High School – Argumentative Writing Work Sample: Does Not Yet Meet

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: 2

The essay presents a clear position opposing the school library getting a 3D printer and provides two basic reasons: cost and copyright concerns. While the stance is clear, ideas are minimally developed, rely on incomplete or inaccurate interpretations of sources, and lack the depth expected in high-school argument writing. Evidence is limited, explanations are brief, and the essay does not address required components such as counterarguments. The writing shows emerging understanding of the task but insufficient detail, accuracy, or elaboration.

Evidence from Student Work: Ideas and Content	Student Recommendations for Improvement: Ideas and Content
✓ **Clear, Simple Claim** ○ States the position early: 3D printers "may cause quite a problem" and "are not worth the hassle." ○ The claim is consistent but not well developed.	➢
✓ **Reasons Are Relevant but Underdeveloped** ○ Cost: Mentions the price from Source 2 ("For $1,299, plus shipping") but provides no deeper reasoning or comparison to library priorities. ○ Copyright concerns: Mentions "big trouble" but does not explain the legal distinctions or context from Source 3.	➢ **Add Explanation and Depth to Each Reason** ○ Expand on why cost matters by comparing it to other library needs. ○ Explain how copyright or patent concerns apply using accurate details from Source 3.
✓ **Very Limited Use of Sources** ○ Only Source 2 and Source 3 are referenced, and both are used partially or inaccurately. ○ Omits important information from Sources 1, 4, and 5.	➢ **Integrate More Sources** ○ Use Source 4 to discuss the DMCA takedown process. ○ Use Source 5 when discussing the library's mission. ○ Add examples or explanations from Source 2 on how 3D printing actually works.
✓ **Inaccurate Interpretation of Legal Evidence** ○ Writes: "When a piece of work is copyrighted it is protected. No one can take credit for that work…" ▪ This oversimplifies Source 3, which explains that *most* 3D-printed objects are not protected by copyright or patent. ○ States the library might violate copyright rules, but Source 1 provides policies that prevent this—none of which are acknowledged.	➢ **Correct Misunderstandings of Source Information** ○ Revisit Source 3 to understand what types of items *are* and are not protected. ○ Include Source 1's policies showing how libraries prevent copyright violations.

Evidence from Student Work: Ideas and Content	Student Recommendations for Improvement: Ideas and Content
✓ **Inaccurate Interpretation of Legal Evidence** ○ Writes: "When a piece of work is copyrighted it is protected. No one can take credit for that work…" ▪ This oversimplifies Source 3, which explains that *most* 3D-printed objects are not protected by copyright or patent. ○ States the library might violate copyright rules, but Source 1 provides policies that prevent this—none of which are acknowledged.	➢ **Correct Misunderstandings of Source Information** ○ Revisit Source 3 to understand what types of items *are* and are not protected. ○ Include Source 1's policies showing how libraries prevent copyright violations.
✓ **Lack of Counterargument** ○ The essay does not mention or respond to any opposing viewpoints or benefits from the sources.	➢ **Include a Counterargument and Rebuttal** ○ Acknowledge at least one benefit (e.g., personalization, access, innovation) before explaining why it does not outweigh the drawbacks.
✓ **Minimal Explanation of Implications** ○ Cost is labeled "pricey," and copyright risk is called "stress," but neither is unpacked with reasoning or evidence.	➢ **Give Specific Evidence Instead of General Statements** ○ Replace phrases like "big trouble" and "added stress" with specific scenarios supported by source evidence.
✓ **Conclusion Repeats the Claim Without Adding Insight** ○ Restates earlier points: "extra stress," "pricey item," "use this money in a more logical way," but provides no new analysis.	➢

Organization: 2

The essay includes an introduction, two short body paragraphs, and a conclusion, but the structure lacks the depth and clarity expected for high school argumentative writing. Paragraphs are brief and underdeveloped, transitions are minimal, and sequencing does not fully support the argument. The lack of a counterargument weakens overall organization.

Evidence from Student Work: Organization	Student Recommendations for Improvement: Organization
✓ **Basic Introduction With a Simple Claim** ○ Opens with a general statement that 3D printers "may cause quite a problem."	➢
✓ **Body Paragraphs Are Very Short and Underdeveloped** ○ Cost and copyright concerns are each summarized in only one to two sentences. ○ Lacks development, examples, or elaboration.	➢ **Expand Each Body Paragraph** ○ Add explanation, examples, and evidence to develop each reason.
✓ **Weak Transitions Between Paragraphs** ○ Uses a simple transitional word ("Also") but no logical transitions to show relationships among ideas.	➢ **Use Purposeful Transitions** ○ Add transitions that clarify cause/effect, emphasis, or contrast.
✓ **No Counterargument Structure** ○ The essay omits the required counterargument and rebuttal element.	➢ **Add a Full Counterargument + Rebuttal Paragraph** ○ Present one benefit and explain why it does not outweigh the drawbacks.

Evidence from Student Work: Organization	Student Recommendations for Improvement: Organization
✓ **Conclusion Repeats Earlier Ideas** ○ Restates that 3D printers are "pricey" and "add extra work," but does not summarize reasoning or provide synthesis.	➢ **Write a More Analytical Conclusion** ○ Summarize reasoning and reinforce the connection between evidence and the claim.

Voice: 2

The voice is sincere but lacks the academic control expected in high school argumentative writing. Tone is overly conversational and relies on vague or emotional phrasing. Audience awareness is limited, and the argument lacks authoritative presence.

Evidence from Student Work: Voice	Student Recommendations for Improvement: Voice
✓ **Conversational Tone** ○ Phrases like "big trouble," "added stress," and "not worth the hassle" feel informal and emotional.	➢ **Shift Toward Academic Tone** ○ Replace casual expressions with evidence-centered, neutral language.
✓ **Lacks Academic Authority** ○ Does not reference evidence with confidence or precision; instead relies on personal impressions.	➢ **Ground Statements in Evidence** ○ Replace emotional language with factual claims tied to the sources.
✓ **Audience Awareness Weak** ○ Writes as though speaking to peers rather than school leaders.	➢ **Increase Audience Awareness** ○ Address the school board or librarians directly with thoughtful, evidence-based reasoning.
✓ **Some Attempt at a Persuasive Tone** ○ The writer expresses genuine concern about misuse and cost.	➢ **Develop a More Confident, Informed Voice** ○ Use precise vocabulary to demonstrate understanding of the issue.

Word Choice: 2

Word choice is often vague, informal, or general. The essay rarely uses academic or source-based vocabulary and relies on conversational expressions. Some terms are used incorrectly or without clarity.

Evidence from Student Work: Word Choice	Student Recommendations for Improvement: Word Choice
✓ **Informal or Vague Language** ○ "Big trouble," "not worth the hassle," "pricey," "added stress."	➢ **Replace Informal Expressions** ○ Use academic alternatives instead of casual language.
✓ **Limited Technical Vocabulary** ○ Does not use key legal terms such as "infringement," "patent protection," or "DMCA takedown."	➢ **Use More Precise Legal Vocabulary** ○ Incorporate terms like "patent-protected designs," "infringement," or "authorized distribution."
✓ **General Statements Without Precision** ○ "It is protected" does not specify what kind of protection (copyright vs patent).	➢ **Clarify Key Terms** ○ Accurately distinguish between copyright and patent.
✓ **Effective Word Choice Appears Rarely** ○ Some understanding of "copyright" is present but not elaborated.	➢ **Anchor Word Choice in Sources** ○ Use vocabulary directly from the text set for accuracy.

Sentence Fluency: 2

Sentences are readable but lack fluency, variety, and control. Many sentences are short and simple; transitions are minimal, and there is little syntactic complexity. Some repetition occurs, and pacing is somewhat choppy.

Evidence from Student Work: Sentence Fluency	Student Recommendations for Improvement: Sentence Fluency
✓ **Mostly Simple Sentences** ○ Many sentences follow the same basic structure and rhythm.	➢ **Connect Related Ideas** ○ Combine related thoughts into smoother, more cohesive sentences.
✓ **Limited Variation in Structure** ○ Few complex or compound sentences appear.	➢ **Vary Sentence Structure** ○ Use complex and compound sentences to add sophistication.
✓ **Repetitive Patterns** ○ Similar sentence openings and lengths ("Another reason… Also… This could…").	➢ **Break Up Repetitive Patterns** ○ Use different sentence openers and lengths.
✓ **Choppy Flow** ○ Abrupt shifts between ideas without internal transitions.	➢ **Use More Internal Transitions** ○ Add phrases showing contrast, cause/effect, or elaboration.

Conventions: 3

Conventions are mostly correct, but the writing shows some issues with punctuation, sentence boundaries, and clarity. Errors do not impede meaning but reflect limited editing.

Evidence from Student Work: Conventions	Student Recommendations for Improvement: Conventions
✓ **Generally Correct Grammar** ○ Most sentences are complete and clear.	➢ **Edit for Punctuation Accuracy** ○ Add commas in complex sentences.
✓ **Minor Punctuation Errors** ○ Occasional missing commas or imprecise sentence boundaries.	➢ **Improve Sentence Boundaries** ○ Address run-on tendencies or missing punctuation.
✓ **Some Word Form Issues** ○ Phrasing is sometimes awkward or unclear.	➢
✓ **Readable but Not Polished** ○ Would benefit from additional proofreading.	➢ **Proofread Carefully** ○ Review for spelling, punctuation, and clarity.

Use of Sources: 2

The essay uses sources minimally and often inaccurately. Only one or two sources are referenced, and important details are missing or misunderstood. There is no synthesis, and attribution is weak. Source connections are superficial.

Evidence from Student Work: Use of Sources	Student Recommendations for Improvement: Use of Sources
✓ **Limited Source Use** ○ Relies on a vague reference to copyright law (Source 3) and cost information (Source 2). ○ Omits Sources 1, 4, and 5 entirely.	➢ **Incorporate All Relevant Sources** ○ Include evidence from Source 1 (library policies), Source 4 (DMCA process), and Source 5 (library mission).

Evidence from Student Work: Use of Sources	Student Recommendations for Improvement: Use of Sources
✓ **Inaccurate or Oversimplified Interpretation** ○ Suggests large lawsuits are likely, despite Source 3 explaining that most objects are not protected. ○ Does not mention policies from Source 1 that limit misuse.	➢ **Correct Legal Misunderstandings** ○ Revisit Source 3 to clarify what is actually protected.
✓ **No Counterargument or Rebuttal** ○ Does not acknowledge benefits from any sources.	➢ **Add Counterargument + Rebuttal** ○ Use source-based benefits before responding to them.
✓ **No Explicit Attribution** ○ Sources are mentioned indirectly without signal phrases.	➢ **Add Explicit Attribution** ○ Use "According to Source __" to show where evidence comes from.
✓ **No Synthesis Across Sources** ○ Information appears in isolated, undeveloped mentions.	➢

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 Accuracy Mini-Lesson

- Have students match their claims to exact lines in the sources to correct misinterpretations.

Expanding Reasons Workshop

- Practice developing each reason with explanation, examples, and source connections.

Counterargument + Rebuttal Modeling

- Provide templates showing how to include and respond to an opposing viewpoint.

Legal Reasoning Clarification

- Teach distinctions between copyright, patent, and trademark using Source 3 as an anchor text.

Source Integration Routine

- Guide students in using at least three sources in the body of the essay.

Organization:

Paragraph Expansion Workshop

- Teach students how to elaborate beyond one-sentence reasoning.

Counterargument Modeling

- Use mentor texts that demonstrate full counterargument structure.

Transition Anchor Chart

- Provide sentence starters organized by function.

Voice:

Tone Calibration Activity

- Compare student sentences with more formal academic versions.

Audience Lens Revision

- Students rewrite a paragraph for an adult decision-making audience.

Evidence-Based Voice Exercises

- Teach students how to anchor tone in credible, source-backed statements.

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 Lessons

- Model how to convert vague phrases into academic diction.

Source Vocabulary Lists

- Provide key terms from the sources for students to reference.

Definition Clarification Mini-Lesson

- Teach distinctions between copyright, patent, and trademark.

Sentence Fluency:

Sentence Variety Exercises

- Practice rewriting simple sentences in different forms.

Fluency Read-Aloud Routine

- Identify choppy or repetitive areas through oral reading.

Transition Function Workshop

- Teach advanced transitions that support argumentative clarity.

Conventions:

Editing Stations

- Provide targeted activities for punctuation, boundaries, and clarity.

Proofreading Checklists

- Teach a structured editing process.

Sentence Boundary Lessons

- Reinforce how to identify and correct run-ons.

Use of Sources:

Source Integration Workshop

- Teach how to use at least three sources per argumentative essay.

Attribution Phrase Practice

- Help students embed evidence with clear signal phrases.

Evidence Verification Routine

- Students match each claim to specific portions of the texts.