

Kentucky Summative Assessments



Grade 5 On Demand Writing Released Prompt 2026



Directions: Read the passages and answer the following question.

from “Less Screen Time Linked to Better Memory, Learning in Kids”

by Laura Sanders

- 1 Screens—on computers, smartphones, tablets and more—surround us more than ever. But it might be best to look away. Nearly two out of three U.S. kids spend more than two hours a day looking at screens, a new study finds. The kids who spend more time staring at screens perform worse on memory, language and thinking tests than do those who spend less time in front of a device. That’s the result of a study of more than 4,500 kids 8- to 11-years old.
- 2 Time on devices has its pros and cons. Screen time before bed can make it harder to sleep. But some time with devices also can improve a student’s mood. For this study, researchers wanted to find out how much time kids were spending on screens—whether a smartphone, a television, an iPad or a computer. They also wanted to look at how much sleep and exercise these kids were getting. Finally, the scientists wanted to gauge kids’ *cognitive* abilities. These are mental activities—such as solving puzzles, remembering things or learning something new.
- 3 The researchers used data gathered as part of a large, long-term study. Called the Adolescent Brain Cognitive Development (ABCD) Study, it surveyed more than 4,500 kids and their parents. The study asked about screen time. It also asked about exercise and sleep, and tested memory and learning.
- 4 So how much screen time is too much? The researchers went with guidelines from experts. These recommend no more than two hours of recreational screen time a day. They also advise kids to get at least an hour of exercise each day and between nine and 11 hours of sleep at night.
- 5 If that prescription seems strict, it was. Only five in every 100 of the surveyed children met all three guidelines. In fact, 29 in every 100 didn’t meet any of the guidelines. So they were “getting less than nine hours of sleep, they’re on their screens for longer than two hours and they’re not being physically active,” notes Jeremy Walsh. He’s an exercise physiologist—someone who studies how bodies work during exercise. He works at the University of British Columbia in Okanagan.

Lots of Screens, Not So Much Sleep

- 6 On average, children in this study spent 3.6 hours a day using screens for video games, videos and other fun. They also exercised an hour or more fewer than four days a week. At least they slept an average of 9.1 hours a night.



- 7 Less screen time was linked with better cognitive scores. Children who spent fewer than two hours on screens scored about four percent higher on thinking-related tests than did kids who spent more time on their screens. Kids who met the recommendations for both screen time and sleep also got better scores on their thinking tests. When analyzed on their own, sleep and physical activity didn't seem to influence test results. It was screen time that really made a difference.

Sanders, L. (2018, November 2). Less screentime linked to better memory, learning in kids. *Science News for Students*. Retrieved from <https://www.sciencenewsforstudents.org>

From "Less Screentime Linked to Better Memory, Learning in Kids" by Laura Sanders, *Science News for Students*, Nov. 2, 2018. © 2018 Society for Science & the Public.



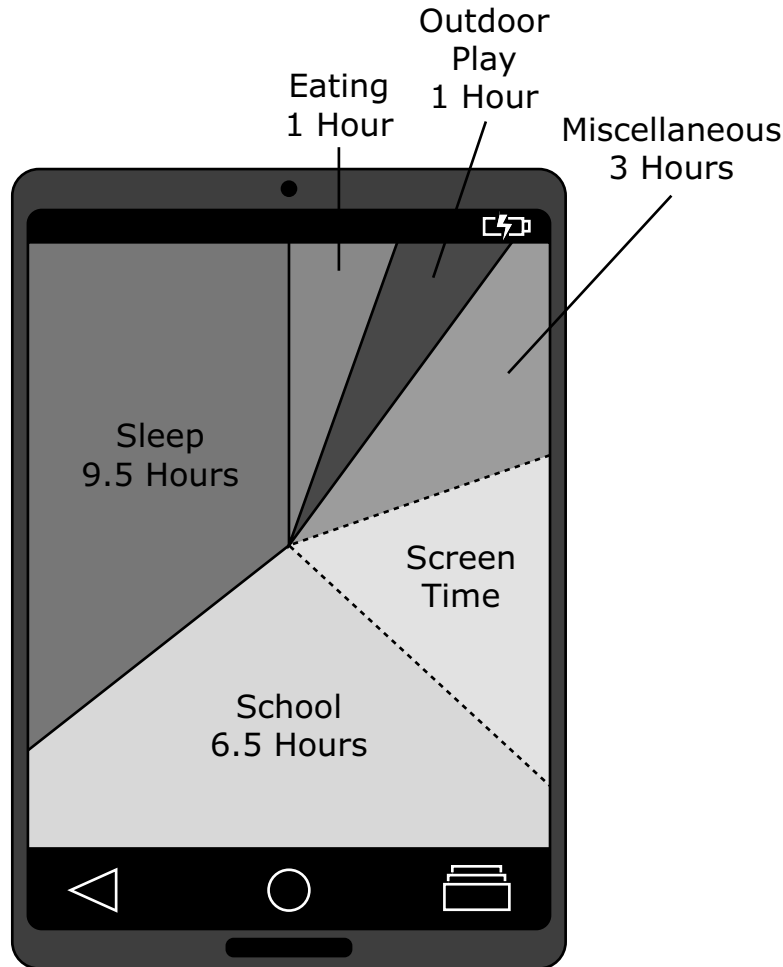
WR914835666

Directions: Read the passages and answer the following question.

from “The Right Mix of Screen Time, Nature Time”

by LaTavia McQueen

- 1 Screen time has its benefits. Children are learning earlier. They are increasingly exposed to knowledge. And, there are new opportunities to access health information.
- 2 But, what about going outside to play?
- 3 Nature improves physical, mental, and social health. The Centers for Disease Control advises that children should engage in healthy outdoor activities in nature and parks for at least 60 minutes.
- 4 It doesn't have to be either or.
- 5 The American Academy of Pediatrics (AAP) recommends that parents balance media use with healthy behaviors, such as outdoor play.
- 6 On average, school-aged children spend 9.5 hours sleeping; 6.5 hours at school; and at least an hour eating. What's left? Time to spend outdoors, on a screen, or other miscellaneous chores and projects.



Source: National Environmental Education Foundation

General Screen Time Guidelines by Age

- 7 **18 months and younger**—AAP discourages screen time, unless video-chatting with family and friends.
- 8 **18 to 24 months**—The Mayo Clinic suggests guided use of high quality programming, with educational value.
- 9 **Ages 2 to 5 years**—Limit screen time to only one hour a day of high quality programming.
- 10 **Age 6**—Most experts suggest continuing to place limits on time spent in front of a screen. AAP recommends limiting children's media usage to two hours per day and encouraging free, unstructured outdoor play.



McQueen, L. (2017, April 20). The right mix of screen time, nature time. National Environmental Education Foundation (NEEF). Retrieved from <https://www.neefusa.org/right-mix-screen-time-nature-time>

Courtesy of NEEF

1

WR914942744

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

Limiting Screen Time

In your opinion, what are the most important reasons to make time for other activities in addition to screen time? Write a well-organized essay stating your opinion. Support your opinion with evidence from the texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 5
On-Demand Writing

Item: WR914942744#SCORE_TRAIT_CC
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

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	13,987	57.0%	4.56	4%	0%	14%	10%	19%	15%	25%	8%	5%
Gender												
Female	6,705	61.1%	4.89	3%	0%	10%	9%	18%	14%	28%	10%	7%
Male	7,281	53.2%	4.26	5%	0%	17%	12%	20%	15%	21%	6%	4%
Ethnicity												
African American	1,670	46.3%	3.70	6%	0%	24%	15%	22%	13%	14%	3%	2%
American Indian or Alaska Native	22	57.4%	4.59	0%	0%	9%	14%	27%	23%	18%	5%	5%
Asian	345	67.0%	5.36	1%	0%	7%	7%	15%	14%	28%	13%	13%
Hispanic or Latino	1,843	49.6%	3.96	7%	0%	18%	14%	21%	14%	17%	5%	3%
Native Hawaiian or Pacific Islander	16	54.7%	4.38	13%	0%	13%	6%	13%	13%	31%	6%	6%
White (non-Hispanic)	9,292	59.9%	4.79	3%	0%	12%	9%	19%	15%	28%	10%	6%
Two or more races	797	58.8%	4.71	3%	0%	11%	10%	21%	17%	24%	9%	6%
Migrant												
Migrant	92	33.0%	2.64	23%	0%	29%	11%	18%	13%	4%	1%	0%
English Learner												
English Learner	1,607	42.1%	3.37	9%	0%	25%	18%	24%	12%	11%	2%	1%
Economically Disadvantaged												
Economically Disadvantaged	8,948	52.9%	4.23	5%	0%	17%	12%	21%	15%	21%	6%	3%
Students with Disabilities												
Students with Disabilities	3,793	40.0%	3.20	8%	0%	34%	17%	19%	10%	9%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 5
On-Demand Writing

Item: WR914942744#SCORE_TRAIT_LC
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

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	13,987	59.2%	4.73	4%	0%	9%	8%	24%	15%	27%	9%	5%
Gender												
Female	6,705	62.9%	5.03	3%	0%	6%	7%	22%	15%	30%	11%	6%
Male	7,281	55.7%	4.46	5%	0%	11%	9%	26%	15%	24%	7%	4%
Ethnicity												
African American	1,670	49.0%	3.92	6%	0%	18%	12%	28%	13%	17%	4%	1%
American Indian or Alaska Native	22	57.4%	4.59	0%	0%	9%	5%	41%	18%	23%	0%	5%
Asian	345	68.8%	5.50	1%	0%	3%	5%	19%	12%	34%	13%	13%
Hispanic or Latino	1,843	51.7%	4.14	7%	0%	11%	12%	28%	16%	19%	5%	2%
Native Hawaiian or Pacific Islander	16	57.8%	4.63	13%	0%	13%	0%	6%	19%	38%	6%	6%
White (non-Hispanic)	9,292	62.0%	4.96	3%	0%	7%	7%	22%	15%	30%	10%	6%
Two or more races	797	60.0%	4.80	3%	0%	9%	6%	25%	18%	25%	9%	5%
Migrant												
Migrant	92	35.2%	2.82	23%	0%	20%	16%	21%	13%	8%	0%	0%
English Learner												
English Learner	1,607	44.8%	3.58	9%	0%	15%	16%	33%	14%	11%	2%	0%
Economically Disadvantaged												
Economically Disadvantaged	8,948	55.2%	4.42	5%	0%	11%	10%	27%	15%	23%	6%	3%
Students with Disabilities												
Students with Disabilities	3,793	43.6%	3.49	8%	0%	23%	15%	29%	11%	11%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 5
On-Demand Writing

Item: WR914942744#SCORE_TRAIT_Organization
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

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	13,987	57.5%	4.60	4%	0%	14%	8%	21%	14%	26%	8%	5%
Gender												
Female	6,705	61.5%	4.92	3%	0%	11%	7%	19%	14%	30%	10%	6%
Male	7,281	53.8%	4.30	5%	0%	18%	9%	22%	14%	23%	7%	3%
Ethnicity												
African American	1,670	46.6%	3.73	6%	0%	26%	11%	24%	13%	16%	3%	2%
American Indian or Alaska Native	22	55.7%	4.45	0%	0%	14%	14%	27%	14%	27%	0%	5%
Asian	345	67.5%	5.40	1%	0%	7%	6%	16%	12%	33%	11%	13%
Hispanic or Latino	1,843	49.9%	3.99	7%	0%	18%	11%	24%	14%	19%	5%	2%
Native Hawaiian or Pacific Islander	16	53.1%	4.25	13%	0%	13%	6%	13%	25%	19%	6%	6%
White (non-Hispanic)	9,292	60.5%	4.84	3%	0%	12%	7%	19%	14%	30%	10%	6%
Two or more races	797	58.8%	4.71	3%	0%	12%	7%	23%	16%	26%	8%	5%
Migrant												
Migrant	92	32.9%	2.63	23%	0%	27%	14%	20%	10%	7%	0%	0%
English Learner												
English Learner	1,607	42.5%	3.40	9%	0%	24%	14%	27%	13%	10%	2%	0%
Economically Disadvantaged												
Economically Disadvantaged	8,948	53.3%	4.26	5%	0%	17%	9%	23%	14%	22%	6%	3%
Students with Disabilities												
Students with Disabilities	3,793	40.3%	3.22	8%	0%	35%	13%	22%	9%	10%	2%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 5
On-Demand Writing

Item: WR914942744#SCORE_TRAIT_Sourcing
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

Item Type: ER
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	13,987	49.1%	3.93	4%	0%	25%	16%	18%	13%	15%	6%	3%
Gender												
Female	6,705	52.6%	4.21	3%	0%	21%	16%	17%	14%	18%	8%	4%
Male	7,281	45.8%	3.67	5%	0%	28%	16%	18%	12%	12%	5%	2%
Ethnicity												
African American	1,670	39.6%	3.16	6%	0%	40%	16%	16%	10%	8%	2%	1%
American Indian or Alaska Native	22	48.3%	3.86	0%	0%	27%	18%	27%	5%	18%	0%	5%
Asian	345	59.5%	4.76	1%	0%	15%	14%	13%	15%	22%	12%	8%
Hispanic or Latino	1,843	42.5%	3.40	7%	0%	30%	18%	19%	12%	9%	3%	1%
Native Hawaiian or Pacific Islander	16	46.1%	3.69	13%	0%	13%	25%	25%	0%	13%	6%	6%
White (non-Hispanic)	9,292	51.6%	4.13	3%	0%	22%	16%	18%	14%	17%	7%	4%
Two or more races	797	50.2%	4.02	3%	0%	25%	18%	15%	14%	15%	8%	3%
Migrant												
Migrant	92	28.5%	2.28	23%	0%	40%	11%	17%	7%	2%	0%	0%
English Learner												
English Learner	1,607	35.7%	2.86	9%	0%	40%	19%	18%	8%	4%	1%	0%
Economically Disadvantaged												
Economically Disadvantaged	8,948	45.0%	3.60	5%	0%	30%	18%	18%	12%	12%	4%	2%
Students with Disabilities												
Students with Disabilities	3,793	34.7%	2.77	8%	0%	48%	15%	15%	7%	5%	1%	1%



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 5
On-Demand Writing

Item: WR914942744#SCORE_TRAIT_Support
Book Question Number: 1

Standard: C.5, C.5.1
Passage Type: Opinion

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	13,987	55.7%	4.46	4%	0%	14%	11%	22%	14%	21%	8%	5%
Gender												
Female	6,705	59.8%	4.78	3%	0%	11%	10%	21%	15%	25%	10%	7%
Male	7,281	52.0%	4.16	5%	0%	17%	12%	23%	14%	18%	6%	4%
Ethnicity												
African American	1,670	45.2%	3.62	6%	0%	25%	16%	24%	12%	12%	3%	2%
American Indian or Alaska Native	22	56.8%	4.55	0%	0%	14%	5%	36%	18%	18%	5%	5%
Asian	345	65.3%	5.22	1%	0%	7%	9%	18%	13%	28%	10%	13%
Hispanic or Latino	1,843	48.5%	3.88	7%	0%	18%	15%	24%	14%	15%	4%	3%
Native Hawaiian or Pacific Islander	16	52.3%	4.19	13%	0%	13%	6%	25%	6%	25%	6%	6%
White (non-Hispanic)	9,292	58.6%	4.69	3%	0%	12%	10%	21%	15%	24%	9%	6%
Two or more races	797	57.3%	4.58	3%	0%	12%	10%	26%	15%	20%	10%	5%
Migrant												
Migrant	92	32.5%	2.60	23%	0%	29%	11%	21%	12%	4%	0%	0%
English Learner												
English Learner	1,607	41.1%	3.29	9%	0%	25%	18%	26%	11%	8%	2%	1%
Economically Disadvantaged												
Economically Disadvantaged	8,948	51.6%	4.13	5%	0%	17%	13%	24%	14%	17%	6%	3%
Students with Disabilities												
Students with Disabilities	3,793	39.1%	3.13	8%	0%	34%	17%	21%	8%	7%	2%	1%

KAS Opinion Rubric--5th 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.

Note: In 5th grade, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (C.5.1) The shift to composing arguments begins in 6th grade.

Scoring Element	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Clarity and Coherence	States an opinion that may lack focus or be unclear . Misses many or all demands of the prompt.	States a general opinion that addresses the prompt, but may have lapses in focus. Attempts to address some demands of the prompt.	Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt.	Introduces and maintains a clear, credible and coherent opinion. Thoroughly addresses all demands of the prompt.
Support	Includes minimal or no purposeful support of opinion with reasons. Provides incomplete, inaccurate, and/or irrelevant explanation of reasons. Provides minimal or unrelated facts and details to support the reasons.	Attempts to support opinion with reasons. Provides vague and/or general explanation of reasons. Provides vague and/or general facts and details to support the reasons.	Supports opinion with logical reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.	Thoroughly supports opinion with logical reasons . Provides carefully selected explanation of reasons to strengthen the opinion . Provides reasons that are thoughtfully linked to facts and details to support the opinion.
Sourcing	Uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the opinion. Cites little or no evidence. Little or no use of quoting, summarizing and/or paraphrasing of facts and details.	Uses a minimum of two provided sources to attempt to support the opinion. Inconsistently cites evidence. Attempts to quote, summarize and/or paraphrase facts and details.	Accurately and effectively uses a minimum of two provided sources to support the opinion. Effectively cites evidence by quoting, summarizing and/or paraphrasing facts and details.	Accurately and skillfully uses a minimum of two provided sources to support the opinion. Consistently and thoroughly cites evidence by quoting, summarizing and/or paraphrasing facts and details.
Organization	Creates minimal or no overall structure. Ineffectively organizes an opinion with reasons that are supported by facts and details. . Makes minimal or no attempt to use transitions to connect the opinion, reasons, and evidence. . Provides a weak conclusion section or lacks a conclusion section to support the opinion.	Attempts to create a structure for the opinion. Organizes introduction of the topic and states an opinion with reasons that are supported by facts and details, but contains some lapses that disrupt the cohesion or are inappropriate . Attempts to use transitions to connect the opinion, reasons, and evidence, but they are simple and infrequent . Provides a conclusion section in an attempt to support the opinion.	Creates and maintains a clear structure to develop the opinion. Logically organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Uses effective transitions to connect the opinion, reasons and evidence. Provides a logical conclusion section to support the opinion.	Creates and maintains a sophisticated structure to develop the opinion. Skillfully organizes introduction of the topic and states an opinion with reasons that are logically ordered and supported by facts and details. Consistently uses a variety of transitions to create a strong connection between the opinion, reasons, and evidence. Provides a thorough conclusion to support the opinion.
Language / Conventions	Lacks or uses an inappropriate formal tone or voice. Lacks the development of task-appropriate writing. 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 tone or voice. Attempts to develop task-appropriate writing. Attempts appropriate word choice. Makes frequent errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains an appropriate formal tone or voice. Establishes and maintains task-appropriate writing. 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. 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

There are more then 4,500 kids in this wrold that star at screen every day that is baded for your veishon it can make you go bined and you will not be able to see where you are going and win you get udted to the phone you will not get off of it.

Anchor Annotation, Paper 1

Score Point 1, 1, 1, 1, 1

Clarity/Coherence: The response starts to develop an opinion, but the opinion is not focused, is unclear and is not developed enough to attempt to answer the prompt. **Score Point 1.**

Support: The response fails to adequately support the opinion with reasons. The response provides an incomplete, inaccurate and irrelevant explanation of reasons. Some basic support seems to be given, but it is minimal in nature and does not support the reasons. **Score Point 1.**

Sourcing: While the beginning of the response (...more then 4,500 kids...) is taken directly from one of the passages, no other mentions are made to either passage. Therefore, it uses only one or none of the required resources. **Score Point 1.**

Organization: The writer ineffectively organizes ideas and makes minimal or no attempt to link claims, reasons, or evidence. The writer ineffectively organizes ideas and makes minimal or no attempt to link claims, reasons, or evidence. **Score Point 1.**

Language/Conventions: The response lacks formal style and tone. Errors in spelling, grammar, and punctuation are numerous, making it difficult to understand the writing (...win you get udted to the phone...). **Score Point 1.**

I think it should stay 2 hours because it really effects your health it could effect your eye site, your brain , and the amount of hours of your sleep.

Anchor Annotation, Paper 2

Score Point 1, 1, 1, 1, 1

Clarity/Coherence: The response does not state an opinion. It misses the demands of the prompt. **Score Point 1.**

Support: The response provides minimal or unrelated facts and details to support the reasons. The support that is present is not developed enough to receive credit (*...really effects your health it could effect your eye site, your brain...*). **Score Point 1.**

Sourcing: The response does not directly cite information from either passage. **Score Point 1.**

Organization: The response lacks a minimal overall structure and therefore any attempt at organization. **Score Point 1.**

Language/Conventions: The response lacks formal writing and appropriate tone. It makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing. **Score Point 1.**

It is important to make more time for othe thing is because if you don't make more tim for other things you will not be able to get your dayley exercise and you will not get a hight rank as the other kids who do not use as much network time as you one thing they sayed in the text was you need exercise and it is important because if you just use elctroncs you will not stay helfty as the othere people do this is why it is important to make more time for othre thing that you need more than screen time.

Anchor Annotation, Paper 3

Score Point 1, 2, 1, 1, 2

Clarity/Coherence: The response states an opinion that lacks focus and misses many demands of the prompt by failing to provide an opinion essay. **Score Point 1.**

Support: The response attempts to include some relevant support for the opinion, (*...you will not be able to get your dayley exercise and you will not get a hight rank as the other kids...*). **Score Point 2.**

Sourcing: The response does not directly cite information from either passage. **Score Point 1.**

Organization: The writer ineffectively organizes ideas and makes minimal or no attempt to link claims, reasons, and evidence. **Score Point 1.**

Language/Conventions: The shows some attempt at control over spelling and grammar. The errors start to interfere with our understanding (*...just use elctroncs you will not stay helfty as the othere people...*), but this is adequate for a score point 2. **Score Point 2.**

Do you think about staying off your phone or ipad less you should because of these reasons. The most important reason why we should have less screen time is. That we spend more time on them than anything, we make more memories, and sleep longer.

Have you thought huh i play my phone/ipad alot. first if you play alot of games your eyes will start to hurt such as if you stare at your t.v this blue light goes into your eyes and affects it. Next if you watch t.v all day and night and don't go outside then you won't have healthy skin. For instance, you don't get vitamin d so your skin gets wrinkly. lastly if you spend all your time on t.v your friends and you will be bored. For example, if you watch t.v and don't play with your friend they will have nothing to do and you won't have nothing to do all in all that is why I want to stay off my iphone more.

Anchor Annotation, Paper 4

Score Point 2, 2, 1, 2, 2

Clarity/Coherence: The response does provide an opinion that attempts to answer the prompt. **Score Point 2.**

Support: The response includes only general explanation of reasons, (*..your friends and you will get bored*). More detail would be necessary for a higher score point. **Score Point 2.**

Sourcing: There is no direct reference to information from either of the passages. **Score Point 1.**

Organization: The writer attempts to organize ideas. The writer also uses some basic transitions (*For instance; For example*) that show some control and attempt at organization. **Score Point 2.**

Language/Conventions: The response attempts to show some control over language and conventions, but there are many errors that may interfere with understanding. **Score Point 2.**

why I think that it is important for you to make time away from your screen. Is because if you spend most of your time on a screen then you might start having trouble sleeping or your grades might go down. In a certain subject for examples from the text it says that 1 “The kids who spend more time looking at a screen performs worse on memory, language and thinking tests than others that spend less time on a screen.” 2 “Screen time before bed can make it harder to sleep.” Those two reasons are why I think that people should stop looking at screens and get out more. And have fun with your real friends and not online people you may or may not know I also have another reason. Reason if you spend most of your day looking at a screen you won’t have any time to exercise your self and stay strong and healthy.

Anchor Annotation, Paper 5

Score Point 2, 2, 2, 2, 2

Clarity/Coherence: States a general opinion that addresses the prompt but has lapses in focus. It attempts to address the demands of the prompt. **Score Point 2.**

Support: The response attempts to support the opinion with reasons, but the explanation of the reasons is vague and general, (*And have fun with your real friends and not online people...*). More specificity is necessary for a higher score point. **Score Point 2.**

Sourcing: The response uses both provided passages. The first passage, “Less Screen Time Linked to Better Memory, Learning in Kids” is referenced with both of the provided quotes. The second passage, “The Right Mix of Screen Time, Nature Time,” is referenced by the discussion at the end, mentioning exercise and staying strong and healthy. **Score Point 2.**

Organization: There is a basic attempt at organization, as evidenced by the use of some basic transitions. **Score Point 2.**

Language/Conventions: The response attempts to use a formal style and tone. There are numerous mistakes that may interfere with understanding. There is some attempt at control with punctuation. **Score Point 2.**

Hurt your eyes from looking at the screen all day. Kids who stare at screens perform worse on memory, language and thinking tests. It makes you not want to go to school because you are looking at your iPad. Children who spent fewer than two hours on screens scored about four percent higher on thinking related tests than did kids who spent more time on their screens. If you watch screens, you won't be healthy because you will just be sitting there. Children should have a time limit to look at screens, then sleep, go to school, and you will be healthy. Children should play with their siblings and don't be on your screen a lot. If you don't play with them, they will just keep asking you to play. You need your Chromebook at school so you can do your work. At home you can play games on your own computer.

Anchor Annotation, Paper 6

Score Point 2, 2, 2, 2, 3

Clarity/Coherence: The response states a general opinion that addresses the prompt. **Score Point 2.**

Support: The response attempts to support the opinion with reasons, but those reasons are not developed enough to receive a higher score point, (*If you don't play with them, they will just keep asking you to play*). **Score Point 2.**

Sourcing: The response references both of the provided passages. The discussion of thinking-related tests is from the first passage, while the discussion of being healthy is from the second passage. This shows adequate engagement with both passages to receive credit. **Score Point 2.**

Organization: While transitions are not present, ideas are organized slightly in the response, showing some attempt at organization. **Score Point 2.**

Language/Conventions: Compared to A05, this response – which is roughly the same length – shows much better control over language and conventions. The mistakes that are present do not interfere with understanding. **Score Point 3.**

Do you spend all day looking at a screen? If you do why not go outside and play! In my opinion, I think you shouldn't be on your screen all day.

One of the most important reasons to make time for other activities is so you can sleep better. The text says, "On average, school-aged children spend 9.5 hours sleeping; 6.5 hours at school; and at least an hour eating". This means you have plenty of time to go play outside. That is one reason why you should make time for other activities.

Another important reason is so you can exercise. The author explains, "They also advise kids to get at least an hour of exercise each day and between nine and 11 hours of sleep at night. Only five in every 100 of the surveyed children met all three guidelines". This means that kids barely exercised. That is another reason why you should make time for other activities.

My opinion is that you shouldn't be on your screen all day.

Anchor Annotation, Paper 7

Score Point 3, 2, 2, 3, 3

Clarity/Coherence: The response states a clear opinion that addresses all demands of the prompt (*In my opinion, I think you shouldn't be on your screen all day.*). **Score Point 3.**

Support: The response includes basic but vague support of the opinion. More development is needed for a higher score point. **Score Point 2.**

Sourcing: Both of the passages are referenced in the response. Both quotes are taken from the first passage, while the discussion of "play outside" is a reference to the second passage. This is the only reference to the second passage. More use of the second passage would be necessary for a higher score point. **Score Point 2.**

Organization: There is a clear and logical structure present. The ideas are organized logically, and some basic transitions are used. More developed organization would be necessary for a higher score point. **Score Point 3.**

Language/Conventions: The response has a formal tone that addresses the prompt. Errors are few and far between and those that are present do not interfere with understanding. **Score Point 3.**

Did you know that screens such as computers, smartphones, tablets and more have been near by us everywhere we go? More than 95 percent of kids teenagers and adults use these devices as apart of their everyday lives. There are also ways to make time for other activities in addition to screen time. In my opinion, the most important reasons to make time for other activiteis in addition to screen time is sleep, school, and social combersations.

First of all, every single human on Earth needs sleep. We need sleep to have energy and for our brains to opperate. If we use our tecnology all night than according to “Less Screentime Linked to Better Memory, Learning in Kids’ on paragraph 1 it states ‘ The kids who spend more time staring at screens perform worse on memory, language and thinking tests than do those who spend less time in front of a device.” This tells me that most likely kids who spend less time on screens have better memory, language, and taking thinking testes. Now another important reason to make time for other activities in addition to screen time is school. Most individauls have at least 8 hours of school. Students must be able to focus on studies, school work, and following directions. So this isn’t the time for tecnology or elses you’ll phone will be taken, the teacher wll yell at you, or worse.

Last of all, is socializing skills. Socializing is not a needed trait but it helps you with life. If you socialize on screens that can lead a netative acfet on talking and meeting new people. This is because of you are use to being able to just say anything sempley online. In summary, these are the most important reasons to make time for other actives in addition to screen time.

Anchor Annotation, Paper 8

Score Point 3,3,3,3,3

Clarity/Coherence: The response makes a clear claim that answers all demands of the prompt (*In my opinion, the most important reasons to make time for other activities in addition to screen time is sleep, school, and social combersations*). **Score Point 3.**

Support: The opinion is supported with clear, logical reasons and the reasons are supported by relevant facts and details, (*This tells me that most likely kids who spend less time on screens have better memory, language and taking thinking testes*). **Score Point 3.**

Sourcing: Both passages are referenced in the response. The passage “Less Screentime Linked to Better Memory, Learning in Kids” is cited and quoted. The other passage is referenced by the discussion of “socializing” at the end of the response. This is adequate for a score point 3. **Score Point 3.**

Organization: The writer effectively and clearly organizes ideas. Clear, logical transitions are used to effectively move from one idea to another, (*Now another important reason...*). There is a clear introduction that introduces the main idea, as well as a conclusion that ties the ideas together. **Score Point 3.**

Language/Conventions: The response creates and maintains an appropriate formal tone and voice. There are a few errors, but they are minor in nature and do not interfere with understanding. More development and more complex word choice would increase the score point. **Score Point 3.**

I think that making time for other activities is important. I think it is important because kids need to get more exercise, spend less time on screens, and children might need to work on projects and don't have time because they are watching Youtube or Netflix or playing Fortnite and Minecraft. Here are some more reasons that there should be time to do other activities.

First of all, kids need more exercise. Many kids today are overweight and need to lose weight. When you are exercising, you are using up energy and becoming less fat. Studies show that 29 out of 100 kids don't exercise 1 hour a day, and spend 3 hours on screen time. This shows that most kids need to exercise more than they do now.

Kids also need to spend less time on screens. Experts say that kids should not spend more than two hours on screen time, but on average, kids spend 1.6 hours more than they should have. I once spent more than four hours watching TV in one day and the next morning, I felt rotten because I didn't remember my homework.

One final reason is that kids need time for projects and other important school work. I once spent a lot of time playing video games and it was 2:00 in the morning before I got done with my project. That night I only slept six hours, which was really horrible for my brain and body.

In conclusion, kids need to get more exercise, spend less time on screens, and need to work on projects and school work instead of going on electronics. This is why kids need to have less screen time and work instead.

Anchor Annotation, Paper 9

Score Point 3, 3, 3, 3, 4

Clarity/Coherence: The response makes a clear claim that addresses all demands of the prompt (*I think that making time for other activities is important...because kids need to get more exercise, spend less time on screens, and children might need to work on projects*). **Score Point 3.**

Support: The response includes logical reasons as to why kids should spend less time on screens, (*need more exercise and need time for projects and other important school work*). **Score Point 3.**

Sourcing: Relevant information from both passages is included. The first passage is referenced by the discussion of exercise and the various statistics that are mentioned, while the second passage is referenced by the discussion of needing time for projects. **Score Point 3.**

Organization: The writer effectively and logically organizes ideas. There is an introduction and a conclusion which help support the opinion. Relatively consistent transitions are used, (*One final reason...*). **Score Point 3.**

Language/Conventions: For grade level and the length of the response, the writing is very strong. There is one mistake in this response. Schoolwork is written as *school work*. Otherwise, spelling, grammar, and punctuation are all correct. Tone is strong. This is more advanced writing than can be seen in A8. **Score Point 4.**

Screens. They advancement of technology. Both the world's savory and the world's doom. Limiting screen times has been a constant argument. I strongly believe that we should 100% limit kid screen time. One very important reason is child health. Another reason is kids not being able to learn. One final reason is making memories with loved ones. Limiting screen time would be a benefit for everyone.

A very very important reason we should limit screen time is kids health and well being. First and foremost, kids are not getting enough sleep. An example of this is when I stay up late on the weekends I am cranky and upset and that is not good for me also screen time before bed can make it harder for you to sleep.

A second reason screen time should be limited is school. Limiting screen time would increase grades! An example of this is I do not get my iPad all school week and I have all "A's". Also less screen time means better test scores. The text states "Less screen time linked with better cognitive scores." Another thing is friends at school. If someone is grouchy no one will want to be your friend and who's fault is that a screen. We need to limit screen time.

Last but not least, family time. Screens can pull families apart. This is bad because if a big sister is too busy on here she will miss opportunities with her little sister. Also memories are not being made on screens. One way my family likes making memories is board games, but we are not always looking at the TV. Finally, you might miss something big going on in your own house. Like once when I missed when my mom announced a big family trip. Someone has to limit screen time.

Kids being healthy. School problems. loss of family time. Are serious problems and reasons screen time should be limited. Screen time is the doom of the world. Screen time should be limited 100%.

Anchor Annotation, Paper 10

Score Point 4, 4, 3, 4, 4

Clarity/Coherence: The response makes a clear, coherent claim that fully addresses all demands of the prompt.
Score Point 4.

Support: The response includes strong, direct support. Not all of the support comes from the passages, but even the support that was added by the student, (...*when I stay up late on the weekends I am cranky and upset; Screens can pull families apart*), is strong and direct. While these don't directly come from either passage, both are acceptable as support. **Score Point 4.**

Sourcing: As mentioned in the previous annotation for Support, several of the examples and reasons that the writer uses are not grounded in evidence from either passage. While both passages are accurately used - the discussion of *health* is adequate to give credit for the second passage - they needed to be drawn upon more for a higher score point. **Score Point 3.**

Organization: The writer clearly and logically organizes ideas. There are many, varied transitions within the response to indicate moving from one idea to another. There is a logical introduction and conclusion that connect directly to the opinion stated. **Score Point 4.**

Language/Conventions: While there are a few more errors in this response than might typically be seen with a score point 4, for the most part, the writing is strong. A few words (*apuretunities*) are spelled phonetically. Punctuation and grammar are consistent, especially for grade level. **Score Point 4.**

Stop and think for a sec. What would be the one thing you couldn't live without? I'm going to guess, like most kids, tech would be hard to live without. I mean, come on, who wouldn't want to play endlessly on your phone, chatting with friends and beating your high record? But could there really be a benefit to less screen time?

One Smart Cookie

Studies show that less screen time leads to higher grades, and kids scored much better on thinking related tests than kids that stuck to their verrry long screen time. The kids that ignored the suggestions, (one hour of exercise, 11 hours of sleep, and only 2 hours of screens) their grades lowered and they got less sleep. On the other hand, kids that followed the suggestions and put down the phones, they got 4 percent higher on tests since screens really affected their results in grades.

Mother Nature Saves The Day

When is the last time you set down your phone and took a nice big gulp of fresh air and played in the backyard? No really, think about it. If you really did put the phone away long enough, you'd realize the benefits. Playing outside or just taking a nice stroll in the park improves physical, mental, and social health. Really all kids should spend at least 9.5 hours asleep, 6.5 hours at school, 1 hour eating, and 3 hours doing miscellaneous projects. The extra time you have should be used for outside playing, and maybe 2 hours of screen time. The AAP (American Academy of Pediatrics), recommends that we should balance media with healthy habits, such as walking in the park with a friend or shooting some baskets. All kids should have at least 60 min (1 hour) of outdoor activities.

Screen Time? A Good Thing?

So now you're probably staring at your phone, thinking about chucking it in the wood chipper. But wait! There are some benefits to it. Children are learning earlier and are increasingly exposed to knowledge. There are also new opportunities to access health info. Due to certain devices, an amount of time on devices can improve or help kids' moods.

So now we know one thing: screen time is not the best thing, but it's not horrible. Really we should spend more time outside and playing than being stuck inside, eyes glued to the screen. So get up, stretch a bit, and get outside!

Anchor Annotation, Paper 11

Score Point 4, 4, 4, 4, 4

Clarity/Coherence: The response makes a clear and coherent claim that there are many benefits to less screen time, including higher grades, playing outside, and exercise. **Score Point 4.**

Support: The response includes several statements of relevant information to support the opinion. Each reason is defined and explained in its own paragraph. **Score Point 4.**

Sourcing: The response accurately draws on both of the passages as evidence. The discussion of grades in "*One Smart Cookie*" relates directly to the first passage, while the discussion in "*Mother Nature Saves The Day*" is drawn from the second prompt. **Score Point 4.**

Organization: Organization is strong and logical. Ideas are organized accurately and in such a way that they make sense. There are some internal transitions used, and there is a solid introduction and conclusion. **Score Point 4.**

Language/Conventions: The response has a formal style and tone that is appropriate for the task at hand, (*Playing outside or just taking a nice stroll in the park improves physical, mental, and social health*). Very few errors exist, especially in relation to the amount of writing present. **Score Point 4.**

Do you think that it's bad how much time kids are spending on electronic devices now? I understand that there are benefits in using these devices, but we need to start taking more time out of our day to do other activities that don't involve electronics. There are so many important reasons to why we should start making time for other activities in addition to screen time like going outside. Nature improves our stats. Think about your grades, getting more than two hours of screen time lowers your memory. Also, using your electronic before bed makes it harder to go to sleep at night. You have to be able to move around and exercise throughout the day.

First of all, getting outside in nature is really helpful towards our body. For example, in the passage, "The Right Mix of Screen Time, Nature Time," it says how nature can improve physical, mental, and social health. Engaging in outdoor activities for at least sixty minutes is advised by Disease Control because again, nature improves your physical, mental, and social health. Improving your mental health is beneficial and healthy. You'll be able to concentrate and remember things better that you learn at school. Improving physical health is great as well. Electronics are causing people to stop getting exercise. In the passage, "Less Screen Time Linked to Better Memory, Learning in Kids," Jeremy Walsh, who is studying how bodies work during exercise says, "They're not being physically active." So, make sure that you are making time for physical outdoor activities aside from electronics.

Second reason aside from nature improving our stats is, using our devices less than two hours. Our screen time increasing is making our memory decrease. In the passage, "Less Screen Time Linked to Better Memory, Learning in Kids," it says that, "Less screen time was linked with better cognitive scores." It also says, "Children who spent fewer than two hours on screens scored about four percent higher on thinking-related tests than kids who spent more time on their screens." This shows that using more time to study and think about things than playing on our phones, computers, and other types of screens, is better for our minds and memory. This also can effect our grades, which will determine our future jobs and if we meet the right standards to move on to college. Use more time in your day to think about how limiting your screen time will affect your future and your mind. See if it helps you with remembering things better.

Last reason is to limit the usage of screen time before bed. Using your screens before bed makes it harder to sleep. With stress from school, work, or whatever keeps your busy during the day, you're going to need sleep and energy. Being energized is what keeps your body running through out the day. When not getting enough sleep, your body can't function properly and then what? You're going to be tired and have a higher chance of falling asleep through out the day. If you're sleeping through school, how will you remember anything your teacher had just taught? Your memory is also effected by your choice of screen time. From a picture in the passage, "The Right Mix of Screen Time, Nature Time," it shows kids spend up to 9.5 hours of sleep. This is good for your body to stay energized and awake through the day. Think about the way using your screen before bed will affect your body and the next day.

So, I hope you have learnt that taking some time out of your day to do other activities besides screen time is important for you, and your body. So reasons why limiting screen time is important are, improving your overall stats. Getting out in nature improves your physical, mental, and social health. Getting less than two

hours of screen time helps your memory remember more things. Also, using your device before going to bed makes it harder to go to sleep. Now that you know what too much screen time can do to your body, maybe you'll decide to limit the amount you spend on screens a day, too!

Anchor Annotation, Paper 12

Score Point 4, 4, 4, 4, 4

Clarity/Coherence: The response makes a clear and coherent claim that thoroughly addresses all demands of the prompt, (*There are so many important reasons to why we should start making time for other activities in addition to screen time like going outside*), and continues to elaborate on the ideas that are presented. **Score Point 4.**

Support: The response is thoroughly supported with logical reasons. The reasons that are provided are thoroughly explained, (*This shows that using more time to study and think about things than playing on our phones, computers, and other types of screens, is better for our minds and memory*). **Score Point 4.**

Sourcing: The response effectively uses both provided passages multiple times throughout. Each passage is accurately cited and integrated. In comparison to A10, this response includes more direct, relevant examples of sourcing directly from each passage. **Score Point 4.**

Organization: The writer shows very strong organization through a logical flow of ideas, as well as advanced transitions. There is a clear and concise opinion at the end that relates directly back to the main idea of the response. **Score Point 4.**

Language/Conventions: The response is incredibly well written for grade level. Very few errors are present, and any that are present do not interfere with understanding of the response. Word choice is strong, varied, and advanced for grade level. Tone is consistently appropriate and formal. **Score Point 4.**



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