day. Most students that attend middle or high schools are going through puberty right now. During puberty, adolescents become sleepy later at night and need to sleep in the morning as a result in shifts in biological rhythms. Next, The combination of going to sleep late and waking up early results in not getting enough sleep to make your brain function the way it's suppose to at school. In a recent survey at montgomery county alabama 63% of teachers voted to favor not changing high school bell times. Finally, Parents and activists protested for high schools to start later in the day to give their teens more time to sleep which is healthy and recommended.

First, In "Get your ZZZZZZ's!" in the first paragraph at the bottom the question states "What would you do without your alarm clock and mom" and to answer that question I could simply not wake up because I don't get enough sleep myself, so if nobody was to not disturb me or wake me up then I would just sleep because I am so tired when I wake up in the morning at 6:55. Then, I use a alarm clock in the morning because I am sleep deprived because I literally never get the recommended amount of sleep. Me personally being student-athlete it's hard to fit in time for after school activities and do my homework and also get the amount of sleep that I need for my brain to function.

First, Many parents and students argue all over american whether school should start later it's a huge topic because it can be so bias. Next, Recent studies from Montgomery teachers indicate students do not benefit from school starting later. Just 32% of high school students that attend Montgomery believe that school starting later would academically improve students abilities. 65% of those high school students at Montgomery voted that school starting later would cause problems for students who participate in after school activities. 42% of high school teachers at Montgomery said that health would improve if students got less sleep and 41% said health would not be improven.

First, Middle school and high school starting times are all different around the united states. Some starting times are early, some starting times are later. I think that high school and middle school times should be pushed back all around america for health reasons and the fact that the human brain is not fully awakened until 10:43 in the morning. But if starting times were to be moved back then wouldn't after school activities also be moved back? Yes indeed and this is my rebuttal/ onjection to this article. But after school activities don't be last as long as they typically do to make sure students in high school and middle school get the proper amount of sleep that they deserve to make them feel great and also be academically terrific. If starting times was to stay the way it is currently then students would struggled depression and weight problems and all that but if school starting times was to be moved back then after school activities would be affected. Also, This whole arguement is all bias and there really is no right or wrong because if you state something there will always be an objection to your claim. Finally the side that has better overall evidence is the side of schools should start later, this side has more reasonable evidence.

Anchor Annotation, Paper 9

Score Points 3,2,3,3,2,3

Clarity/Coherence: The student maintains a clear claim to address the prompt (*First, Middle school and high school students should start school later for a variety of reasons*). **Score Point 3.**

Counterclaims: Opposing ideas are mentioned several times, but with limited clarification (*But If starting times were to be moved back then wouldn't after school activities also be moved back? . . . after school activities don't have to last as long as they typically do . . .*). **Score Point 2.**

Support: Claims are explained and supported with logical reasoning and relevant evidence. **Score Point 3.**

Sourcing: Information from more than one source is used consistently. **Score Point 3.**

Organization: Ideas which first appear in one paragraph are sometimes explained in a different part of the response, limiting the progression of ideas. **Score Point 2.**

Language/Conventions: Minor errors in conventions do not impede understanding. **Score Point 3.**

Getting enough sleep as a teen is very difficult to do. Most schools in the United States of America start before 8:30. In fact 93% of high schools, and 83% of middle schools do. No school in Hawaii, Mississippi, and Wyoming started after 8:30. Middle schools and high schools should have later starting times because most teens are sleep deprived, it can cause problems at home and schools, and getting enough sleep can improve academic performance.

The first reason why middle and high schools should have later starting times is because most teens are sleep deprived. On average teens need 9.2 hours of sleep. American teens get 2 hours less than that. Maas says that "Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep." Schools need to start later so that students can get the appropriate amount of sleep. Some people might say that teens will not benefit from having later starting times, however this is not true because sleep deprivation can do many things to the human body. None of which are good. So, the first reason schools should have a later starting time is because most teens are sleep deprived.

The second reason why schools should have later starting times is because not getting enough sleep can cause problems at home and school. Grumpiness and irritability are a result from teens being sleep deprived. The less you sleep, the more likely you are to have difficulty in school," notes Amy Wolfson at the college of the Holy Cross in Worcester, Massachusetts. More students are misbehaved and irritable because of early starting times. Some teachers might say that that students would not benefit from later starting times, but that is not true because it would allow the student to act better and be less irritable. So, the second reason why schools should have later starting times is because not getting enough sleep can cause problems at home and school.

The third reason schools should have a later starting times is because getting enough sleep can improve academic performance. Dr. Maas says that, "You can give the most stimulating, interesting lectures to sleep deprived kids early in the morning or right after lunch, when they're at their sleepiest, and the overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding." This shows that when students are sleep deprived it is harder for them to understand important topics. Some teachers say that having later starting times won't fix that, however psychiatrists all over prove that it would indeed improve academic performances. So, the third reason schools should have a later starting times is because getting enough sleep can improve academic performance.

In conclusion, middle schools and high schools should have later starting times because most teens are sleep deprived, it can cause problems at home and schools, and getting enough sleep can improve academic performance. On average teens need 9.2 hours of sleep. American teens get 2 hours less than that. Grumpiness and irritability are a result from teens being sleep deprived. Psychiatrists all over prove that getting more sleep would improve academic performances. We need all high schools and middle schools to have later starting times.

Anchor Annotation, Paper 10
Score Points 3,2,3,2,3,3

Clarity/Coherence: The student maintains clear claims and thoroughly addresses the prompt (*Middle schools and high schools should have a later starting times becasue most teens are sleep deprived, it can casue problems at home and schools and getting enough sleep can improve academic preformance*). **Score Point 3.**

Counterclaims: Opposing ideas are addressed with limited explanation (*Some people might say tha teens will not benefit from having later starting times, however this is not true because sleep deprivation can do many things to the human body. None of which are good*). **Score Point 2.**

Support: Logical reasoning clearly links evidence to support in support of claims. **Score Point 3.**

Sourcing: More than one source is used, but only one of these is used in detail and effectively as support. **Score Point 2.**

Organization: An introduction and a conclusion provide cohesion to the argument. **Score Point 3.**

Language/Conventions: The student establishes and maintains a formal tone and appropriate writing style. While there are several errors in conventions, they do not interfere with overall meaning. **Score Point 3.**

Schools starting later in the day is a topic that is discussed often. Many students say that starting later in the day will help them drastically, while some teachers say that it will have no impact. However, the majority of the research that has been done shows, that more students will improve on their daily lives. Schools should start later in the day because teenagers who do not get enough sleep are more likely to be involved in unhealthy activities, be in a depressed mood more often, and forget things.

The first reason schools should start later in the day is because students with little sleep will most likely be involved in unhealthy activities. These activities can involve vaping, smoking, and drinking. When a teen doesn't get enough sleep he will also be tired throughout the day. Because of this, he will most likely not take part in a daily physical exercise, or try as hard in it. This can lead to being overweight and obesity. Another reason why schools should postpone start times is that teenagers will be in a depressed state more often. This is partly caused by having electronics in the bedroom. Teens will be on social media late at night when they should be getting the recommended amount of sleep. This can put negative thoughts into their head and those will be the things that they remember when they are sleeping. This will put them in a worse mood along with the fact that they are tired.

Another reason why you should get more sleep is that you will have a better memory throughout the day. When you are awake, you can remember things better because they will stay in your brain for longer. If you are tired you may be focused on other things and not be paying attention in class when you need to be.

Others may say that later start times will not benefit a child's health. They might go as far to say that extra-curriculars will go too far into the day and take too much time. But starting 15 to 30 minutes later will not change much. Also, if the child's parents do not get off work until later in the day, they won't have to wait as long for a ride home after their activity is over.

These reasons show that children and teens need sleep. It can benefit the mentally and physically. They will get better grades in classes and be more involved in class as well. Having later school start times will help get the students the sleep they need. Later start times will help because teenagers who do not get enough sleep are more likely to be involved in unhealthy activities, be in a depressed mood more often, and forget things.

Anchor Annotation, Paper 11
Score Points 3,3,3,2,3,3

Clarity/Coherence: The student presents clarification of claims with logical reasoning and explanations (*. . . Teens need sleep. It can benefit the mentally and physically. They will get better grades in classes and be more involved*). **Score Point 3.**

Counterclaims: The student provides an effective rebuttal with evidence (*Others may say that later start times will not benefit a child's health. They might go as far to say that extra curriculars will go too far into the day and take too much time. But starting 15 to 30 minutes later will not change much*). **Score Point 3.**

Support: While logical explanations of evidence is provided, some explanations are not clearly developed or clearly supportive of claims (*Another reason why schools should postpone start times is that teenagers will be in a depressed state more often. Teens will be on social media late at night when they should be getting the recommended amount of sleep. This can put negative thoughts into their head and those will be the thing they remember when they are sleeping*). **Score Point 3.**

Sourcing: The student attempts to support the claim with inconsistent evidence and general restatement of the sources. **Score Point 2.**

Organization: This essay builds and maintains a clear structure to develop the argument. The response demonstrates effective organization of evidence with both paragraphing and the use of transitions to connect ideas. **Score Point 3.**

Language/Conventions: This student establishes and maintains a formal tone and appropriate writing style. Effective use of conventions is also demonstrated. **Score Point 3.**

BRING! There goes your alarm, again, for the fifth time this week. You can't wait for the weekend so you can wake up at your own time. You realize that you overslept. Your school starts at 8:00 a.m. and you woke up at 7:30 a.m. Your bus is coming in 15 minutes. This anecdote of a morning before school, most likely happens to tons of teenagers every day. School starts too early, and does not give students an adequate amount of time to sleep every night. Reasons like homework, health risks, and students overall behavior are just a few reasons why.

To begin, student in middle and high school are expected to go to school, do after school activities, homework, and get an adequate amount of sleep. These responsibilities are all fine, but it's not feasible for so many teenagers to be able to juggle all of this with the right amount of sleep at the end of the day. If schools pushed back their starting time to 9:15 a.m. everyday it would allow for so many opportunities for students to succeed. If they went to sleep at the time they always do, students would get an extra two hours of sleep which could help with there overall effort on their homework and schoolwork.

Another great factor as to why school should start earlier is because it could lower the amount of students who are having health issues, or are being greatly endangered by health issues. All schools obviously want all of their students at peak performance always, and health issues contribute to a lot of the reasons why tons of students aren't performing their best. It's inevitable that some health issues are going to happen, but issues like depression, anxiety, and unhealthy behaviours such as drinking and smoking, are very prominent in many schools today. Students are getting very overstressed with school work and other commitments, and not getting good rest is not helping that for them. If students got two more hours to sleep every night it could greatly help their mental state, and decrease the amount of health issues in schools.

Similarly, students bad behaviour towards school is also contributed to the fact that they are not well rested. Sleep deprivation can and will cause grumpiness and irritability. Once again, an extra two hours of sleep could mean the difference of a student being sleep deprived, or getting an adequate amount of resting time. People who are well rested could obviously still be grumpy or irritable, but many more students will most likely be much happier in school in general. Lots of distractions from bad behaviour occur in school all the time all over the country, but starting school later and giving students more time to rest could decrease that amount drastically.

Many may argue that students who go to school that starts later will not be able to get their responsibilities outside of school accomplished, but this reason is invalid. The day for them may be shortened, but their productivity level could rise tremendously due to fact that they are well rested. They could feel much better, and it could take them much faster time to finish their work then it would regularly take them if they were not rested well.

To conclude, pushing back school times should be implemented. If schools started at 9:15 rather than 7:15 it would allow for better effort in their homework, less likely to be endangered by health issues, and better behaviour. Not to mention the fact that it will not hinder students ability to get stuff outside of school finished. I do firmly believe that having a later school time will help the overall school environment, and I am for middle schools and high schools implementing this into their next school year.

Anchor Annotation, Paper 12
Score Points 4,3,3,2,4,4

Clarity/Coherence: The student introduces and maintains clear, credible, and coherent claims. The student demonstrates a clear understanding of the prompt. **Score Point 4.**

Counterclaims: This response addresses the counterclaim with an insightful rebuttal (*Many may argue that students . . . will not be able to get their responsibilities outside of school accomplished, but this reason is invalid. The day for them may be shortened, but their productivity level could rise tremendously due to the fact they are well rested. They could feel much better, and it could take them much faster time to finish their work . . .*). **Score Point 3.**

Support: The student provides logical reasoning that clearly links the evidence to the support. **Score Point 3.**

Sourcing: The student attempts to support the claim by paraphrasing details and examples, but sources are not always fully incorporated into support for claims. **Score Point 2.**

Organization: The student skillfully organizes a sophisticated argument. Evidence and reasoning is organized to support claims. The response has an accomplished conclusion (*To conclude, pushing back school times should be implemented . . . it would allow for better effort in their homework, less likely to be endangered by health issues and, better behavior*). **Score Point 4.**

Language/Conventions: Voice and tone are established and maintained with consistent and varied word choice (*This anecdote . . . it's not feasible for so many teenagers to be able to juggle all of this . . . All schools obviously want all of their students at peak performance always . . . but their productivity level could rise tremendously*). The student skillfully uses conventions with a few minor errors. **Score Point 4.**

Do you get sleep deprived from not getting enough sleep? Maybe some young students around the world do. Both the Middle School and High School should have later start times to stop you from having that issue. Its for the best of the students learning environments. This is because it causes lack in academic performance, it increases risk on unhealthy behaviors, and can keep students from doing what is needed for their future.

First off, it causes students to have a harder time in class and work like they're supposed to. For the age of 13 to 18 years old you need at least 8 hours to sleep and be ready for school the next morning. In the passa ge it says, "You can give the most stimulating, interesting lectures to sleep-deprived kids early in the morning or right after lunch, when they're at their sleepest, and the overwhelming drive to sleep replaces an chance of alertness, cognition, memory, or understanding."Second off, it causes grades to go down because of lack of sleep. It gets you to where you can't focus and get what you need done daily. It gets you off track, meaning you stop daily physically activity or maybe start to suffer symptoms of depression which can affect your gardes. And finally, it states how during the school week, school start times are the reason students wake up when they do. Its basically like being forced to wake up because of school and then just going not ready to learn or dry your best, This is why not sleeping enough can cause lack in academic performance.

Eventually not getting enough sleep repeatidly can mess up your brain and health behaviors. One of them is students beginning to do drugs, drinking, and smoking on the usual. This relieves their stress but stops them from working on school and whats best for them. It's even said that some begin to quit sports because they began to get out of shape because of not getting enough sleep in the night time. This means many take their afternoons after school to take naps and not extracurricular activities like needed. Puberty also is something to be the cause of waking up so tired. Many become sleepy later at nught and need to sleep later in the morning as a shift in biological rhythms. For example, electronics being in the room can keep them awake instead of going to bed. There are multiple reasons why students health has an impact and or affect on this.

Not getting enough sleep can affect your plans in the future. If you continue not to get enough sleep the harder and harder it will be to get good grades for college and other scholarships. So, it has an affect on later acedemics that our needed to get a job for provide for yourself later on. As said in the passage, " Amazingly enough, you can go much longer without food and drink than you can go without sleep." This is a very good reason for you to go to sleep early. Just going without water for 3 days is bad enough for you, but imagine not sleeping just for 3 days straight, it would even be worse. Not getting time to study or work for school tells you that in the future you won't have as much time to do the things you need to. This is because if you barely have anytime as a student, then as an adult with a job and many responsibilities you wont have much time to get anything done. Times may get harder depending on how much sleep you get.

According to an earlier CDC study that analyzed U.S. Department of Education reported that 42 out of 50 states (75%-100%) public middle and highschool start before 8:30 a.m. So in order to get enough sleep you'd have to go to sleep at least at 10 pm. On the other side, some teacher believe getting more sleep would help students with their academic performance. Nearly 12,000 teachers responded to the survey and 63 percent said they favor not changing the times. They have concerns about lower-income families with students who work after school or have a job like taking care of younger siblings. They also worry if school is extended to a later time extracurricular activities would be late causing them to net get even more sleep.

As you can see, many do not get the sleep they need. This is because it causes lack in academic performance, it increases risk on unhealthy behaviors, and can keep students from doing what is needed for their future. Maybe a change in school times would really help fix these problems.

Anchor Annotation, Paper 13

Score Points 4,1,4,3,4,4

Clarity/Coherence: The student thoroughly addresses all demands of the prompt and introduces a clear claim (*Do you get sleep deprived from not getting enough sleep? . . . Both the Middle School and High School should have later start times to stop you from having that issue*). **Score Point 4.**

Counterclaims: Opposing claims are mentioned in the fourth body paragraph, but there is no rebuttal or explanation for the presence of these opposing claims (*if school is extended to a later time extracurricular activities would be late*). **Score Point 1.**

Support: The student provides logical reasoning and relevant evidence to support the argument. **Score Point 4.**

Sourcing: The student clearly cites and effectively incorporates evidence from more than one source. **Score Point 3.**

Organization: The student skillfully organizes the essay to strengthen the argument with an effective opening and conclusion. **Score Point 4.**

Language/Conventions: The student effectively uses appropriate words and conventions with only minor errors. **Score Point 4.**

Middle and high schools should have later starting times. They should have later starting times because students at the age they are aren't getting enough sleep causing them to be less engaged. Also, due to lack of sleep it is causing their grades to drop. Lastly, lack of sleep is causing teenagers to partake in more riskier behaviors.

Middle and high schools student should have later starting times because, due to lack of sleep student are becoming less engaged in classroom activities. As Dr. James a psychologist from Cornell University says, "Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep." With them not getting enough sleep when they wake up in the morning and come to school they aren't even hardly awake, so if school start times were later they would be more awake, alert, and engaged. Dr. James also said, "On average American teens get two hours less than the average 9.2 hours of sleep they need each night to function at their best..." Even with kids going to bed at a decent hour because of the start times they are still getting two hours less than needed making them less functional at school. "Grumpiness and irritability from sleep deprivation cause behavior problems at home and school. The less you sleep, the more likely you are to have difficulty in school, notes Amy Wolfson at the College of the Holy Cross in Worcester, Massachusetts." If the student were getting more sleep there is a less chance they would have behavior problems at schools or at home which would cause less stress to the parents and teachers. If students had later start times they would get more sleep which would lead to and overall better engagement from teenagers at school.

The next reason students should have later starting times is because of the lack of sleep their academics and grades are dropping. According to the CDC, "Getting enough sleep can improve academic performances." Students who are not getting enough sleep grades are decreasing but, with later starting times they would get enough sleep and that would more than likely raise the grades back to where they were or even higher. They surveyed Montgomery school district teacher and they said, "32 percent said that later start times would lead to better academics results for high schoolers." The later starting times would give student time to wake up in the morning to when they come to school they are ready to work and not half asleep or sleep deprived. The American Academy of Sleep Medicine said, "Adolescents who do not get enough sleep are more likely to... perform poorly in school." Later starting times would overall improve the average grades of a middle/high school student.

The last reason students should have later starting times is because due to the lack of sleep it is causing the teenagers to engage in more risky and dangerous behaviors such as drinking, smoking, and drugs. The American Academy of Sleep Medicine states, "Adolescents who do not get enough sleep are more likely to... engage in unhealthy risk behaviors such as drinking..." They also say "Adolescents who do not get enough sleep are more likely to... engage in unhealthy risk behaviors such as... smoking..." The last thing they say is, "Adolescents who do not get enough sleep are more likely to... engage in unhealthy risk behaviors such as... using illicit drugs." With later starting times the student would get enough sleep and would be less likely to partake in riskier and dangerous activities.

Others may say that students shouldn't have later starting times because it would interfere with the ending times or extracurricular activities. The teachers from Montgomery school district says, "Teachers also raised concerns, he said, about how late extracurricular activities would go if schools start times were changed. Although that is a great point. However, students grades and overall safety of their lives is more important than how long the student stay after for sports or clubs.

In conclusion, students should have later starting times because it would lead to better engagement from their students. Their student would have better overall grades, Lastly, the students would be less likely to partake in riskier behaviors. Leading to an overall better teenager at home and at school.

Anchor Annotation, Paper 14
Score Points 4,3,3,4,4,4

Clarity/Coherence: The student establishes and maintains clear and coherent claims (*Middle and high schools should have later starting times. They should have later starting times because students at the age they are arent getting enough sleep causing them to be less engaged. Also, due to lack of sleep it is causing their grades to drop. Lastly, lack of sleep is causing teenages to partake in riskier behaviors*). **Score Point 4.**

Counterclaims: Opposing views are addressed and briefly refuted (*student grades and overall safety of their lives is more important than how long the student stay after for sports and clubs*). **Score Point 3.**

Support: The support is explained in detail and is presented with reasoning and logic, although some of the explanation only repeats what is stated in the sources. **Score Point 3.**

Sourcing: References are clearly identified, and quotations are used effectively and are supportive of claims. **Score Point 4.**

Organization: The student presents a sophisticated argument that is skillfully organized. **Score Point 4.**

Language/Conventions: The student establishes a task appropriate writing style. While there are errors in conventions, several errors present are clearly typographical (*about how late extracirricularactivitieswould go*), and errors overall do not interfere with meaning. **Score Point 4.**

Most middle school and high schools in the United States (U.S.) start before 8:30 a.m., while fewer start after. There has been an argument on whether or not middle and high schools should have later start times. Many studies have shown the disadvantages of starting school too early and how it can affect your performance at school. This can include sleep deprivation, puberty problems, and behavioral issues. Even though studies show evidence, many still disagree on whether or not schools should change start times.

Getting up very early in the morning can cause adolescents to not get enough sleep, also known as sleep deprivation, which can lead to grumpiness and irritability causing problems in both home and school. In one of the articles provided, "Need Those ZZZZZZ's!", it stated that, "Grumpiness and irritability from sleep deprivation cause problems at home and school. 'The less you sleep, the more likely you are to have difficulty in school,' notes Amy Wolfson at the College of the Holy Cross in Worcester, Massachusetts" (Kowalski, K. & Lusted, M. 39-40). This shows how getting up early from school can lead to behavioral changes that can affect your attitude at school and home. Another piece of evidence from this article is, "Dr. Maas adds, 'You can give the most stimulating, interesting lectures to sleep-deprived kids early in the morning or right after lunch, when they're at their sleepest, and the overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding.'" From these two pieces of evidence, you can gather that even if you have the most interesting and engaging lesson, but only thing that will be on their mind is how they want sleep.

Puberty is a big ongoing process in teenagers in both middle school and high school. Most problems students have at school, is from puberty, it can make you tired later at night and needing to sleep in later in the mornings. In the article "Sleep Starts Too Early" it authenticates, "During puberty, adolescents become sleepy later at night and need to sleep later in the morning as a result in shifts in biological rhythms... The combination of late bedtimes and early school start times results in most adolescents not getting enough sleep." (Centers for Disease Control and Prevention). Another thing that you can argue is that study programs show the recommended amount of time for teenagers and what would happen without that time. In that same article, it states, "The American Academy of Sleep Medicine recommends that teenagers aged 13 to 18 years should regularly sleep 8 to 20 hours per day for good health. Adolescents who don't get enough sleep are more likely to be overweight, not engage in daily physical activity, suffer from symptoms of depression, engage in unhealthy risk behaviors such as drinking, smoking, tobacco, and using illicit drugs, and perform badly in school." No parent or adult wants their kid to start taking up unhealthy activities, let alone teachers.

Some may argue that changing the times wouldn't change anything or how it would affect extracurricular activities. Another thing you would have to consider is the concern for lower-income families, after school jobs, teens taking care of younger siblings, and whether or not they could do those if hours had changed. In the article "Teachers Overwhelmingly Oppose Later High School Start Times in Montgomery" talks about how, "He said teachers who were surveyed also raised concerns about lower-income families-with students who have to work after-school jobs or take care of younger siblings-and whether they'd be able to do those activities if the school day is shifted. Teachers also raised concerns, he said, about how late extracurricular activities would go if school times were changed... Sixty-five percent said that moving bell times would cause problems for students who participate in after-school activities" (Zauzmer, J. & Hegedeth, D.). This can effect what side your on, but times for other activities would also have to change in order to help teens get better sleep to help their performance. The times would also have to change in the way to better the students who participate in them.

As you can conclude, this study on whether or not middle schools and high schools should change what time students need to arrive and how it would help their performance. By what the studies show, it would be best for schools to change what time they start, for their students. Although it could affect important activities, it would help the teenagers be more alert and awake on whats going on. Some problems such as sleep

deprivation, behavioral issues, puberty problems, and not being alert in class can happen if times don't change. This could cause many issues at school, so that is why it is best for schools to have later start times

Anchor Annotation, Paper 15

Score Points 4,3,4,4,4,3

Clarity/Coherence: The student introduces and maintains a clear and coherent claim that addresses all demands of the prompt. **Score Point 4.**

Counterclaims: Opposing ideas are discussed insight, and with substantial textual evidence (*No parent or adult wants their kid to start taking up unhealthy activities, let alone teachers*). **Score Point 3.**

Support: The student strengthens the argument with carefully selected evidence and logical reasoning. **Score Point 4.**

Sourcing: The student skillfully uses multiple sources to successfully support the evidence presented. **Score Point 4.**

Organization: The student thoroughly explains the argument with a logical progression of ideas. **Score Point 4.**

Language/Conventions: The student demonstrates effective word choice and use of conventions. **Score Point 3.**

Do you think middle and high schools should have later start times? For most students the answer is more than likely yes. These students are having to get up early and get to school at unreasonable hours during the morning. Teenagers need the average of 9.2 hours of sleep each night to function at their best and unfortunately they aren't getting it. However, delaying school start times would allow students to perform better at school, be healthier and lessen the behavioral problems seen in teens inside and outside of school.

Have you ever heard a teacher say you can do better or stay on task? More than likely you have even if they didn't say it to you. Teachers probably don't understand how the early start times effect us as students. When teens become sleep deprived or don't get the amount of sleep we need, we don't perform as well in school. The students who experience this are more likely to be grumpier and more irritable. Being around a grumpy teenager all the time is never fun but the schools have had a big part in causing this problem. But, if schools delay their start times students will get the recommended hours of sleep every night resulting in better performances in school. I'm sure if you looked around your school you could see that the students are changing or maybe you even notice a change in yourself. Shouldn't we try to change it for the better?

Next, delaying school start times can even help kids become healthier! In the article "Schools Start Too Early" the text explicitly states that "Adolescents who do not get enough sleep are more likely to be overweight, not engage in physical activity, suffer from symptoms of depression, and engage in unhealthy risk behaviors such as drinking, smoking tobacco and using illicit drugs." All of these things can take a big toll on ones health. For example, if someone is suffering from symptoms of depression, they might not engage in physical activity resulting in being overweight and to them, it's a possibility that drinking or smoking or using drugs makes them feel better. Regardless of this, they are very dangerous and can be life threatening. When you drink alcohol or do drugs your body begins to build a tolerance. This means that when one drink or a little bit of a drug would get you drunk or high the first time, the next time you would have to drink or use even more to reach the same effects as the first time. This can result in alcohol and drug addictions which seem to be becoming more of a problem now especially in teens. There are many who engage in this activity and proceed to tell their friends about it or post about it online making it come off as cool and fun but the effects are actually just the opposite but in reality this can all just be pinpointed back to the fact that school starts too early.

Finally, delaying the school start times can also lessen the behavioral problems seen in teens inside and outside of school. The fact that teachers and parents normally always assume you didn't get enough sleep when you have an attitude or behave poorly should speak volumes. These teachers and school staff that surround us everyday see the changes in our behavior when we get enough sleep and when we don't. They understand how it mentally and physically effects us but there have been no changes made to try to resolve this problem in some places. The average start time for public high schools is 7:59 a.m. which contrasts with the hours of sleep needed each night and in "Schools Start Too Early" the text says, "42 states reported that most (75%-100%) public middle and high schools started before 8:30 a.m.". This proves that many schools don't allow the students to get the recommended hours of sleep to prevent this.

In contrast, there have been many concerns made about changing the start times of schools. In "Teachers Overwhelmingly Oppose Later High School Times in Montgomery" the text says, "They were pretty strong in believing that it would not have any impact on academic achievement." However, this is clearly a false statement. There are studies that show that students perform better with more sleep. The teachers can voice their opinions and if they decide against delaying start times that's up to them but the scientific evidence that supports the fact that students need more sleep cannot be ignored. The concern of after school activity times have also been brought up. The way I see it is they could move the practice or after school activities to a later time or maybe even a time before school depending on how the students would feel about it. When students sign up for a sport or school activity it's a way of showing that they're committed so shouldn't they be there or try their very best to be there? This wouldn't be a student issue but it could be resolved by talking to the

students and getting their solutions and input on everything.

In conclusion, I strongly agree that schools should delay their start times. By doing this students would perform better in school, be healthier and not have as many behavioral problems. If these bring up concerns to you, don't you want to delay the start times too?

Anchor Annotation, Paper 16

Score Points 4,4,4,4,4,4

Clarity/Coherence: The student thoroughly addresses all demands of the prompt. The student establishes and maintains clear and coherent claims (. . . *delaying school start times would allow students to perform better at school, be healthier and lessen the behavior problems seen in teen inside and outside of school*). **Score Point 4.**

Counterclaims: The student thoroughly refutes opposing claims with carefully chosen evidence. (*The concern of after school activity times have also been brought up. The way I see it is they could move the practice or after school activities to a later time or maybe even a time before school depending on how the students would feel about it. When students sign up for a sport or school activity it's a way of showing that they're committed so shouldn't they be there or try their very best to be there?*). **Score Point 4**

Support: Thorough evidence is provided throughout this strong response. The support is explained in detail and is presented with reasoning and logic. (*The fact that teachers and parents normally always assume you didn't get enough sleep when you have an attitude or behave poorly should speak volumes. These teachers and school staff that surround us everyday see the changes in our behavior when we get enough sleep and when we don't. They understand how it mentally and physically effects us but there have been no changes made to try to resolve this problem . . .*). **Score Point 4.**

Sourcing: The student accurately and skillfully cites multiple sources in support of claims. **Score Point 4.**

Organization: While the conclusion is brief, the student overall presents a sophisticated argument that is skillfully organized in support of claims. Transitions, varied sentence structures, and rhetorical questions are used to clarify and connect the relationships between support and claims. **Score Point 4.**

Language/Conventions: The student establishes a formal tone and task appropriate writing style. Errors in conventions do not interfere with meaning. **Score Point 4.**



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