

Kentucky Summative Assessments



Grade 8 On Demand Writing Released Prompt 2025



Directions: Read the passages and answer the following question.

from “Why Doesn’t the United States (Finally) Get Rid of the Penny?”

by Binyamin Appelbaum

- 1 Canada stopped making pennies in 2012, and with good reason. Coining pennies is a money-losing proposition, and people don’t really need them anymore.
- 2 The same is true in the United States. Printing paper currency is hugely profitable for the federal government: The \$100 bill is one of the nation’s most valuable exports. Quarters and dimes are moneymakers too. But it costs \$1.43 to produce 100 pennies. Last year, making pennies cost taxpayers almost \$39 million.
- 3 And for what? The federal government makes and distributes coins to facilitate commerce, but not much can be bought for less than five cents. Thanks to the magic of inflation, what cost a penny in 1950 requires a dime today.
- 4 Average American workers earned nearly a penny a second in 2015. It’s literally not worth their time to bend down and pluck one from the sidewalk.
- 5 In effect, eliminating the penny means all retail prices would end in zero or five. Some prices would rise a few pennies; some would be rounded down. Prices that end in 99 cents are common, and penny proponents have argued that eliminating pennies would amount to a one-cent sales tax. But Robert Whaples, an economist at Wake Forest University, actually examined this claim in 2007 by looking at pricing data from a chain of convenience stores. He reported that the savings from prices rounded down would roughly offset the cost of prices rounded up.
- 6 Indeed, consumers might actually benefit. Retailers like prices that end in “.99” because people tend to underestimate the actual price. When people see “\$4.99,” they tend to pay too much attention to the 4 and not enough to the 99.
- 7 Yet Americans like the shiny copper (though not much copper) coins. In a 2014 poll, 71 percent of respondents said they do pick up pennies. And 43 percent said they would be “disappointed” or “angry” if the government stopped making them.

Appelbaum, B. (2016, October 10). Why doesn’t the United States (finally) get rid of the penny? *The New York Times*. Retrieved from <https://www.nytimes.com>

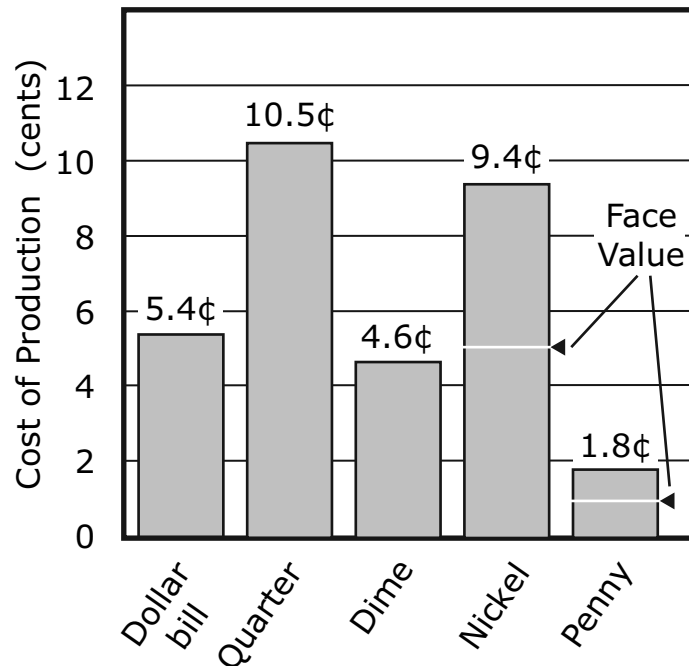
From “Why Doesn’t the United States (Finally) Get Rid of the Penny?” by Binyamin Appelbaum, *The New York Times*, Oct. 10, 2016.
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Directions: Read the passages and answer the following question.

from “Taxpayers Lost \$105 Million on Pennies and Nickels Last Year”

by Christopher Ingraham

- 1 In 2013, the cost of making pennies and nickels exceeded their face value for the eighth year in a row. The cost of minting a penny stood at 1.8 cents, nearly twice its face value. Nickels cost twice as much as dimes—9.4 cents vs. 4.6 cents—despite being worth only half as much.

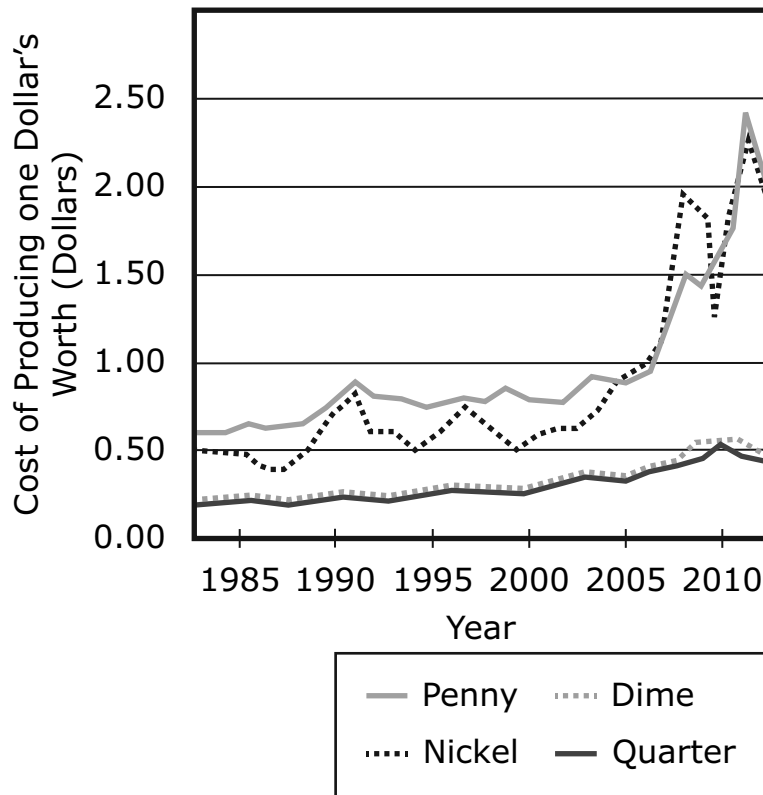


Source: U.S. Mint, Federal Reserve

- 2 . . . The U.S. Treasury spends nearly two dollars for every dollar of nickels and pennies it pumps into the economy. In contrast, the same amount of quarters and dimes costs the government less than 50 cents. A dollar bill is even cheaper, coming in at less than a quarter.
- 3 Historically, nickels and pennies have always been more expensive on a per-dollar basis than dimes and quarters—this makes sense, since it takes a lot more metal to make 100 pennies than it does to make four quarters. But the government only began losing money on nickels and pennies in 2006.

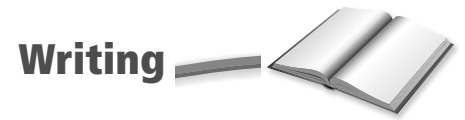


- 4 . . . Minting costs are primarily driven by the costs of the metals used to produce the coins—copper and nickel for the nickel, and copper and zinc for the penny. As those costs rose in the first half of the 21st century, the U.S. Mint began losing money on pennies and nickels.



Source: U.S. Mint

- 5 All told, the Mint (and ultimately, U.S. taxpayers) lost \$105 million on the production of pennies and nickels last year. . . .
- 6 The least controversial approach would be to simply change the metal composition of the coins to make them less expensive. Canadian nickels, for example, are 95% steel, which makes them cheaper to produce than their American cousins. As of last year, Canadian nickels still cost less than their face value.
- 7 The other option would be to discontinue pennies and nickels entirely—Canada ditched its pennies when their production cost approached 1.6 cents, well below what U.S. pennies cost now.
- 8 To be fair, the penny has plenty of supporters in the general public. A 2012 survey by penny lobbying firm ‘Americans for Common Cents’—funded, not surprisingly, by the zinc industry—found that 2/3rds of Americans favored keeping the penny. While any poll conducted by a lobbying outfit should be treated with skepticism, it’s probably safe to say that the penny and



nickel hold special places in many Americans' hearts—see, for starters, the remarkable number of penny-centric phrases and idioms in English.

Ingraham, C. (2014, March 10). Taxpayers lost \$105 million on pennies and nickels last year. *The Washington Post*. Retrieved from <https://www.washingtonpost.com>

From "Taxpayers Lost \$105 Million on Pennies and Nickels Last Year" by Christopher Ingraham, *The Washington Post*, March 10, 2014.
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WR914237084

Directions: Read the passages and answer the following question.

from “Penny”

by the U.S. Mint

History

- 1 The image on the first penny was of a lady with flowing hair symbolizing liberty. The coin was larger and made of pure copper, while today’s smaller coin is made of copper and zinc. It was one of the first coins made by the United States Mint after it was created in 1792.
- 2 In 1857, Congress authorized the United States Mint to strike the penny with 88% copper and 12% nickel. The new coins featured a flying eagle on the obverse and a wreath on the reverse. The “Indian Head” design appeared from 1859–1909.
- 3 From 1909 to 1958, the Lincoln “wheat” penny obverse was paired with a reverse that featured two sheaves of wheat flanking the inscriptions *ONE CENT* and *UNITED STATES OF AMERICA*. From 1959 to 2008, the reverse featured an image of the Lincoln Memorial designed by Frank Gasparro commemorating the 150th anniversary of Lincoln’s birth.
- 4 In 2009, the United States Mint issued four different pennies throughout the year in recognition of the bicentennial of Lincoln’s birth and centennial of the first year of the Lincoln cent.

United States Mint. (2017). Penny. Last updated April 25, 2017. Retrieved from <https://www.usmint.gov/coins/coin-medal-programs/circulating-coins/penny>

From “Penny”—Public Domain/U.S. Mint

1

WR914237493

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

The American Penny

Write a well-organized essay evaluating which arguments for getting rid of the penny are the strongest. Support your argument with evidence from the texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 8
On-Demand Writing

Item: WR914237493#SCORE_TRAIT_CC
Book Question Number: 1

Standard: C.8, 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	10,488	58.7%	4.70	3%	0%	12%	7%	26%	15%	23%	10%	5%
Gender												
Female	5,075	62.6%	5.01	2%	0%	8%	6%	23%	15%	26%	12%	7%
Male	5,412	55.0%	4.40	3%	0%	15%	8%	28%	15%	20%	8%	3%
Ethnicity												
African American	1,117	44.8%	3.58	7%	0%	26%	12%	29%	11%	11%	3%	2%
American Indian or Alaska Native	14	50.0%	4.00	7%	0%	14%	14%	36%	0%	14%	14%	0%
Asian	219	69.6%	5.57	0%	0%	3%	5%	21%	14%	25%	19%	12%
Hispanic or Latino	957	52.3%	4.19	5%	0%	16%	10%	27%	15%	19%	6%	3%
Native Hawaiian or Pacific Islander	20	53.8%	4.30	0%	0%	5%	10%	45%	30%	10%	0%	0%
White (non-Hispanic)	7,606	61.5%	4.92	2%	0%	9%	6%	24%	16%	26%	12%	6%
Two or more races	553	56.1%	4.49	1%	0%	14%	8%	31%	15%	20%	7%	3%
Migrant												
Migrant	54	45.1%	3.61	6%	0%	28%	11%	24%	17%	11%	4%	0%
English Learner												
English Learner	419	37.6%	3.01	13%	0%	30%	14%	27%	7%	7%	2%	0%
Economically Disadvantaged												
Economically Disadvantaged	6,170	54.0%	4.32	3%	0%	16%	9%	28%	15%	19%	7%	3%
Students with Disabilities												
Students with Disabilities	728	40.0%	3.20	8%	0%	35%	12%	27%	8%	8%	2%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 8

On-Demand Writing

Item: WR914237493#SCORE_TRAIT_CounterclaimsStandard: C.8, 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	10,488	50.5%	4.04	3%	0%	23%	14%	21%	15%	16%	6%	2%
Gender												
Female	5,075	54.1%	4.33	2%	0%	18%	13%	21%	17%	18%	8%	3%
Male	5,412	47.2%	3.77	3%	0%	28%	15%	21%	13%	14%	4%	1%
Ethnicity												
African American	1,117	37.5%	3.00	7%	0%	44%	16%	16%	8%	6%	2%	1%
American Indian or Alaska Native	14	38.4%	3.07	7%	0%	36%	14%	29%	7%	7%	0%	0%
Asian	219	61.1%	4.89	0%	0%	10%	16%	16%	14%	24%	14%	5%
Hispanic or Latino	957	44.5%	3.56	5%	0%	30%	17%	20%	13%	12%	3%	1%
Native Hawaiian or Pacific Islander	20	43.1%	3.45	0%	0%	15%	50%	20%	5%	10%	0%	0%
White (non-Hispanic)	7,606	53.1%	4.25	2%	0%	19%	13%	22%	17%	18%	7%	3%
Two or more races	553	48.1%	3.84	1%	0%	27%	14%	24%	15%	13%	5%	1%
Migrant												
Migrant	54	37.3%	2.98	6%	0%	39%	20%	22%	9%	2%	2%	0%
English Learner												
English Learner	419	30.8%	2.47	13%	0%	50%	16%	12%	5%	3%	1%	0%
Economically Disadvantaged												
Economically Disadvantaged	6,170	46.2%	3.69	3%	0%	29%	16%	20%	14%	12%	4%	1%
Students with Disabilities												
Students with Disabilities	728	33.9%	2.71	8%	0%	51%	16%	15%	6%	4%	1%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 8

On-Demand Writing

Item: WR914237493#SCORE_TRAIT_LC

Standard: C.8, C.8.1

Item Type: ER

Book Question Number: 1

Passage Type: Argumentative

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	10,488	58.1%	4.65	3%	0%	14%	7%	25%	15%	23%	10%	5%
Gender												
Female	5,075	62.4%	4.99	2%	0%	10%	6%	22%	15%	26%	13%	6%
Male	5,412	54.1%	4.33	3%	0%	17%	8%	27%	15%	20%	7%	3%
Ethnicity												
African American	1,117	44.5%	3.56	7%	0%	28%	11%	28%	10%	11%	4%	2%
American Indian or Alaska Native	14	44.6%	3.57	7%	0%	21%	14%	29%	14%	14%	0%	0%
Asian	219	69.5%	5.56	0%	0%	4%	5%	21%	12%	23%	21%	12%
Hispanic or Latino	957	51.2%	4.10	5%	0%	19%	10%	26%	13%	19%	6%	2%
Native Hawaiian or Pacific Islander	20	51.9%	4.15	0%	0%	5%	15%	50%	20%	10%	0%	0%
White (non-Hispanic)	7,606	60.9%	4.87	2%	0%	11%	6%	24%	16%	25%	12%	5%
Two or more races	553	55.3%	4.42	1%	0%	16%	8%	30%	15%	20%	7%	3%
Migrant												
Migrant	54	44.2%	3.54	6%	0%	31%	9%	24%	15%	11%	4%	0%
English Learner												
English Learner	419	36.3%	2.91	13%	0%	33%	16%	25%	6%	6%	1%	0%
Economically Disadvantaged												
Economically Disadvantaged	6,170	53.2%	4.26	3%	0%	18%	8%	27%	14%	19%	7%	3%
Students with Disabilities												
Students with Disabilities	728	39.1%	3.13	8%	0%	38%	12%	25%	7%	8%	2%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 8
On-Demand Writing

Item: WR914237493#SCORE_TRAIT_Organization
Book Question Number: 1

Standard: C.8, C.8.1
Passage Type: Argumentative

Item Type: ER
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	10,488	57.6%	4.61	3%	0%	16%	7%	22%	14%	24%	10%	5%
Gender												
Female	5,075	61.8%	4.95	2%	0%	12%	6%	20%	14%	27%	13%	6%
Male	5,412	53.7%	4.29	3%	0%	20%	8%	24%	14%	21%	7%	3%
Ethnicity												
African American	1,117	43.2%	3.46	7%	0%	34%	11%	22%	11%	10%	4%	2%
American Indian or Alaska Native	14	46.4%	3.71	7%	0%	14%	29%	21%	7%	14%	7%	0%
Asian	219	69.3%	5.54	0%	0%	5%	6%	17%	15%	24%	21%	11%
Hispanic or Latino	957	50.7%	4.05	5%	0%	23%	9%	23%	12%	21%	6%	2%
Native Hawaiian or Pacific Islander	20	50.6%	4.05	0%	0%	10%	15%	50%	10%	15%	0%	0%
White (non-Hispanic)	7,606	60.5%	4.84	2%	0%	13%	6%	22%	14%	27%	11%	5%
Two or more races	553	54.8%	4.39	1%	0%	18%	8%	26%	14%	20%	8%	3%
Migrant												
Migrant	54	44.0%	3.52	6%	0%	35%	6%	28%	7%	13%	6%	0%
English Learner												
English Learner	419	35.5%	2.84	13%	0%	39%	13%	21%	6%	6%	2%	1%
Economically Disadvantaged												
Economically Disadvantaged	6,170	52.7%	4.21	3%	0%	21%	9%	24%	13%	20%	7%	3%
Students with Disabilities												
Students with Disabilities	728	38.1%	3.05	8%	0%	43%	12%	20%	6%	9%	2%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 8

On-Demand Writing

Item: WR914237493#SCORE_TRAIT_Sourcing

Standard: C.8, 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	10,488	55.8%	4.47	3%	0%	18%	9%	22%	13%	22%	9%	4%
Gender												
Female	5,075	60.0%	4.80	2%	0%	13%	8%	21%	14%	25%	11%	6%
Male	5,412	51.9%	4.15	3%	0%	22%	11%	23%	13%	19%	7%	3%
Ethnicity												
African American	1,117	42.0%	3.36	7%	0%	35%	13%	20%	10%	10%	3%	2%
American Indian or Alaska Native	14	41.1%	3.29	7%	0%	43%	14%	7%	14%	7%	0%	7%
Asian	219	67.9%	5.43	0%	0%	6%	6%	18%	13%	26%	20%	10%
Hispanic or Latino	957	49.0%	3.92	5%	0%	24%	11%	22%	12%	19%	5%	2%
Native Hawaiian or Pacific Islander	20	47.5%	3.80	0%	0%	15%	30%	30%	10%	15%	0%	0%
White (non-Hispanic)	7,606	58.6%	4.69	2%	0%	14%	8%	22%	14%	25%	10%	5%
Two or more races	553	53.3%	4.26	1%	0%	21%	10%	25%	13%	18%	7%	3%
Migrant												
Migrant	54	41.2%	3.30	6%	0%	41%	9%	19%	13%	9%	4%	0%
English Learner												
English Learner	419	34.5%	2.76	13%	0%	40%	18%	16%	5%	6%	1%	1%
Economically Disadvantaged												
Economically Disadvantaged	6,170	51.0%	4.08	3%	0%	23%	11%	22%	13%	18%	6%	3%
Students with Disabilities												
Students with Disabilities	728	36.6%	2.93	8%	0%	46%	14%	17%	6%	8%	2%	0%



Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 8
On-Demand Writing

Item: WR914237493#SCORE_TRAIT_Support
Book Question Number: 1

Standard: C.8, C.8.1
Passage Type: Argumentative

Item Type: ER
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	10,488	57.2%	4.58	3%	0%	15%	7%	26%	14%	22%	9%	5%
Gender												
Female	5,075	61.3%	4.90	2%	0%	11%	6%	24%	15%	25%	11%	6%
Male	5,412	53.4%	4.27	3%	0%	18%	8%	28%	13%	20%	6%	3%
Ethnicity												
African American	1,117	43.8%	3.50	7%	0%	31%	10%	26%	11%	10%	3%	2%
American Indian or Alaska Native	14	48.2%	3.86	7%	0%	14%	14%	36%	7%	14%	7%	0%
Asian	219	68.3%	5.47	0%	0%	5%	4%	24%	11%	25%	18%	12%
Hispanic or Latino	957	50.7%	4.06	5%	0%	20%	9%	27%	12%	19%	4%	3%
Native Hawaiian or Pacific Islander	20	52.5%	4.20	0%	0%	5%	10%	60%	10%	15%	0%	0%
White (non-Hispanic)	7,606	59.9%	4.79	2%	0%	12%	6%	25%	15%	25%	10%	5%
Two or more races	553	54.4%	4.35	1%	0%	18%	8%	29%	15%	18%	7%	3%
Migrant												
Migrant	54	42.8%	3.43	6%	0%	31%	15%	22%	13%	9%	4%	0%
English Learner												
English Learner	419	36.6%	2.93	13%	0%	35%	12%	25%	6%	7%	1%	1%
Economically Disadvantaged												
Economically Disadvantaged	6,170	52.5%	4.20	3%	0%	19%	9%	28%	13%	19%	6%	3%
Students with Disabilities												
Students with Disabilities	728	38.3%	3.06	8%	0%	41%	11%	25%	6%	9%	2%	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

The strongest argument of getting rid of the penny is the one made by Binyamin Appelbaum because, he list alot of facts and has listed dates to back them up while the other oppinons are good but the one from the U.S. mint is lessed detailed then the other yes it did give us back ground history of the penny but not enough facts or statistics the second artical was excellent but it is not talking about other busnessis and how they are affected and the first artical had a hook,introduction,problem,evidence,and an oppisite side of how people would feel about the penny if the penny not being made therefore the first artical is the strongest argument

Anchor Annotation, Paper 1

Score Point 1,1,1,1,1,1

Clarity/Coherence: This limited response lacks clarity and misses the demands of the prompt. The student talks about the arguments provided in generic ways (*he list alot of facts and has listed dates to back them up while the other oppinons are good*) and provides no relevant evaluation for which argument is strongest. **Score Point 1.**

Counterclaims: The writer 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: In this minimal response, only one source is evidenced. A second source is mentioned in an irrelevant manner (*the second artical was excellent...*). **Score Point 1.**

Organization: The writer uses no transitions or organization in this minimal response. The paper is largely a run-on sentence. **Score Point 1.**

Language/Conventions: The student demonstrates no understanding of conventions or formal tone and uses simple word choice. There are significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation. **Score Point 1.**

I think the most strongest argument is “ Why Doesn’t The United States (finally) Get Rid of the Penny?” because it use’s more information and evidence to support their claim and on their opinion. I say this cause in paragraph 2 it states “ It cost \$1.43 to produce 100 pennies. Last year, making pennies cost taxpayers almost \$39 million.” . I used this quote cause it shows me that the writer is giving information to back their argument up and make it stronger. It lets me know how much and when things are and that helps me understand it more. The writer is informing their readers on their opinion and trying to help the reader understand why they think that.

Anchor Annotation, Paper 2

Score Point 1,1,1,1,1,1

Clarity/Coherence: This limited response lacks clarity and misses the demands of the prompt. The student makes vague assertions about the content of the passages (*It lets me know how much and when things are and that helps me understand more*) and provides no relevant evaluation for which argument is strongest. **Score Point 1.**

Counterclaims: The writer 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: In this minimal response, only one source is evidenced. **Score Point 1.**

Organization: The writer uses no transitions or organization in this minimal response. The paper is largely a run-on sentence. **Score Point 1.**

Language/Conventions: The student demonstrates no understanding of conventions or formal tone and uses simple word choice. **Score Point 1.**

The first argument that i think was the strongest was the argument saying that people dont really need pennies anymore. I say this because they stated their opinion and backed it up with evidence, and gave multiple reasons on why we dont need them anymore. For example in the text i says “but not much can be bought for 5 cents”. It also says, “ what costs a penny in 1950 requires a dime today”. Those are two examples of why people dont really need pennies anymore.

The second and last argument i think is the strongest is the argument saying that it is money loosing proposition. I say this because in the text it says, “But it cost \$1.43 to produce 100 pennies. Last year, making pennies costs taxpayers almost 39 million”. This is a strong argument because they backed up their statement with good evidence , with two examples that supported there statement. The evidence supports the statement because it talks about how it costs more to produce them then the actual worth of them, and that it affected u 39\$ million in taxes which are both money loosing propositions.

Anchor Annotation, Paper 3

Score Point 2,1,2,1,2,1

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

Counterclaims: There is no attempt made to acknowledge opposing claims. **Score Point 1.**

Support: A minimal attempt at supporting the evidence is present (*I say this because in the text it says, “But it cost \$1.43 to produce 100 pennies. Last year, making pennies cost taxpayers almost 39 million”*). **Score Point 2.**

Sourcing: The student uses quotes from the same text. **Score Point 1.**

Organization: The writer attempts to build a structure for the argument by including introduction and conclusion sentences and two body paragraphs. Some simple transitional words and phrases are used to connect ideas. **Score Point 2.**

Language/Conventions: In this limited response, significant errors impede understanding. The repetition and simple word choice contribute to an inappropriate formal tone. **Score Point 1.**

I think “Why Doesn’t the United States (Finally) Get Rid of the Penny?”, is the best argument for getting rid of the penny because it shows how most Americans won’t even take the time to think about them and the fact that literally nobody uses them anymore. Nobody even bothers to pick them up off the ground anymore because most people don’t even need them. And the article goes on to say that people don’t even use the penny anymore in stores anymore. For example in the paragraph it says “Retailers like prices that end in .99 because people tend to underestimate the actual price. When people see \$4.99, they tend to pay too much attention to the 4 and not enough to the 99.”

That really helps the article prove the point that people much rather pay to much attention to the dollar bill than the penny. Therefore i think that this article is the strongest point for why the penny should be taken away and only to leave dollar bills for the reason that no one really uses pennies for anything anymore and for the reason that Americans make way more than just a penny now than they used to. It used to be alot more profitable back then but now its not worth its real price therefore it isn’t needed as much for anything.

The oppisite side might say that the penny should still be a thing because you never know when it could be useful or because if you collect enough, it could be worth alot and i have a counter for that, why collect a bunch of pennies when you only collect 1 dollar. 1 dollar is very equal to 100 pennies and 100 dollars is so much more so why waste your time collecting pennies when you only need dollars.

Anchor Annotation, Paper 4

Score Point 2,2,2,1,2,2

Clarity/Coherence: In this general response, the writer attempts to address the prompt but there are lapses in focus and coherence (*And the article goes on to say that people don’t even use the penny anymore in stores anymore. For example in the paragraph it says “Retailers like prices that end in .99 because people tend to underestimate the actual price...”*). **Score Point 2.**

Counterclaims: In the last paragraph, the student attempts to acknowledge an opposing claim, but lacks insight, interpretation and clarification. It is followed by an ineffective attempt to refute the counterclaim. **Score Point 2.**

Support: The student attempts to support their argument by providing vague and general explanations of evidence and ideas. **Score Point 2.**

Sourcing: The student uses quotes from the same text. **Score Point 1.**

Organization: The writer attempts to organize the essay but lapses in focus disrupts the cohesion of the argument. **Score Point 2.**

Language/Conventions: The writer conveys a weak formal tone and attempts to establish a task-appropriate writing style. Attempts to use appropriate word choice are also made. **Score Point 2.**

The article “Taxpayers Lost \$105 Million on Pennies and Nickles Last Year” has the strongest opinion about getting rid of the penny. This is because it talks more about the penny and reasons for getting rid of it.

This article states that “the cost of minting a penny stood at 1.8 cents, nearly twice its value.” which is one reason for getting rid of the penny. This is a good statement to agree with if you are for getting rid of the penny and think that just using quarters, dimes and dollar bills would be better.

The article also states that the fact that the U.S. treasury spends nearly two dollars for every nickles and pennies it pumps into the economy. This is proving that the United States is losing money rather than gaining money. Which is a big issue considering the country is debt. And pennies haven’t just started being more expensive than its face value but they have historically been more expensive on a per-dollar basis.

The main cause of this is because of the metal that is used to make the pennies (copper and zinc) which makes it cost more because it takes more metal to make 100 pennies rather than four quarters. The article states that “The least controversial approach would be to simply change the metal composition of the coins to make them less expensive. The other option would be to discontinue pennies and nickles entirely.”

This article also talks about how the penny has supporters in the general public. “A 2012 survey by penny lobbying firm ‘Americas for Common Cents’-funded, not surprisingly, by the zinc industry-found that 2/3rds of Americans favored keeping the penny.” and then says that the penny and nickle hold special places in many Americans’ hearts.

This article could be agreed to have the strongest opinions for getting rid of the penny and has many supporting reasons/evidence. But also states that many people like the penny.

Anchor Annotation, Paper 5

Score Point 2,2,2,2,2,2

Clarity/Coherence: The writer attempts to address some demands of the prompt with a general claim but relies heavily on summarizing and quoting from the sources. **Score Point 2.**

Counterclaims: The writer references a counterclaim but does not support it with adequate explanation or original thought (*This article talks about how the penny has supporters in the general public...*). **Score Point 2.**

Support: The writer provides vague reasoning and general explanations, as well as some original thinking (*This is proving the United States is losing money rather than gaining money. Which is a big issue considering the country is in debt*). **Score Point 2.**

Sourcing: The writer uses two provided sources to support the claims and counterclaim. There is inconsistent citation of evidence, but attempts are made to quote and paraphrase details, examples, and ideas. **Score Point 2.**

Organization: There is an attempt to build an organizational structure with body paragraphs, introduction and conclusion statements. Some lapses in focus disrupt the cohesion **Score Point 2.**

Language/Conventions: The student fails to establish a formal tone and makes frequent disruptive errors. **Score Point 2.**

Getting rid of the penny is the better option. For starters the argument the other side has just isn't as important as we think. Getting rid of the penny is where we should start, just by making a penny we lose money. Even the dollar bill and quarter don't cost more than face value to make. The penny also isn't worth that much anymore. I mean if a penny is barely worth anything why is it worth losing money over?

Reason number one, making the penny cost 1.8 cents, which doesn't seem like a lot but when it adds up, it adds up. In the text "Why Doesn't The United States (Finally) Get Rid of the Penny?" it says in paragraph 2 "But it costs \$1.43 to produce 100 pennies. Last year, making pennies cost taxpayers almost \$39 million."

Reason number two, when compared to other coins like the quarter and the dime their cost to make isn't as much as their face values. For example the dime costs 4.6 cents to make and its face value is 10 cents. Another example is the quarter costs 10.5 cents to make and its face value is 25 cents.

Last but not least, the penny doesn't really hold that much value I mean for instance in the text "Why Doesn't the United States (finally) Get Rid of the Penny?" they state, "but not too much can be bought for less than five cents. Thanks to the magic of inflation, what cost a penny in 1950 requires a dime today."

Then again we could always ask the other side of the argument why they believe we should keep the penny but their answer is usually "because it holds sentimental value" well womp womp it's a penny cry about it.

This concludes my answer on why I believe we should get rid of the penny instead of keeping it.

Anchor Annotation, Paper 6

Score Point 2,1,2,2,2,2

Clarity/Coherence: The writer attempts to address some demands of the prompt with a general claim but relies heavily on summarizing and quoting from the sources. **Score Point 2.**

Counterclaims: The writer references a counterclaim but does not engage with it in a meaningful way (*Then again we could always ask the other side of the argument why they believe we should keep the penny but their answer is usually "because it holds sentimental value" well womp womp it's a penny...*). **Score Point 1.**

Support: The writer attempts to provide evidence to support their claim, but it consists mostly of general inferences from the passages (*...making the penny cost 1.8 cents, which doesn't seem like a lot but when it adds up, it adds up*). **Score Point 2.**

Sourcing: The writer uses two provided sources to support the claims. Attempts at paraphrasing and quoting examples and figures are made. **Score Point 2.**

Organization: There is an attempt to build an organizational structure with body paragraphs, introduction and conclusion statements. A rudimentary, "Reason number one", "Reason number two", "Last but not least", structure is employed. **Score Point 2.**

Language/Conventions: The student fails to establish a formal tone and maintain sentence boundaries. **Score Point 2.**

it has recently come to my attention that the government want to get rid of the penny in america. I believe the us government should get rid of the penny since. tax payers had to pay almost 39 million dollars, retail prices would end in 0 or 5 and some prices would round down. imagine the penny costing tax payers almost 39 million dollars, picture all retail prices ending in 0 or 5. visualize prices rounding down to lower prices. this could happen if the us government got rid of the penny.

the penny costed tax pays almost 39 million dollars. im to good at body paragraphs but im going to tell u why thats a problem. if tax payers are spending 39 million dollars on pennys imagine all the other things the us could use that for. we could use it for things like army supplies, food banks, and even bigger and better schools.that is why America shouldint spend 39 million dollars on almost worthless pennys.

all retial prices would end up in 0 or 5, now let me tell you why thats a good thing. thats a good thing because you could be buying food and the food you bought was 5.03 and you only had 5 dollars that price would round down to 5 dollars, now you have enough money to feed your kids, thats why prices in 0 or 5 would be good to have in america.

prices would round down ro lower prices, I just talked about how prices would round down if all numbers would end in 0 or 5 but now where going to look at how prices would round down to lowe amounts if there was no penny. lets say your buying dog food and your dog food is \$28.03 and you only have 28 dollars the price would round down to 28 dollars because there is no pennys and know wasy you could give someone 3 cents.

thats why i belive we should get rid of the penny, however other believe we should keep the penny because other prices would round up. but tax payers would have to pay millions retail prices would end in 0 or 5 and some prices would round down. thats why i believe we should get rid of the penny.

Anchor Annotation, Paper 7

Score Point 2,2,2,2,1

Clarity/Coherence: Despite some lapses in focus, the writer of this essay attempts to address some of the demands of the prompt. **Score Point 2.**

Counterclaims: There is an attempt at a counterclaim, but it is not very effective. The writer provides minimal clarification. **Score Point 2.**

Support: Due to the claim being somewhat effective, the support and evidence provided are also somewhat successful. The writer does demonstrate some ability to provide evidence and original thinking (*if tax payers are spending 39 million dollars on pennys imagine all the other things the us could use that for. we could use it for things like army supplies, food banks, and even bigger and better schools*). **Score Point 2.**

Sourcing: The writer uses multiple sources with minimal and inconsistently cited evidence. There are no attempts to quote sources but the student paraphrases details, examples and ideas. **Score Point 2.**

Organization: Some lapses in the organizational strategy are apparent. However, minimal transitions do exist. **Score Point 2.**

Language/Conventions: In this limited response, significant errors impede understanding. The student fails to establish a formal and appropriate tone (*im to good at body paragraphs but im going to tell u why thats a problem*). **Score Point 1.**

The strongest arguments for getting rid of the penny are that pennies cost more to make than their face value, Americans make enough money to not really need a penny, and getting rid of the penny may make some things cost less.

The first argument about why America should get rid of the penny is because pennies cost more to make than their face value. The text says, "But it costs \$1.43 to produce 100 pennies. Last year, making pennies cost taxpayers almost \$39 million." This supports the argument that America should get rid of the penny because it costs more than its face value because it said that it costs \$1.43 to make 100 pennies. 100 pennies have a face value of \$1. So if it costs more money to make than the face value, America is basically throwing a lot of money away. It also says that Last year making more pennies cost taxpayers around \$39 million. So this supports the argument because pennies costing more than their face value costs other people a lot of money.

The second argument about why America should get rid of the penny is because Americans make enough money to not really need a penny. The text says, "Average American workers earned nearly a penny a second in 2015. It's literally not worth their time to bend down and pluck one from the sidewalk." This proves the argument that America should get rid of the penny because average Americans make enough money to not need it because it said that in 2015 average Americans earned almost a penny a second. This means that they just earned a nickel every 5 seconds, it wouldn't even make a difference. And if you wanted to pick up a penny up off of the ground, it wouldn't even be worth it. If you make a penny a second, one extra penny from the sidewalk every time you go to the grocery store wouldn't even matter.

The last argument about why Americans should get rid of the penny is because some prices would go down without a penny. The text says "In effect, eliminating the penny means all retail prices would end in zero or five. Some Prices would rise a few pennies; some would be rounded down." This proves the argument that America should get rid of the penny because some retail prices would go down because without a penny every price would have to end in multiple of five. So if something costed \$3.82, it would be rounded down to \$3.80 which will make a lot of people happy. Also, this might make tax go down to 5% as well because it has to be a multiple of five, so that would make prices even lower. All of this would make people have to spend less.

Those are the main three arguments supporting the thought that America should get rid of the penny. People value that America should get rid of the penny because it costs more to make than its actual face value, Americans make money that an extra cent won't make a difference, and getting rid of the penny might make the prices go down.

Anchor Annotation, Paper 8

Score Point 3,1,3,3,3,3

Clarity/Coherence: In this proficient essay, the writer presents clarification with logical reasoning and explanations. The student introduces and maintains clear and coherent claims (*The strongest arguments for getting rid of the penny are that pennies cost more than their face value, Americans make enough money to not really need a penny, and getting rid of the penny may make some things cost less*). **Score Point 3.**

Counterclaims: While the writer discusses the content of several texts, they do not engage in opposing claims or consider the arguments in support of keeping the penny given in the texts. **Score Point 1.**

Support: In this response, the writer provides logical reasoning that clearly links the evidence to the support (*Also, this might make tax go down to 5% as well because it has to be a multiple of five so that would make prices even lower*). **Score Point 3**

Sourcing: The evidence in this response is accurate and effective. The student cites evidence from multiple sources by quoting and paraphrasing details, examples and ideas. **Score Point 3.**

Organization: This essay builds and maintains a clear structure to develop the argument, focusing on three claims in three body paragraphs. The response demonstrates effective use of evidence and transitions. Builds and maintains a clear structure to develop the argument. The student provides a logical conclusion to support the argument presented. **Score Point 3.**

Language/Conventions: This writer establishes and maintains a formal tone and appropriate writing style. Though repetitive at times, this essay effectively uses appropriate word choice and a task-appropriate writing style overall. This essay contains minor errors that do not impede understanding. **Score Point 3.**

Are American pennies worth the trouble they cause to make? There are many arguments as to if the government should do away with them. The best argument that debates this question is *Why Doesn't the United States (Finally) Get Rid of the Penny?* because it discusses the cost of making pennies, prices if things were changed, and how Americans feel about and react to the issue.

First of all, the article discusses the cost of making pennies. One thing it says is that it costs \$1.43 to produce a dollar's worth of pennies. That would mean that pennies cost what they're worth to make with an added sum of half they're amount. Another thing the article says about the cost of making pennies is how much the production cost taxpayers. According to the article, it cost taxpayers almost \$39 million last year because of the penny production. The last the the article says about the cost of making pennies is inflation. The article states that what would cost a penny in 1950 would now cost a dime. This is what the article says about the cost of producing pennies.

Second of all, the article discusses prices of goods if things were changed. One thing the article says is that all retail prices would have to change in order to work. All produces that cost money would have to end in a zero or a five. Another thing the article says about the things of goods is that some prices would be required to drop and some would rise. This way, some retailers would loose money to this change and others could make money. The last thing the article says about the price of goods is that retailers like that prices often end in .99. They like this because most consumers would tend to pay more attention to the dollar price and ignore the .99. This is how the article discusses prices if things were changed.

Finally, the articles discusses how Americans feel about and react to the issue. One thing the article says is that in a survey, 71% of Americans like pennies and would rather keep them in production. Another thing the article says about how Americans feel about pennies is that 43% of Americans would be angry or dissapointed if they were no longer being made. This study shows that almost half of Americans would feel negatively if things were changed. The last point the article says about Americans is that even though most people like picking them up off the sidewalk, it is literally not worth their time to do so. It is stated that the average Americans earns nearly a penny a second, so it is useless for most to pluck one off the ground. This is how the article discusses how Americans feel about and react to the issue.

In conclusion, the best argument for the penny debate is *Why Doesn't the United States (Finally) Get Rid of the Penny?* because it discusses the cost of making pennies, prices if things were changed, and how Americans feel about and react to the issue. There are still many arguments about the debate, but everyone has to think, are pennies really worth the trouble they cause to make?

Anchor Annotation, Paper 9

Score Point 3,2,3,3,3,3

Clarity/Coherence: In this proficient essay, the writer presents clarification with logical reasoning and addresses all demands of the prompt. The student introduces and maintains clear and coherent claims, choosing one article and expanding on the information given. **Score Point 3.**

Counterclaims: The writer attempts to acknowledge an opposing claim but lacks insight and interpretation (*This study shows that nearly half of Americans would feel negatively if things were changed*). **Score Point 2.**

Support: In this response, the writer provides logical reasoning that clearly links the evidence to the support (*This way, some retailers would loose money to this change and others could make money*). **Score Point 3.**

Sourcing: The evidence in this response is accurate and effective. The student cites evidence from only one source but thoroughly and proficiently cites evidence by paraphrasing details, examples and ideas. **Score Point 3.**

Organization: This essay builds and maintains a clear structure to develop the argument. The response demonstrates effective use of evidence and transitions. The student provides a proficient introduction and conclusion. **Score Point 3.**

Language/Conventions: This writer establishes and maintains a formal tone and appropriate writing style (*One thing the article says is that all retail prices would have to change in order to work*). **Score Point 3.**

The argument from “Why Doesn’t the United States (Finally) Get Rid of the Penny?” is the strongest of the arguments. It provides multiple things to support its argument compared to the other two arguments. The other ones focus on really just one type of things to support their argument and “Why Doesn’t the United States (Finally) Get Rid of the Penny?” uses variety of ways to do so.

First off, in the argument “Taxpayers Lost \$105 Million on Pennies and Nickles Last Year” they just talk about saving money for the economy and it would be cheaper to stop making penny and nickles. This passage does use good evidence to support this. Such as statistics and history of the penny and nickel and even using charts and graphs. In the text “Taxpayers Lost \$105 Million on Pennies and Nickles Last Year” it states, “But the government only began losing money on nickel and pennies in 2006..the Mint (and ultimately, U.S. taxpayers) lost 105 million on the production of pennies and nickles last year.” Like those pieces of evidence which do support his claim good, but he doesn’t show like the benefits us citizen could have or how prices would go or more reasons. Also they put a counterclaim in their argument, but they didn’t put a rebuttal. Some might think this argument is the best, but it is lacking of some things.

Next off, let’s go to the argument “Penny”. In this text it’s just talking about the history of the penny. From how it was first made and how it’s changed through time. In “Penny” it says,..the first coins made by the U.S Mint after it was created in 1792.” “The “Indian Head” design appeared from 1859-1909.” This text is just filled with facts like these and only talks about history of the penny. Doesn’t even show a side that it supports. Although some of the history and facts could be used in an argument, but it’s not good as a argument on its own.

Last but not least the strongest of the arguments is “Why Doesn’t the United States (Finally) Get Rid of the Penny?” This argument from the start just hooks unlike the others that didn’t also the it uses statistics, polls/surveys, shows benefits, and even has counterarguments and rebuttal. In “Why Doesn’t the United States (Finally) Get Rid of the Penny?” it states,” Canada stopped making pennies in 2012, and with good reason.” That right there already gets the reader hooked and wanna keep reading. Also it states, “But it cost \$1.43 to produce 100 pennies...making pennies cost taxpayers almost 39 million.” “Indeed consumers might actually benefit.” They also show that us as consumers will benefit. Then they bring the counterargument and say that Americans do like the shiny copper. They rebuttal and show from a poll that 43 percent said they would be mad that the penny was gone, but that means that 57 percent wouldn’t be mad and that’s the bigger amount and so therefore more wouldn’t be mad than those who would be mad.

In conclusion, “Why Doesn’t the United States (Finally) Get Rid of the Penny?” is the strongest of the arguments. It shows more detail and support than the others and is more efficient. The others lacked of components. So if you needed argument to go to “Why Doesn’t the United States (Finally) Get Rid of the Penny?” would be the best one to go to.

Anchor Annotation, Paper 10

Score Point 4,2,3,3,3,3

Clarity/Coherence: The student presents an insightful and logical response with a solid introduction and conclusion. The writer chooses to approach the prompt by comparing the various arguments of each individual article and chooses one that they argue is the strongest. This essay demonstrates a clear understanding and a valid interpretation of the prompt. **Score Point 4.**

Counterclaims: The writer references opposing claims by discussing the various articles but does not support a single counterclaim with adequate explanation or original thought (*They then bring the conterargument and say that Americans do like the shiny copper*). **Score Point 2.**

Support: In this response, the writer provides logical reasoning that clearly links the evidence to the support (*...but that means 57 percent wouldn't be mad and that's the bigger amount and so therefor more wouldn't be mad then those who would be mad*). **Score Point 3.**

Sourcing: The evidence in this response is accurate and effective. The student cites evidence from multiple sources, and they proficiently paraphrase and quote details, examples and ideas. **Score Point 3.**

Organization: This essay builds and maintains a clear structure to develop the argument by focusing on each of the sources. The response demonstrates effective use of evidence and transitions. The student bookends the piece with introductory and concluding paragraphs. **Score Point 3.**

Language/Conventions: In this overall accomplished response, the voice and tone are magnified by strong word choice, and the writer effectively uses conventions, with errors that may distract the reader but do not significantly impede understanding. **Score Point 3.**

The article “Penny” and parts of Taxpayers Lost \$105 Million on Pennies and Nickels Last Year have strong arguments on how the penny is important to America. Especially in “Penny” the article talks about how the penny resembles Abraham Lincoln, another point the articles make is when it comes down to the people of the United States deciding to keep it or not, they spoke out and said no, last reason is that the article Why Doesn’t the United States (Finally) Get Rid of the Penny? it talks about how government is just losing money, not much else.

First, the headline to the article is “History” which implies that the penny has been around for quite sometime, but the first paragraph talks about how “-the first penny was of a lady with flowing hair symbolizing liberty.” in paragraph one of “Penny”. that was in 1792, a couple hundred years ago. The article proceeds to say in 1859-1909 the design was changed to the “Indian Head” which featured a flying eagle on the obverse and a wreath on the reverse, paragraph two. After that it tells how through 1909 to 1958 Lincoln was finally put on the penny also known as the wheat penny, because on the penny was two sheaves of wheat flanking inscriptions *ONE Cent* and *UNITED STATES OF AMERICA*, paragraph three. If you did not already notice, each paragraph talks about how important the penny is and how it resembles America in its own way. This idea to get rid of the penny would be like taking George Washington the dollar bill away too, now granted it is cheaper to make the dollar bill, but taking it away like the penny would be taking away something that resembles America.

Next, in the article “Taxpayers Lost \$105 Million on Pennies and Nickels Last Year,” paragraph eight says this, “A 2012 survey by penny lobbying firm ‘Americans for Common Cents’-funded, not surprisingly, but zinc industry- found that 2/3rds of Americans favored keeping the penny.” This own nation says they want to keep it a symbol of American, then surely they should right? Toward the bottom of paragraph eight, same article, it states that the penny and nickel have a special place in people of America’s heart. Now there are always some downsides to things such as this, in 1985, the price to make a penny was just over 0.50 cents, now from 2010 the price to make a penny is just below \$2.50. So we could keep a piece of history, but everything comes at a price, question is are we willing to pay for it? In paragraph one of the article from 2013 it says “The cost of minting a penny stood at 1.8 cents, nearly twice its face value.” That could be a risk towards the whole nation after a few years because who’s to say the prices will not go higher because of inflation? Which leads to the next topic of discussion.

Lastly, the article “Why Doesn’t the United States (Finally) Get Rid of the Penny?” main point is saying that by no longer making pennies can save the government money and that it’s not worth the time. Paragraph two says “But it costs \$1.43 to produce 100 pennies.” One year it cost taxpayers almost \$39 million to just make pennies. In paragraph four, it also suggests that retail prices will have to end in zero or five, some would rise a few pennies while some would be rounded down, which would roughly offset both prices. “-penny proponents have argued that eliminating pennies would amount to a one-cent sales tax”, paragraph 5 five, they said this because they realized that most prices end in 0.99 cents, which with no pennies is impossible to add up to. Even though their main point was about money in paragraph seven they through in this statement, “ In a 2014 poll, 71 percent of respondents said they do pick up pennies. And 43 percent said they would be “disappointed” or “angry” if the government stopped making them.” Back to what I said in my last paragraph,

shouldn’t the people get to choose what they want for the nation, generations and generations of americans fought so hard to create?

In conclusion, I hope you see that pennies are important to America, because they’re a symbol of who we are as a country, From Abraham Lincoln, to the people speaking out, saying we the people decide what’s best, even to taking a sacrifice losing money over some copper and zinc. I encourage you to learn the history of the American penny, it’s worth your time.

Anchor Annotation, Paper 11

Score Point 4,3,3,4,3,4

Clarity/Coherence: The student presents an insightful and logical response, maintaining clear, credible and coherent claims throughout. The writer chooses to approach the prompt by comparing the various arguments of each individual article and chooses one that they argue is the strongest. The writer demonstrates a clear understanding of the prompt. **Score Point 4.**

Counterclaims: This response addresses the counterclaim with an insightful rebuttal (*Back to what I said in my last paragraph, shouldn't the people get to choose what they want for the nation, generations and generations of americans fought so hard to create?*). **Score Point 3.**

Support: In this response, the writer provides logical reasoning that clearly links the evidence to the support (*If you did not already notice, each paragraph talks how important the penny is and how it resembles America in it's own way*). **Score Point 3.**

Sourcing: The student cites multiple sources and skillfully demonstrates a thorough comprehension of the demands of the prompt by consistently and thoroughly citing evidence by quoting and paraphrasing details, examples and ideas. **Score Point 4.**

Organization: This essay builds and maintains a clear structure to develop the argument by focusing on each of the sources. The response demonstrates effective use of evidence and transitions. The student bookends the piece with introductory and concluding paragraphs. **Score Point 3.**

Language/Conventions: In this overall accomplished response, the voice and tone are sophisticated and task-appropriate, magnified by strong word choice. The writer skillfully uses conventions with few minor errors that do not impede understanding. **Score Point 4.**

The penny in the United states costs roughly 1.8 cents to produce. That amount is 0.8 cents more than the penny is worth. The penny also (formed as one of the first coins made in 1792) holds a special place in the heart of your average American. These two statements prompt a question. Is the penny worth its position in American commerce, or have its uses and worth finally run dry? Based on evidence collected, I have concluded that the argument to remove the penny is well founded and, in a whole, the better conclusion.

Perhaps the most striking of the arguments to remove the penny is that of the money lost to its existence. “Why Doesn’t the United States (Finally) Get Rid of the Penny” states, “...it costs \$1.43 to produce 100 pennies.” The worth of 100 pennies is that of \$1. That is an increase of 43 cents for every dollar made by the federal government in pennies. This increase has cost taxpayers almost \$39 million in 2015. That cost, according to a graph from “Taxpayers lost \$105 Million on Pennies and Nickles Last Year”, has risen exponentially since 2006 from roughly 96 cents to \$2 in 2014 to produce a \$1 worth in pennies. The loss of money is not worth the sentimental value of the coin.

A common reason to keep the penny according to “Why Doesn’t the United States (Finally) Get Rid of the Penny” is that with the removal prompts all prices to end in a 0 or 5 which will force companies to round up and rise in prices through a penny or more sales tax. According to economist Robert Whalps, “... the savings from prices rounded down would roughly offset the cost of prices rounded up,” found in “Why Doesn’t the United States (Finally) Get Rid of the Penny”. What Robert is saying is that the amount saved on products from companies rounding down, say from \$4.99 to \$4.95, would roughly eliminate the money lost from rounding up, such as \$4.99 to \$5. This proves that the disbenefit, from an economical standpoint, is all from keeping the penny.

The evidence for keeping the penny consists largely from polls listed in “Why Doesn’t the United States (Finally) Get Rid of the Penny” and “Taxpayers lost \$105 Million on Pennies and Nickles Last Year”. The first poll from an unnamed source found that 71% of respondents said that they picked up pennies and that 43% of respondents said that they would be disappointed or angry if the government stopped making them. The second poll conducted by a lobbying firm named ‘Americans for Common Cents’ and funded by the zinc industry found that 2/3rds of Americans wanted to keep the penny. The second poll’s conductors of lobbying origin have no reasonable credibility that gives their results any ground to stand on. The poll was also funded by the zinc industry who sells their zinc to make pennies and keep their business alive. With a possible and likely bias, I stand to rule out their claims. The first poll has no credited source and so likely of no acclaim to bias. The first poll’s results of favor towards picking up pennies provides some reasonable evidence to suggest that the people of America still have found a purpose to the penny. The suggestion that this should be a contending reason to keep the penny simply because the American people have found it to be a part of their everyday lives, in my opinion, pales in comparison to the evidence found in removing it. Sentiments matter, but not as much as facts. The minority found that people would be disappointed or angry if the government removed the penny is exactly that, a minority, if not but a large one at 43%, but still a minority. The sentiments included in those results also don’t remotely compare to facts.

In conclusion, the argument towards removing the penny is stronger in three ways. The first is that of the economic benefits to removing the penny. The second is that of the conclusion that the claim that the removal of the penny will prompt products to be rounded up in price is false. The final reason is that of the lacking evidence in the polls found in “Taxpayers lost \$105 Million on Pennies and Nickles Last Year” and “Why Doesn’t the United States (Finally) Get Rid of the Penny” either through uncredibility or unlikely reasoning. My conclusion founded on those pieces of evidence hold the claim that the argument towards removing the penny is the stronger one over keeping it.

Anchor Annotation, Paper 12

Score Point 4,4,4,4,4,4

Clarity/Coherence: The writer introduces and maintains a clear and coherent claim that addresses all demands of the prompt (*I have concluded that the argument to remove the penny is well founded and, in a whole, the better conclusion*). **Score Point 4.**

Counterclaims: The writer skillfully acknowledges opposing claims with insight (*The suggestion that this should be a contending reason to keep the penny simply because the American people have found it to be a part of their everyday lives, in my opinion, pales in comparison to the evidence found in removing it. Sentiments matter, but not as much as facts*). **Score Point 4.**

Support: In this effective response, the writer strengthens the argument with carefully selected evidence and logical reasoning (*The second poll's conductors of lobbying origin have no reasonable credibility that gives their results any ground to stand on. The poll was also funded by the zinc industry who sells their zinc to make money and keep their business alive*). **Score Point 4.**

Sourcing: The writer skillfully uses multiple sources to successfully support the evidence presented. The student successfully blends textual evidence with original thought. **Score Point 4.**

Organization: The student skillfully uses transitions to organize and develop a sophisticated argument, creating cohesion and clarifying the relationships among claims, counterclaims, reasons and evidence. A logical conclusion supports the argument presented. **Score Point 4.**

Language/Conventions: In this overall accomplished response, the voice and tone are sophisticated and task-appropriate, magnified by strong word choice. The writer skillfully uses conventions with few minor errors that do not impede understanding. **Score Point 4.**



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