

**Michigan Educational Assessment Program (MEAP)
Social Studies Constructed Response
Annotated Scoring Guide
Grade 6**

Fall 2007

Acknowledgements

This document was created by the Michigan Department of Education and a team of Michigan social studies teachers who also serve as MEAP Range Finders.

Michigan Department of Education

Ruth Isaia
Michigan Department of Education
Office of Educational Assessment and Accountability

Karen R. Todorov
Michigan Department of Education
Office of School Improvement

Michigan Teachers

Lori Burns
Frost Middle School
Livonia Public Schools

Mike DeSantis
Troy Athens High School
Troy School District

Joel Erndteman
Muskegon High School
Muskegon Public Schools

Shelly Kranz
Williamston Middle School
Williamston Community Schools

Therese Miotke
Highview Elementary School
Crestwood School District

Lawanda Parker
Eisenhower High School
Utica Community Schools

Bill Strickland
East Grand Rapids High School
East Grand Rapids Public Schools

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Introduction

Overall Purpose of Michigan Educational Assessment Program (MEAP) Constructed Response

An important skill of responsible citizens is to effectively communicate ideas about policy issues, whether it is to a newspaper editor or a political leader. The Constructed Response portion of the MEAP is intended to evaluate the ability of students to communicate their ideas about policy issues.

Purpose of this Annotated Scoring Guide

This Guide is intended to help Michigan teachers understand the process by which students' responses are scored. The Guide contains examples of student responses and explains how those responses were scored. This document is not an exhaustive list of all issues related to the MEAP Constructed Response, only those that are most common. More complete information re: MEAP Issues can be found at:

- Social Studies Curriculum, including Core Democratic Values, History Themes, Lesson Plans, <www.mi.gov/socialstudies>
- Released 11th MEAP Items <www.mi.gov/mde/0,1607,7-140-22709_31168_31355---,00.html>
- MME General Information <www.mi.gov/mme>.

MEAP Constructed Response Scoring

MEAP Constructed Responses are scored by an outside contractor, according to a standard rubric (see below and page 5). Each response is independently read by two scorers. In order to maximize the reliability and validity of the scoring process, standards are first set internally by the MEAP department of the Michigan Department of Education. This is called "Range Finding." A committee of Michigan social studies teachers serve as "Range Finders" in order to determine criteria for acceptable versus unacceptable responses.¹ The MEAP is a large scale, on demand assessment that evaluates all students in the state, as opposed to classroom assessments. In the interest of fairness for all Michigan students, Range Finders determine the *absolute minimum* that will be accepted as demonstrating a required skill. The examples in this document reflect student responses that were "acceptable," not necessarily exemplary or perfect.

The Three MEAP Social Studies Rubric Categories

1. **Position:** Clear and supported statement of position;
2. **CDV:** Supporting information using **a core democratic value** of American constitutional democracy; For a list of CDVs go to <http://michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf>
3. **Data:** Supporting information from the Data Section;

¹ For those interested in participating in the Range Finding process, please contact Ruth Isaia at isaiar@michigan.gov

6th Grade
Scoring of Constructed Response:
MEAP Social Studies Rubric

Points	Description
3	<p>The supporting core democratic value and data used by students must be explained in enough detail to show a clear connection to the position taken in order to receive credit.</p> <p>In order to receive a 3-point score, the response must:</p> <ol style="list-style-type: none"> 1. Give a clearly stated position on the issue and support their position <ul style="list-style-type: none"> ▪ Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide 2. Provide at least one supporting point that is based on core democratic values of American constitutional democracy that is explained in enough detail to show a clear connection to the position taken. <ul style="list-style-type: none"> ▪ Do not accept if this support contradicts stated position 3. Provide one (or more) piece(s) of accurate, valid, and relevant supporting information from the Data Section that is explained in enough detail to show a clear connection to the position taken. <ul style="list-style-type: none"> ▪ Do not accept if this support contradicts stated position
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> ▪ give a clearly stated and supported position on the issue, and ▪ contain at least 1 of the remaining 2 elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> ▪ give a clearly stated and supported position on the issue
0	<p>Response shows no evidence of a clear position or the position is not supported in any way.</p>

Task II: Taking a Stand

You will now take a stand on the following public policy issue.

22 Should the county commissioners make special play areas only for small children in all county parks?

You may either support or oppose the proposal. Write a letter to the county commissioners. Use information from the Data Section to provide reasons that support your position.

You will be scored on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy; and
- supporting information from the Data Section.

Remember to: Use complete sentences.

Explain your reasons in detail.

Explain how the core democratic value you use connects to your position.

Write or print neatly on the lines provided in your **Answer Folder**. No additional sheets may be used.

**ANSWER THIS ITEM IN YOUR ANSWER FOLDER.
NOTHING WRITTEN IN THIS TEST BOOKLET WILL BE SCORED.**

Explanation of Scoring Rubric

Most of the responses shown in this Guide are based on the following 2005 6th grade (MEAP) released item prompt. When applicable, actual student responses from this prompt are used (e.g., *refer to Anchor Paper 7*). All other examples are universal applications. The full 2005 item and sample student responses can be found at the end of this document, or at www.mi.gov/documents/hstssrel01_94277_7.pdf. These responses were edited, on occasion, to more clearly reflect one of the scoring issues.

Prompt: Should the county commissioners make special play areas only for small children in all county parks?²

Position (Thesis)	
Explanation of Required Characteristics	Student Example with Commentary
<ul style="list-style-type: none"> • Must clearly state <i>and</i> support a position <i>to receive any points</i>. • A response that begins with one position, and then changes/contradicts that position without resolution will receive a zero. • Refusing to take a position will also receive a zero. • A clearly stated position must be supported. Responses that clearly state a position but <i>fail to support it will receive a zero</i>. • Personal opinion <i>is</i> acceptable for support of position. 	<p>Acceptable: “<i>I [am] oppose[d] to the idea of making special play areas for small children only in the parks. This would not be fair for the big kids!</i>” (Refer to Anchor Paper 2)</p> <p>Unacceptable: “<i>I think [they] should have an only small children section.</i>” [This is the entire response]. This does not receive a position point because there is no support. (Refer to Anchor Paper 10)</p> <p>Unacceptable: “<i>This is too hard to decide. We should let the community figure it out.</i>” No “pro” or “con” position is taken, therefore no point is earned.</p> <p>Unacceptable: “<i>I think we should have a little kids playground ... Because so many of the older children oppose having the play areas for little kids, I don’t think it is fair.</i>” This does not receive a position point because the student changes positions. (Refer to Anchor Paper 9)</p>

² See the end of this document or 2005 Release items for this complete item and sample student papers: www.mi.gov/meap.

Relevant Issues that Affect how ‘Position’ is Scored	
A Clear Slip of the Pen	<p>Students who have written an organized and supported position may mistakenly add, change, or skip a word that may appear to change his/her position. Scorers attribute this error to “test pressure/test anxiety” and ignore the mistake. This type of error is called “a clear slip of the pen.” Acceptance of this type of error is given if the paper in its entirety clearly supports a single viewpoint.</p> <p>Example: <i>“The core democratic value is popular sovereignty-power of the people (vote). The little ones she [should].”</i> The entire essay, with the exception of the last sentence, supports the student’s position. The Range Finders’ judgment is that the student intended to maintain the position in the last sentence. Therefore, there is no contradiction. (Refer to Anchor Paper 4)</p>
Modified Position	<p>Occasionally students will modify the question, e.g.: <i>“I think that we should have a county park for kids.”</i> The prompt, however, asks whether there should be separate play areas in all county parks for small children. (Refer to Anchor Paper 8)</p> <p>For a modified position to receive a “position” point there must be data in the Data section to support the position.</p>

Core Democratic Value (CDV)

In order to earn a point, the CDV must be explained in enough detail to show a clear connection to the position taken. The following is provided to clarify how the CDVs that are most commonly misused are scored.

For a full description of selected CDVs, see www.michigan.gov/socialstudies

When applicable, actual student responses from the released prompt are used, they will be identified in italics. All other examples are universal applications.

CDV	Requirements
<p>The Common Good must include:</p> <ul style="list-style-type: none"> • A description of <i>who</i> benefits • A description or explanation of the benefit 	<p>Common Good is defined as that which is good for society as a whole. The 6th grade definition of “society” should be a group of people (e.g. community/local, state, or national in scope). It can also include the student’s classroom, neighborhood, etc.</p> <p>Scorers pay attention to the difference between rights held by <i>individuals</i> and those held by <i>groups</i>, e.g.: the common good is applied to the whole group, not a single individual.</p> <p>Acceptable: <i>“The common good applies to my position because it wouldn’t be good for the big kids if they weren’t allowed to play with their little brother or sister.”</i> The student shows how common good applies to the whole group, i.e. “big kids”.</p> <p>Unacceptable: <i>“Common good supports my writing because big kids shouldn’t make fun of little kids.”</i> The CDV is not sufficiently developed and does not show an understanding of common good. (Refer to Anchor Paper 7)</p>
<p>Individual Rights</p> <ul style="list-style-type: none"> • Speech • Assembly • Religion • Petition • Press, etc. 	<p>“Individual Rights” is a collective term. The “right” must be identified, explained, or an example of that right must be given.</p> <p>Acceptable: <i>“People have individual rights and we should be able to say what we want.”</i> The “individual right” is correctly applied in this situation, even though it is not explicitly identified as free speech.</p> <p>Unacceptable: <i>“This goes against my Individual Rights. [This is the entire response].”</i> There needs to be an example or explanation of <i>which right(s)</i> are relevant.</p>

<p>Pursuit of Happiness applies only to activities that</p> <ul style="list-style-type: none"> do not infringe on the rights of others are legal are not dangerous to the public health and/or safety of others 	<p>The government should not unduly interfere with a citizen’s right to seek happiness in his/her own way.</p> <p>Acceptable: <i>“I am opposed to the idea of making special play areas for small children... The Pursuit of Happiness means everyone should be happy in their own way as long as they don’t step on the rights of others. This would not be Pursuit of Happiness because smaller kids might be happy, but this would not be fair [to] the bigger kids, cause they wouldn’t be allowed.” (Refer to Anchor Paper 2)</i></p> <p>Unacceptable: <i>“Pursuit of Happiness means to try to do some that make you happy.” [end of argument] No explanation of the CDV is given. (Refer to Anchor Paper 6)</i></p> <p>Unacceptable: Arguments that state, <i>“It is the government’s responsibility to make the citizens happy,”</i> do not earn the CDV point for Pursuit of Happiness.</p>
<p>Life</p> <ul style="list-style-type: none"> It is the prime responsibility of the government to protect the lives and safety of its citizens. Acknowledged exceptions include serving in the military, and federal capital punishment. 	<p>The CDV of Life is appropriately used when the lives of the citizens are at stake. <i>Quality of life</i> is not the same as the CDV of “Life.” Scorers look for concepts relating to: <i>“fatality, fatal, death”</i> to award a point for this CDV.</p> <p>Acceptable: <i>“A big kid could push a small kid off the slide and the small kid could die.”</i></p> <p>Unacceptable: <i>“...older children were playing basketball the children we [would] get hurt or stepped on because the older children would not be watching where their going.”</i> is not an acceptable use of the CDV of Life. (Refer to Anchor Paper 9)</p>
<p>Popular Sovereignty is related to voters.</p> <ul style="list-style-type: none"> Popular Sovereignty arguments must be supported by the data or prompt “Majority rule” is acceptable as an example if/when reflected in the data section 	<p>Acceptable: <i>“The core democratic value is popular sovereignty – power of the people (vote)... And parents should be able to vote also so [their] little ones don’t get hurt.”</i> students apply popular sovereignty to the adults to vote on community issues. (Refer to Anchor Paper 4)</p> <p>Unacceptable: <i>Everyone I know agrees that small children should have their own play area.</i> This example does not show an understanding of this CDV.</p>

<p>Equality It is important to emphasize equality of opportunity.</p> <p>Patriotism*</p>	<p>Acceptable: <i>“The core democratic value is equality. Equality means everyone should be treated equal and this is not equality because if there is only stuff for big kids then small kids can’t play and that is not equality.” (Refer to Anchor Paper 1)</i></p> <p>Acceptable: <i>“I think [the core democratic value is equality] because there would be no special place for older kids to play at and if they put special areas in for younger kids they would not be treated equally.” (Refer to Anchor Paper 3)</i></p> <p>Unacceptable: <i>The county commissioners should guarantee that everyone has the same playground equipment.</i></p>
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Relevant Issues that Affect how ‘CDV’ is Scored

Students are asked to apply a CDV in their responses so as to enhance their understanding and appreciation for democratic values that are the basis of American public life. Social studies teachers are more concerned with students’ ability to explain and apply CDVs than in their ability to memorize names and definitions. The guidelines below reflect that philosophy.

Mislabeled CDV

A mislabeled CDV can earn a point if *all* of the following criterion are met:

- The response provides a clear definition/explanation of the (mislabeled) CDV.
- The mislabeled CDV is correctly applied to the response’s position.

Acceptable: *“The Core Democratic Value is The Pursuit of Happiness... This would not be Pursuit of Happiness because smaller kids might be happy, but this would not be fair [to] the bigger kids because they wouldn’t be allowed. This would make bigger kids mad! Fairness is related to the CDVs of Justice and/or Equality. This example is acceptable because this student has mislabeled Pursuit of Happiness as Equality. (Refer to Anchor Paper 2)*

Unacceptable: *“The Rule of Law it is not a law for the small children couldn’t have [their] own play area.” (refer to Anchor Paper 6)* Rule of Law here is unacceptable because it is not explained well enough to identify another CDV.

Unnamed CDV

A response can earn the CDV *point even if it does not name the specific CDV*, as long as it:

- provides a clear definition and/or explanation of a (specific, unnamed) CDV.
- applies that CDV to the issue and/or question.

Acceptable: *...If you make me give up my work and do community work I will lose money, and if it is all legal, you can’t tell me what work to do. This passage accurately describes the CDV of “Economic Freedom” even though that phrase is never explicitly used.*

Another Example

Acceptable:

“Giving Congress the right to overturn Supreme Court decisions would contradict the well established tradition that all laws must be approved by Congress, have the President’s signature (or congressional override in case of Presidential veto), as well as judicial review. The Supreme Court has always been able to declare Congressional and Presidential acts unconstitutional.” This passage accurately describes the CDV of “Checks and Balances” even though that phrase is never explicitly used.

<p>Vagueness or “Name Dropping”</p>	<p>A response will <i>not</i> earn a CDV point if the explanation of that CDV is grossly inaccurate, very vague, or just mentioned without any explanation or connection to the position.</p> <p>Unacceptable: “The core democratic value is common good. Citizens should work together for the good of all people.” This is definition only and missing application of the CDV. (<i>Refer to Anchor Paper 8</i>)</p> <p>Unacceptable: “<i>The CDV of Truth supports my position.</i>” There is no description of <i>how</i> Truth supports this position.</p>

Relevant Issues that Affect how ‘Data’ is Scored	
Preponderance of Appropriate and Relevant Data	<p>When using multiple sources of data to support their arguments, students may include a piece of data that does not support their position, or is an inaccurate interpretation. Scorers use the “preponderance of appropriate data” rule: To earn a Data point the citations of “good data” must outweigh the use of “bad data.” “Bad data” is defined as data that supports the opposing argument/point of view, or is an inaccurate interpretation of the data set(s).</p> <p>Preponderance of appropriate data rule: One good use of data, (+1) and one bad use (-1) = no credit for data (+1 -1 = 0); whereas two good, one bad is acceptable for awarding data point. Thus, if students misuse one data fact, they must correctly use 2 other data facts to earn the rubric point.</p>
Appropriate Data	<p>Occasionally students will use a piece of data that appears to contradict their position, but through explanation actually works. (e.g.: “... <i>the data shows that 3% of the students used drugs. I have zero tolerance for drugs. I think that 3% is too much drug use on school grounds. We should spend as much money as it takes to make it 0%. Our children are that important!</i>”)</p> <p>References to data not in the data sets provided do not add to or subtract from the score.</p>
Relevance (“Data Dumps”)	<p>“Use of Data” is a skill that requires students to interpret and select data, not just regurgitate it. Students should select only the data relevant to their position and use it to support their position. Random “data dumps,” where data is just thrown in without interpretation, earn no points: e.g.: “<i>You can see from the table that 32% of students favor and 66% oppose community service, and 64% of parents favor it and 29% oppose it.</i>” [End of argument].</p>
Specificity of Data	<p>Students should cite a precise number, fact, or statistic from the Data section. However, specific numbers are not necessary, as long as the information is correctly interpreted and applied.</p> <p>Acceptable: “<i>According to the data 95% of kindergartners think they should have a play area for little kids only and 95% is higher than the other grades.</i>” (Refer to Letter 1)</p> <p>Acceptable: “<i>The chart show that older kids said no also.</i>” (Refer to Anchor 3)</p> <p>Unacceptable: “<i>According to the data, 135% of kindergartners to fifth grade said no.</i>” (Refer to Anchor 5)</p> <p>Unacceptable “<i>There is plenty of information in the Data Section that supports my position.</i>”</p>

Directions: Read the following information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

PLAY AREA FOR SMALL CHILDREN ONLY

A new play area at one county park is for small children only. At the entrance to the new play area, there is a low gate with a barrier across the top. Only children small enough to walk under the barrier without bending or stooping may play in that area.

DATA SECTION

Part A

Students from kindergarten through fifth grade were asked two questions. The table below shows the percentage of students who answered "yes" to each question.

	Grades					
	K	1	2	3	4	5
Do you agree that the park should have an area for small children only?	95%	90%	80%	50%	35%	20%
Are you tall for your age?	10%	15%	15%	25%	35%	35%

DATA SECTION (continued)

Part B

The county government provided information about the five county parks. (Park #1 is the park with the new play area for small children only.)

	Park #1	Park #2	Park #3	Park #4	Park #5
Picnic tables	X	X	X		X
Campground		X		X	X
Play area for all ages	X		X	X	X
Play area for small children	X				
Fishing		X		X	
Place for boats or canoes		X		X	

APPENDIX A-J

Please Note: Student anchor papers were typed without the students' spelling and/or grammatical errors.

Anchor Paper 1:

I think that they should make a play area for small kids only because there might not be any small equipment for small kids. Also, if there is only stuff for old kids what are the small kids going to play on.

The core democratic value is equality. Equality means everyone should be treated equal and this is not equality because if there is only stuff for big kids then small kids can't play and that is not equality.

I can relate this to economics the cause scarcity means there is not enough for everyone and there is not enough play equipment for small kids.

According to the data 95% of kindergartners think they should have a play area for little kids only and 95% is higher then the other grades. Also if most of the kindergartners think they should have a area for small children then they should.

Scores Anchor Paper 1:

Position- Response provides clear position in favor of special areas for small children because of the need for...small equipment for small kids.

Core Democratic Value- Response offers Equality and elaborates. Equality means everyone should be treated equal and this is not equality because if there is only stuff for big kids then small kids can't play.

Data- Provides support from data...95% of kindergartners think they should have a play area for little kids...if most...think they should have a area for small children then the should.

Appendix B

Anchor Paper 2:

I am opposed to the idea of making special play areas for small children only in the parks. This would not be fair for the big kids! The big and little kids should be able to share the park.

The Core Democratic Value is; The Pursuit of Happiness. The Pursuit of Happiness means everyone should be happy in their own way as long as they don't step on the rights of others!! This would not be Pursuit of Happiness, because smaller kids might be happy, but this would not be fair to the bigger kids, because they wouldn't be allowed. This would make bigger kids MAD!!!

I can relate this to economics. Our parents pay taxes. Taxes go to schools, road work (etc.). Paying for parks, also include taxes. So our parents/other adults would have to pay for something extra, the play area for small kids only. This would mean parents/adults would have to pay extra. This would make them mad!!!!

According to the data, only 20% of fifth graders think this is a good idea, and 35% of the fourth graders think this is a good idea. This is a low percentage. MOST of the bigger kids don't like the idea of having an area just for small kids!! This is why I oppose the idea of having an area Just for small kids!!!!

Scores Anchor Paper 2:

Position- Clear position opposing special play area as...*it would not be fair for big kids! The big and little kids should all be able to share the park.*

Core Democratic Value- Response offers Pursuit of Happiness...*everyone should be happy in their own way, as long as they don't step on the rights of others!! This would not be Happiness, because smaller kids might be happy, but would not be fair to bigger kids...* Mention of fairness also draws on CDVs of Equality and Justice.

Data- In support the negative position, cites data indicating that older kids oppose the separate park area. Only 20% of 5th graders think this is a good idea, and 35% of the 4th graders think this is a good idea.

Appendix C**Anchor Paper 3:**

I think there should not be special play areas just for small children. I think the Core Democratic Value for this is Equality. I think this because there would be no special place for older kids to play at and if they put special areas in for younger kids they would not be treated equally. The chart show that older kids said no also. In the past people have not been treated equally, and people have been discriminated. I think if they put play areas in just for small kids it would be discriminating the older kids.

Scores Anchor Paper 3:

Position- Opposes special area for small kids. Reasoning is embedded in CDV...if they put play areas in just for small kids it would be discriminating the older kids.

Core Democratic Value- Response offers CDV of Equality...because there would be no special place for older kids...they would not be treated equally...(and) it would be discriminating the older kids.

Data- Response draws supporting information from data section. The chart shows that older kids said no also.

Appendix D

Anchor Paper 4:

I think they should make special play areas only for small children in all county parks. Because some children get hurt playing on big kids stuff. Big kids might knock them over and step on them. We might not see them and hit them with the ball hard on the head.

The core democratic value is popular sovereignty-power of the people (vote). The little ones should be able to vote for a play area. And parents should be able to vote also so their little ones don't get hurt.

I can relate this to economics because it cost money to make a play area so they could have fund raisers and parents could tip in money.

According to the data 95% say yes and that 95% are kindergartners the little ones. Also grades 1, 2, and 3 have 90%, 80%, 50% as you see little kids want it more then bigs. And that is why I think we should.

Scores Anchor Paper 4:

Position- Clear, supported position in favor of area for small kids...because some children get hurt playing on big kids stuff.

Core Democratic Value- Credit, popular sovereignty- power of the people (vote)...parents should be able to vote so little ones don't get hurt.

Data- Data is used to show that small children want their own area. According to the data 95% say yes and that 95% are kindergartners...Also grades 1, 2, 3 have 90%, 80%, 50% as you see little ones want it more than bigs.

Appendix E

Anchor Paper 5:

I think we should not have play areas for small children because young children might be big for their age. Also, taxes might be raised to pay for the extra play equipment.

The core democratic value is equality. Equality means that everyone is treated equal. This is not equality because the bigger kids have less playground equipment to play on and the smaller kids have more.

I can relate this to economics. The economy will start to fail because someone has to pay for it.

According to the data, 135% of kindergartners to fifth grade said no. Also most parks are full of other stuff. This is why there should not be special play areas for small children only.

Scores Anchor Paper 5:

Position- Clear, statement of opposition...should not have play areas...because young children might be big for their age.

Core Democratic Value- Appropriate value of equality is offered with comment that it is...not equality because the bigger kids have less playground equipment to play on and the smaller kids have more.

Data- No Credit. Incorrect use of data. Student simply added across the row with the percentages of kids who are too tall for their age (135%) and transformed this into the percentage opposed to a special area...135% kindergartners to fifth grade said no.

Appendix F Anchor Paper 6:

Yes, you should make special play areas for the small children. Because what if a little kid plays on a big kids toys and fell down and got hurt? The Rule of Law it is not a low for the small children couldn't have their own play area. Could they just try it? Pursuit of Happiness means to do something that makes you happy. What if a little child breaks their leg on the big kids play area? The commissioners will have to pay for is medical bill.

Scores Anchor Paper 6:

Position- Clear yes with support. Yes...Because, what if a little kid plays on the big kids toys and fell down and got hurt?

Core Democratic Value- No Credit. Mention of Pursuit of Happiness is not elaborated. Simply stating it...means try to do something that makes you happy...is not sufficient.

Data- No Credit. No Credit. No attempt is made to draw from the data section.

Appendix G

Anchor Paper 7:

Yes, because they might get hurt with big kids the big kids might try to make fun of the little kids. Common good supports my writing because big kids shouldn't make fun of little kids. Little kids should not be bullied by big kids. They should buy more stuff for the little (ones) so (they) can play with them (and) watch them have fun. 95% of children think they should have playground by themselves.

Scores Anchor Paper 7:

Position- Affirmative position with support. Yes because they might get hurt with the big kids...

Core Democratic Value- No Credit. The CDV Common Good is offered but is not sufficiently developed. It is not meaningfully linked to the position.

Data- No Credit. No Credit. Data citation that 95% children think they should have playground by themselves...is incorrect. It is not 95% of all children but rather 95% of kindergarten children.

Appendix H Anchor Paper 8:

I think that we should have a county park for kids under age. Here are some reasons why. The mother and father might lose their kids in the big kid's area. Some of the big kids don't like the little children bugging them while they are laying basketball.

The core democratic value is common good. Citizens should work together for the good of all people. My last reason is that the parent might not want their children on the big kid equipment.

I can relate this to economics word opportunity cost, you must give something to get something.

According to the data 95% of the kindergarteners say that they should have a kiddy playground and 20% of the big kids say no that they should not have the kiddy playground because that want to play with the little kids.

Scores Anchor Paper 8:

Position- Affirmative position with support. The mother and father might lose their kids...some of the big kids don't like the little children.

Core Democratic Value- No Credit. The CDV Common Good is offered with additional comment that...citizens should work together for the good of all...only definition no application of core.

Data- No Credit. No Credit. The response takes two figures from the data section – one is correct but the other is incorrect. For credit a preponderance of data must be correct. Correct: ...95% of the kindergartners say that they should have a kiddy playground...Incorrect:...20% of the bigger kids say not hat they should not have the kids playground.

Appendix I Anchor Paper 9:

I think we should have a little kid's playground because younger children would be safer to play on playgrounds too. For example if older children were playing basketball the children we get hurt or stepped on because the older children would not be watching were they're going.

The Core Democratic Value is Pursuit of Happiness. Pursuit of Happiness means everyone should be happy as long as they don't step on the rights of others.

I can relate this to economics because younger children want to play in the parks too. This is an example of scarcity, because if younger children go on the playground with older children then they would get hurt, or pushed around by them. Tax dollars should be for all children in the parks.

According to the data, 95% of the kindergarteners, 90% of the first grade, and 80% of the second grade believe that there should be a small area for little children. However, 50% of the third grade, 65% of the fourth grade, and 80% of the fifth grade say that there shouldn't be a little children area. Because so many of the older children oppose having play areas for little kids. I don't think it is fair.

Scores Anchor Paper 9:

Position- No Credit. The student changes positions. I think we should have a little kid's playground because younger children would be safer to play on playgrounds... Because so many of the older children oppose having play areas for little kids. I don't think it is fair.

Core Democratic Value- No Credit. Student offered two contradictory positions in Position and Data. (Also provides explanation of Pursuit of Happiness but does not link it to any position. Pursuit of Happiness means everyone should be happy as long as they don't step on the rights of others)

Data- No Credit. No Credit. Contradicts original position supporting a special play area... Because so many of the older children oppose having play areas for little kids. I don't think it is fair.

Appendix J Anchor Paper 10:

I think they should have an only small children section.

Scores Anchor Paper 10:

Position - No Credit. Position stated but no support.

Core Democratic Value - No Credit. No CDV offered.

Data - No Credit. No Credit. No data is offered.