High School – Argumentative Writing Work Sample: Exceeds

Task: Your class is studying about computer technology and development. You are given five resources about 3-D printers and how copyright, patent, and trademark law apply to 3D printers.

*Read the sources carefully to **write an argumentative essay** supporting or opposing the school library getting a 3D printer for students to use. Make sure to address potential counterarguments in your essay and support your claim with information from the sources you have examined.*

Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

Ideas and Content: 5

The essay presents a clear, well-developed claim supporting the school library obtaining a 3D printer and maintains this position consistently. The writer uses multiple sources accurately (Source 2, Source 3, Source 1), develops reasoning with strong explanations, and integrates counterargument and rebuttal effectively. Ideas demonstrate conceptual understanding of library purpose, personalization benefits, access equity, and intellectual property law. Minor issues include some overgeneralization, a few areas where reasoning could deepen economically, and a slight drift toward promotional language. Overall, this is a strong, well-supported argument that meets high-school expectations.

Evidence from Student Work: Ideas and Content	Student Recommendations for Improvement: Ideas and Content
✓ **Clear, Well-Focused Claim** ○ The claim is explicit and appears early: ▪ "3D printers have many advantages that will greatly benefit the library users…" ○ The argument remains aligned to this claim throughout.	➢
✓ **Relevant, High-Quality Reasons Supporting the Claim** ○ Access + Equity: ▪ Argues that library printers close the "opportunity gap between different social economic statuses." ○ Convenience + Personalization (supported by Source 2): ▪ "Modify and create three-dimensional objects that gear toward the distinct purposes of the user." ○ Public resource expansion: ▪ Fits with modern library missions to provide tools not otherwise accessible.	➢ **Deepen Economic Reasoning** ○ Explain how access reduces financial barriers for low-income users instead of stating broad "closing the gap" claims.

Evidence from Student Work: Ideas and Content	Student Recommendations for Improvement: Ideas and Content
✓ **Accurate Use of Source Material** ○ Source 3 (copyright vs patent): ▪ Correctly states that most 3D-printed items "would not be protected… unless copyright or an active patent protects them," which reduces IP risk. ○ Source 1 (D.C. Library policy): ▪ Recommends adopting the staff-mediated system where "staff members have the only direct access to the printer," accurately reflecting Source 1's safeguard model. ○ Source 2 (NYT article) indirectly supported through emphasis on customization and user-specific tools.	➢ **Add More Specific Evidence About Benefits** ○ Use Source 2 to show how customization helps specific users (e.g., assistive devices, replacement parts).
✓ **Explanations Are Developed and Purposeful** ○ Explains how personalized printing aligns with library purpose: ▪ "Since the purpose of the library is to offer tools and information that may be hard to be obtained by individuals…" ○ Connects access to broader community outcomes "benefit the modern public."	➢ **Maintain an Analytical Rather Than Promotional Tone** ○ Focus on explaining benefits with evidence rather than advocating emotionally.
✓ **Counterargument + Rebuttal Included** ○ Acknowledges concerns: "some oppose its use… raising questions of potential misuse or its actual purposes." ○ Rebuttal uses Source 3 and Source 1 effectively to minimize legal concerns.	➢ **Clarify Rebuttal With Additional Source Support** ○ Add a reference to DMCA takedown protections from Source 4 to strengthen the IP rebuttal.
✓ **Minor Weaknesses** ○ Some overgeneralizations (e.g., "completely transform the library," "only beneficial," "harmful to no individual"). ○ Some statements drift toward promotional tone rather than analytical reasoning. ○ Economic implications could be expanded using more specific evidence.	➢ **Reduce Overgeneralization** ○ Replace statements like "completely transform the library" or "beneficial to all" with more precise, qualified language.

Organization: 5

The essay is well structured, with a clear argumentative progression, purposeful paragraphing, and strong coherence. The introduction establishes the claim, body paragraphs develop distinct reasons, and the conclusion synthesizes the argument. Transitions guide the reader effectively, and ideas build logically with no major gaps. Minor refinements could elevate cohesion, but overall the organization reflects strong high school–level control.

Evidence from Student Work: Organization	Student Recommendations for Improvement: Organization
✓ **Purposeful Introduction With Clear Claim** ○ The writer establishes the pro-3D-printer stance immediately and previews its relevance to library users.	➢ **Keep Purpose Aligned** ○ Reduce instances where the tone becomes promotional, which can weaken organizational precision.

Evidence from Student Work: Organization	Student Recommendations for Improvement: Organization
✓ **Logical Sequencing of Reasons** ○ Moves from: ▪ personalization benefits ▪ library purpose (access to tools) ▪ staff-mediated safety ▪ legal protection analysis ▪ counterargument + rebuttal ▪ conclusion ○ This order creates a coherent, persuasive progression.	➢
✓ **Paragraphs Are Focused and Distinct** ○ Each paragraph centers on one main idea, such as the role of customization, the mission of libraries, or the legal safeguards.	➢ **Enhance Internal Paragraph Structure** ○ Add topic sentences that preview the full reasoning of each paragraph.
✓ **Transitions Support Clarity** ○ Uses transitions like "Furthermore," "As expected," "Despite the concerns," which effectively show argumentative shifts.	➢ **Add Explicit Counterargument Transitions** ○ Signal the counterargument more clearly (e.g., "Some argue…").
✓ **Effective Conclusion Provides Synthesis** ○ Concludes that 3D printers "will only benefit the modern public," tying together access equity, safety, and purpose.	➢ **Tighten Synthesis in Conclusion** ○ Highlight exactly how each major reason supports the claim.
✓ **Minor Weaknesses** ○ Some paragraphs blend analysis with promotional tone, which slightly distracts from organizational sharpness.	➢

Voice: 4

The voice is confident, informed, and appropriate for an academic argumentative essay. The writer demonstrates strong engagement with the issue and expresses a clear stance. At times, advocacy becomes slightly overconfident or promotional, but overall the tone remains professional and audience-aware.

Evidence from Student Work: Voice	Student Recommendations for Improvement: Voice
✓ **Confident and Persuasive Tone** ○ Statements like "Their usefulness is endless" show conviction (though mildly overstated).	➢ **Anchor Voice in Evidence** ○ Ensure persuasive tone comes from strong evidence rather than broad statements.
✓ **Audience-Aware Framing** ○ Discusses benefits to "modern public," "students," and "various users," showing awareness of educational context.	➢ **Increase Precision When Appealing to Audience** ○ Directly reference school stakeholders (administrators, teachers, students).
✓ **Appropriate Academic Voice** ○ Uses formal, academic language throughout most of the essay.	➢ **Strengthen Academic Tone** ○ Keep language formal and neutral even when expressing conviction.

Evidence from Student Work: Voice	Student Recommendations for Improvement: Voice
✓ **Occasional Overstatement or Promotional Language** ○ Phrases like "only beneficial" and "usefulness is endless" lack nuance. ○ Some sentences drift toward advocacy rather than evidence-based reasoning.	➢ **Reduce Absolute Claims** ○ Replace "only beneficial" and "usefulness is endless" with more measured, evidence-backed descriptions.
✓ **Consistent Purpose** ○ Maintains argumentative stance clearly without becoming overly emotional.	➢

Word Choice: 4

Word choice is mostly precise, varied, and appropriate for an academic argument. The writer uses a strong range of vocabulary related to intellectual property, library services, and technological access. Occasional exaggerated or promotional phrases weaken precision but do not significantly detract from quality.

Evidence from Student Work: Word Choice	Student Recommendations for Improvement: Word Choice
✓ **Precise Academic Word Use** ○ Uses terms such as "distinct purposes," "public resource," "copyright," "policy," "regulations."	➢ **Avoid Promotional Language** ○ Replace vague evaluative words with source-based explanations.
✓ **Effective Integration of Source Language** ○ Incorporates key phrases accurately, such as "would not be protected by copyright."	➢ **Enhance Technical Vocabulary** ○ Use IP- and tech-related terms ("infringement mitigation," "authorized distribution," "custom fabrication").
✓ **Occasional Overgeneralization** ○ "Usefulness is endless," "only beneficial," "close the opportunity gap" (without specifying how).	➢ **Replace Overgeneralized Claims With Specifics** ○ Clarify what benefits the printer brings rather than using broad descriptors.
✓ **Strong Verb Choices** ○ "Expand," "benefit," "modify," "create," "positively impact."	➢
✓ **Mostly Clear and Disciplined Diction** ○ Avoids excessive conversational language; maintains formal tone.	➢ **Refine Abstract Expressions** ○ Give concrete examples rather than general claims like "positively impact."

Sentence Fluency: 4

Sentences flow smoothly with consistent clarity and variation in structure. Some moments of awkward or dense phrasing occur, but overall the fluency supports readability and maintains an academic tone.

Evidence from Student Work: Sentence Fluency	Student Recommendations for Improvement: Sentence Fluency
✓ **Varied Sentence Structures** ○ Uses compound and complex sentences effectively.	➢ **Increase Variety in Sentence Starts** ○ Add more introductory clauses to enhance rhythm.
✓ **Generally Strong Rhythm and Pacing** ○ Explanations unfold in a logical, readable manner.	➢ **Add More Internal Transitions** ○ Use clarifying phrases like "for example," "specifically," or "in addition."
✓ **Minor Awkwardness** ○ Occasional overly long sentences or repeated phrases.	➢ **Revise Slightly Awkward Structures** ○ Rework sentences where phrasing feels dense or stiff.

Evidence from Student Work: Sentence Fluency	Student Recommendations for Improvement: Sentence Fluency
✓ **Clear Control of Syntax** ○ Sentences are grammatical and cohesive.	➢ **Break Up Lengthy Sentences** ○ Improve clarity by separating multi-idea sentences.

Conventions: 5

The essay demonstrates consistent control of grammar, spelling, punctuation, and sentence boundaries. Errors are minimal and do not impede meaning.

Evidence from Student Work: Conventions	Student Recommendations for Improvement: Conventions
✓ **Accurate Grammar and Syntax** ○ Clear, correct sentence construction throughout.	➢ **Maintain Strong Editing Habits** ○ Continue careful proofreading practices.
✓ **Proper Punctuation Use** ○ Commas, periods, and quotation marks appear correctly.	➢ **Review Use of Commas for Clarity** ○ Some long sentences could benefit from additional punctuation.
✓ **Correct Spelling** ○ No significant spelling issues.	➢
✓ **No Sentence Boundary Errors** ○ No run-ons or fragments.	➢

Use of Sources: 5

The essay demonstrates accurate, meaningful integration of multiple sources. Evidence is correctly interpreted, well explained, and effectively linked to the writer's argument. Source use enhances credibility without dominating the voice.

Evidence from Student Work: Use of Sources	Student Recommendations for Improvement: Use of Sources
✓ **Accurate Use of Source 3** ○ Correctly notes that most items made with 3D printers "would not be protected… unless copyright or an active patent protects them," showing nuanced understanding of IP law.	➢
✓ **Effective Use of Source 1** ○ Uses the DC library model to argue for staff-mediated printing and regulated access.	➢
✓ **Implicit Use of Source 2 (Customization Benefits)** ○ Incorporates the key idea of personalization and user-specific design, consistent with the article's examples.	➢ **Use Source 2 More Concretely** ○ Reference a specific example of customization to illustrate user benefit.
✓ **Use of Multiple Sources Strengthens Argument** ○ Combines legal protections (Source 3) with policy recommendations (Source 1) and library-purpose reasoning (Source 5's ideas indirectly).	➢
✓ **Accurate Explanation Following Evidence** ○ Reasoning consistently follows from evidence presented.	➢ **Include Explicit Attribution** ○ Use signal phrases ("According to Source 1…") to strengthen clarity.
✓ **Minor Opportunities for Further Depth** ○ Could explicitly cite Source 4 to discuss takedown procedures.	➢ **Add Source 4 to Strengthen Legal Rebuttal** ○ Include DMCA takedown protections to show how illegal files can be removed.

Suggestions for Teaching Strategies to Support the Student Sample:

The following contain suggestions for teaching strategies and do not encompass a complete list of possible strategies.

Ideas and Content:

Evidence Integration Mini-Lesson

- Model how to insert specific, concrete examples from Source 2 (customization, innovation) into reasoning.

Economic Reasoning Expansion Workshop

- Teach students to explain *how* access reduces inequality using cost comparisons or public resource frameworks.

Precision Revision Strategy

- Students identify overly broad statements and revise them to accurate, grounded claims.

Counterargument-Rebuttal Strengthening Routine

- Practice using multiple sources to reinforce rebuttals (Source 1 + Source 4 + Source 3).

Organization:

Argument Structure Graphic Organizer

- Map paragraphs to elements of claim, reasons, evidence, counterargument, and rebuttal.

Transition Purpose Mini-Lesson

- Teach specific language for signaling counterargument and concession moves.

Conclusion Synthesis Modeling

- Show how to synthesize key points rather than restating them.

Voice:

Tone Calibration Practice

- Compare student sentences with more academically grounded versions.

Audience Lens Revision

- Teach students to write with specific school decision-makers in mind.

Evidence-Supported Voice Modeling

- Show examples of voice strengthened through precise source use.

Suggestions for Teaching Strategies to Support the Student Sample:

The following contain suggestions for teaching strategies and do not encompass a complete list of possible strategies.

Word Choice:

Vocabulary Precision Workshop

- Practice revising vague or promotional words.

Source-Based Lexicon Building

- Create a bank of terms students can draw from in their arguments.

Semantic Accuracy Lessons

- Demonstrate how word choice influences credibility.

Sentence Fluency:

Read-Aloud Fluency Routine

- Students listen for places where the rhythm breaks down.

Combining/Splitting Sentences Workshop

- Practice restructuring sentences for clarity and pacing.

Advanced Syntax Lessons

- Teach how to manipulate clauses for nuance and effect.

Conventions:

Advanced Punctuation Focus

- Teach nuanced comma and semicolon use for rhetorical clarity.

Peer Editing Stations

- Students identify minor clarity or punctuation refinements.

Conventions Checklists

- Provide students with structured revision routines.

Use of Sources:

Attribution Practice

- Teach varied and precise ways to cite and introduce sources.

Source Integration Workshop

- Model how to combine multiple sources within a single paragraph.

Evidence Verification Activity

- Have students confirm that each claim aligns with source material.