

**This document is electronically version controlled.
Verify printed document is the current version before use.**

Annotation Form

Anchor Set

Project: KY KPREP SPR 2022 Gr11 Writing OP

Item: WR11914952612

Zoos a Solution to a Problem or Another Problem

Paper	RF Number	Score	Notes
a01	AAAYIP138 200003478 65	1,1,1,1,1,1	<p>Anchor Paper 1 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The response makes a claim (<i>i dont think its a problem i think its a solution</i>) but misses many demands of the prompt by failing to provide an argumentative essay. Score Point 1.</p> <p>Counterclaims: There is no attempt made to acknowledge opposing claims. Score Point 1.</p> <p>Support: The response includes only minimal purposeful support (<i>. . . zoos are fun things for families to go to the animals are well kept and they are safe and they are getting food and bathed properly</i>) and some irrelevant evidence and explanation (<i>i do not think that it is the zoos fault because normally they got it locked really good to where no one can get in the animals cage . . . but maybe it wouldnt hurt to have a worker on stand by</i>). Score Point 1.</p> <p>Sourcing: The writer does not attempt to use or cite information from the sources provided. Score Point 1.</p> <p>Organization: There is no overall structure for the argument and there is little attempt to connect ideas and create cohesion. The response lacks a concluding statement. Score Point 1.</p> <p>Language/Conventions: The response lacks appropriate tone and contains informal language (<i>people be stupid, witch is crazy i dont understand</i>). Significant errors in grammar, usage, spelling, capitalization, and punctuation interfere with understanding of the writing. Score Point 1.</p>

Paper	RF Number	Score	Notes
a02	AAAYIP138 200001730 15	1,1,1,1,1,1	<p>Anchor Paper 2 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The response makes a general claim (. . . <i>I think that zoos are not good for most of the animals</i>) but misses many demands of the prompt by failing to provide an argumentative essay. Score Point 1.</p> <p>Counterclaims: There is no formal attempt to explore opposing points of view, although the final sentence is taken from a source that focuses on the benefits of zoos. Score Point 1.</p> <p>Support: The response includes almost no original support, reasoning, or explanation. Most of the text that follows the first sentence is copied directly from the source materials. There is no attempt to explain it or provide original reasoning that the evidence supports the claim. Score Point 1.</p> <p>Sourcing: No evidence is cited in this response. There is no indication made by the writer that the copied information is not their own, which is not acceptable. Therefore, the response is limited to a Score Point 1.</p> <p>Organization: The writer makes little to no attempt to use phrases and clauses to link sections of text, claims, and evidence. Score Point 1.</p> <p>Language/Conventions: Errors in spelling, capitalization, grammar, and sentence formation in the original writing overwhelm the response. Score Point 1.</p>

Paper	RF Number	Score	Notes
a03	AAAYIP138 200007461 06	1,1,1,1,1,2	<p>Anchor Paper 3 Score Points: 1,1,1,1,1,2</p> <p>Clarity/Coherence: The response eventually makes a claim (. . . <i>zoo's aren't all that good for the animals</i>) but misses many demands of the prompt by failing to provide an argumentative essay. Score Point 1.</p> <p>Counterclaims: Although the response acknowledges that there are two opposing viewpoints, the attempt to refute one side is ineffective (<i>Zoo's have both many pros and cons. Some zoo's are sanctuaries for animals</i>). Score Point 1.</p> <p>Support: The response includes minimal to no support, reasoning, or explanation. Score Point 1.</p> <p>Sourcing: The writer cites no evidence from the provided sources. Score Point 1.</p> <p>Organization: The response only makes a minimal attempt to link reasons and evidence. Score Point 1.</p> <p>Language/Conventions: The response attempts to establish task appropriate formal style, but tone is mostly weak. Errors in punctuation include extraneous apostrophes and absent commas, but there are few errors in grammar, usage, spelling, and capitalization. Score Point 2.</p>

Paper	RF Number	Score	Notes
a04	AAAYIP138 200001266 35	2,1,2,1,2,2	<p>Anchor Paper 4 Score Points: 2,1,2,1,2,2</p> <p>Clarity/Coherence: The writer makes general claims (<i>I believe the role of zoos is not a problem . . . Zoos aren't really a big problem</i>) and attempts to address some demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer vaguely acknowledges opposing claims (<i>. . . well in a way it is and at the same time it is not; Zoos and exhibits save some of these animals but some don't see that</i>), but there is no attempt to explore or refute these claims. Score Point 1.</p> <p>Support: The writer attempts to provide support for the claim (<i>Zoos allow others to come and see these beautiful animals and give people a chance to see them up close. . . Plus that's what helps zoos stay open and even buying food for these animals</i>), but the effort is vague and general. Score Point 2.</p> <p>Sourcing: The writer cites and uses evidence from only one of the provided sources (<i>. . . according to the article "How do zoos help endangered species" it says that North America participates in the association of Zooz and Aquarium's species survival plan program</i>). Therefore, it is limited to a Score Point 1.</p> <p>Organization: There is an attempt at an organizational strategy as there is an introduction followed by a paragraph focused on preventing extinction. Some words and phrases are included to link ideas (<i>Another thing that is also mentioned</i>). Score Point 2.</p> <p>Language/Conventions: Although there are errors in spelling, punctuation, and sentence formation, there is also evidence of the writer's control of those elements. Attempts to create a formal tone are weakened by informal language (<i>I believe the role of zoos is not a problem, well in a way it is and at the same time it is not</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
a05	AAAYIP138 200003462 47	2,2,2,1,2,2	<p>Anchor Paper 5 Score Points: 2,2,2,1,2,2</p> <p>Clarity/Coherence: The writer makes general claims and the beginning and the end of the essay (<i>We need to deal with our problems in a different way, not create problems for someone or something else</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore both sides of the argument (<i>Many people believe that placing animals in a Zoo is a very sensible and simple solution to any animal related problem. Although, this may be true in some cases, in others not so much. Animals can develop mental health problems. . . . Although, Zoos aren't the most idealistic places for animals they do have some benefits . . . these benefits will never outweigh the bad though</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but it is mostly vague and general. Score Point 2.</p> <p>Sourcing: There is no evidence cited in this response. Although the writer uses information provided in the sources to create their argument (<i>Many studies have shown that animals are smarter and have more emotion than we give credit for. Animals need to room to roam, they thrive best in their natural habitats, which gives us a better understanding as to why they develop things such as depression and anxiety when moved to captivity</i>), there is no indication that the information is not their own, which is not acceptable. Score Point 1.</p> <p>Organization: Although the response is presented as a single paragraph, there is an attempt to organize claims and use words and phrases that link ideas and create some sense of cohesion. Score Point 2.</p> <p>Language/Conventions: While there are multiple comma splices and capitalization errors, overall conventions are used effectively. There is an attempt to establish task appropriate writing style and argumentative tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
a06	AAAYIP138 200006019 93	2,2,2,2,2,2	<p>Anchor Paper 6 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (<i>Zoos could be a solution and they could also be a problem. . . . zoos can provide many more things for the animals than the forest can</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore both sides of the issue (<i>Although the zoos could provide them with help, the wilderness may be the best place for them. . . . Although the thought of them being brought into a zoo in order to sound safe sounds really good</i>) before eventually deciding that zoos are more of a solution than a problem. Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but support is mostly vague and general. Score Point 2.</p> <p>Sourcing: Information from the sources is used to provide support for the writer's argument and to explore counterclaims. The writer identifies/cites the source material appropriately (<i>In the second reading, first paragraph, first sentence; In the third reading first paragraph, second sentence; in the third reading, second paragraph</i>). Score Point 2.</p> <p>Organization: Although the response is presented as a single, lengthy paragraph, there is an attempt at an organizational strategy as the writer begins by introducing pros and cons of keeping animals in zoos, then offers a counterclaim, and follows with support for the claim that zoos are more of a solution. Score Point 2.</p> <p>Language/Conventions: There are occasional instances of absent punctuation, grammar errors, and sentence formation problems, but overall, conventions are used effectively. However, repetitive and generic word choice hinders the development of effective argumentative tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
a07	AAAYIP138 200002798 49	2,2,2,2,2,2	<p>Anchor Paper 7 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (<i>Zoos can be a solution to endangered species, but can also be a problem for species that are not endangered</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore both sides of the argument (<i>For animals like the California Condor, zoos helped this species breed and become more populous. But on the other hand, for a species like elephants, keeping them captive in a zoo is part of the problem</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but support is mostly vague and general. Score Point 2.</p> <p>Sourcing: Information from two of the sources is used to support the writer's claims and explore counterclaims. The writer identifies/cites the source material appropriately (<i>"On March 11, 1967, U.S. Fish and Wildlife Service listed the California Condor endangered." (Recovery Plan for the Californal Condor); "An article published in the journal PLOS One in July- shows how elephants thrive best when they have social connections and the challenge of having to gather their own food." (The Future of Zoos: Challenges Force Zoos to Change in Big Ways)</i>). Score Point 2.</p> <p>Organization: There is an attempt to build structure for the argument. The response opens with an introduction, followed by a paragraph focused on condors and a paragraph focused on elephants, and ends with a basic conclusion. Simple transitional phrases are used at the beginning of paragraphs. Score Point 2.</p> <p>Language/Conventions: There are some instances of capitalization and grammar errors, but overall, conventions are used effectively. Word choice is mostly generic, and the response uses a weak formal and argumentative tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
a08	AAAYIP138 200006585 41	3,2,2,1,3,3	<p>Anchor Paper 8 Score Points: 3,2,2,1,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (. . . <i>I believe they should live on because zoos help endangered species, create an educational environment for all customers, and allow scientists to study animals easier</i>) and establishes the significance of the claim. Score Point 3.</p> <p>Counterclaims: Each paragraph includes a brief counterclaim and an attempt to refute it (<i>Although a zoo can be like a prison; you might think that zoos are leaving animals to slowly die in their containments; Even though now days you can look anything up on the internet; some scientists might say the test may be unethical</i>), but lack of explanation and insight render the overall effort an attempt worthy of a Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but the support is vague and general, lacking explanation. Score Point 2.</p> <p>Sourcing: The writer cites no evidence from the source materials. Clearly the student has read the source material, as information from the two articles/figures on California condors is included in the first body paragraph. However, the student has not made any indication that the information is not their own, which is not acceptable. Score Point 1.</p> <p>Organization: The response builds and maintains a clear structure to develop the argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Effective transitional words and phrases are used to connect ideas within and across paragraphs. Score Point 3.</p> <p>Language/Conventions: The response establishes and maintains a formal tone and task appropriate writing style. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

a09	AAAYIP138 200000455 95	3,2,3,1,3,3	<p>Anchor Paper 9 Score Points: 3,2,3,1,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains precise claims (<i>I believe putting animals in zoos can be very beneficial to our wildlife in the long run</i>) and establishes the significance of the claim. Score Point 3.</p> <p>Counterclaims: There are attempts to acknowledge and refute opposing claims, but they lack insight, interpretation, and clarification. In the fourth paragraph, an alternate point of view is introduced (<i>Many still believe that this strategy for helping animals hasn't been fully refined yet and is still a work in progress</i>), but it is weak and not in direct contradiction to the idea that captive breeding can be beneficial for wildlife. The next paragraph begins with a stated counterclaim (<i>. . . new studies have shown that animals may feel emotions such as Anxiety and Depression when they are removed from their natural habitat</i>), but the explanation that follows serves more to support the writer's claims than as an insightful refute to the opposing claim. Score Point 2.</p> <p>Support: Claims are developed with logical reasoning along with relevant evidence (<i>I believe putting endangered species in captivity is better than leaving them out to face the dangers of the world alone. While in captivity they will be nurtured and fed. Whereas in the wild they aren't guaranteed food, water, or even another day on this earth. For the good of the future of the animal kingdom it is best we put endangered species in captivity till they are ready to be released back into the wild</i>). Score Point 3.</p> <p>Sourcing: The writer cites little or no evidence from the source materials. Clearly the student has read some of the source material as paraphrased information is included. However, the student has not made any indication that the information is not their own, which is not acceptable. Score Point 1.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, and evidence are logically sequenced. Some effective transitional words and phrases are used. Score Point 3.</p> <p>Language/Conventions: Establishes and maintains a formal tone and task appropriate writing style (<i>However with positive results like this it is hard to argue the effectiveness of this strategy. If you saw the population numbers today on the California Condor it would be hard to believe that there were only 20 of them left on this entire planet in 1982</i>). Errors in conventions do not interfere with meaning. Score Point 3.</p>
-----	------------------------------	-------------	---

Paper	RF Number	Score	Notes
a10	AAAYIP138 20000508 42	3,3,2,3,3,2	<p>Anchor Paper 10 Score Points: 3,3,2,3,3,2</p> <p>Clarity/Coherence: The writer introduces and maintains precise claims (. . . zoos are only apart of the damage. zoos keep the animals trapped from the outside world, different breeds of animals get seperated that may have lived together in the wild, they may also have mental illnesses due to seperation from their homes) and establishes the significance of the claim. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes claims from opposing points of view with insight and clarification (<i>Some may argue that zoos help keep those animals safe from the damage done by humanity; zoos can be a helpful place for some animals but its not guaranteed to help all animals. since animals cant talk we cant really understand them other then signs they show which is cruel and unfair animals deserve to be out in the wild not in cages</i>). Score Point 3.</p> <p>Support: The writer attempts to provide support for the claims, but the support is vague and general, lacking explanation (<i>if you've ever been to a zoo you see these animals are in cages and are not in the exact area they were found which is a new habitat for them its not their homes.It ruins the food chain</i>). Score Point 2.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim, explore counterclaims, and refute opposing claims. Score Point 3.</p> <p>Organization: The writer builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Effective transitional words and phrases are used. Score Point 3.</p> <p>Language/Conventions: There are frequent errors in punctuation and capitalization. An attempt is made to establish task appropriate writing style and argumentative tone (<i>It is understood if animals are in trouble to help them but there is no reason to capture animals who are minding their own business it upsets them that is evil</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
a11	AAAYIP138 200004977 58	3,3,3,2,3,3	<p>Anchor Paper 11 Score Points: 3,3,3,2,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains precise claims (<i>These animals do not belong in a caged in area, they belong in their natural habitat "the wild"</i>). Colloquial and accusatory language indicates some misunderstanding of the task to write a formal argumentative essay, which prevents this response from earning top score. Score Point 3.</p> <p>Counterclaims: The writer acknowledges the complexity of the issue and refutes claims from opposing points of view with insight and clarification. Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence. Score Point 3.</p> <p>Sourcing: There is a minimal attempt to use information from at least two sources and cite it appropriately, by use of quotation marks (<i>In the first paragraph they ask the question " If we acknowledge that creators suffer when they're confined, should they be held in captivity?" . . . "Most zoos are not great places to get up close to wildlife, but many are also doing their part to bolster dwindling populations of animals still living free in the wild." "The (AZA's) is an Association of Zoos and Aquarium's and the (SSP) is Special Survival Plan Program, which aims to manage the breeding of specific endangered species in order to help maintain healthy and self-sustaining populations that are both genetically diverse and demographically stable."</i>). Score Point 2.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas across paragraphs. Score Point 3.</p> <p>Language/Conventions: Language/Conventions: The attempt to establish appropriate tone and style is weakened by overuse of the personal pronouns "I" and "you." Effective word choice is present alongside more simplistic word choice. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
a12	AAAYIP138 200004668 39	3,3,3,3,3,3	<p>Anchor Paper 12 Score Points: 3,3,3,3,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (<i>Zoos have proven beneficial to both humans and wildlife resulting in prevention of extinction as well as advocacy for wildlife awareness</i>). All demands of the prompt are addressed. Score Point 3.</p> <p>Counterclaims: The writer acknowledges an opposing claim (<i>Many people argue that "it would be better for them to die free than live as captives" according to Zoo Story: Life in the Garden of Captives by Thomas French</i>) and refutes it with evidence that California condor conservation programs have been successful. Score Point 3.</p> <p>Support: Claims are developed with logical reasoning (<i>. . . their understanding of the ecosystem only extends so far. As humans we have research and knowledge of population numbers and data as well as medical and health knowledge. . . . It is our job because they can not do it alone, it is similar to a shepard and their sheep or even a parent and a child</i>) and relevant evidence. Score Point 3.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims. Score Point 3.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas and the introduction and conclusion are brief. Score Point 3.</p> <p>Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
a13	AAAYIP138 200005613 51	3,3,3,3,3,3	<p>Anchor Paper 13 Score Points: 3,3,3,3,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (. . . <i>clearly in many ways zoo's have created a solution for the animals in the wild by many ways but mostly by breeding endangered species, protected species from extenction, and helping animals/humans live in harmomy</i>). All demands of the prompt are addressed. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims in the fourth body paragraph, with evidence from the sources. Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence (<i>The zoos also use their programs to understand wildlife biology and the spread the awarness to support field projects and habitat protection for specific species. AZA now administers one hundred and thirteenth different SSPs covering one hundred and eighty one individual species. The human population also continues to grow, we cut down trees, take land and ruin habitats for many natural creatues which is why zoos can provide safety from hunters, destroyed habitats and natural disasters in the wild</i>). Score Point 3.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims. Score Point 3.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas and the introduction and conclusion are brief. Score Point 3.</p> <p>Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
a14	AAAYIP138 200001814 50	4,3,3,4,3,4	<p>Anchor Paper 14 Score Points: 4,3,3,4,3,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (. . . <i>there is plenty of evidence supporting the argument for zoos</i>) and clearly establishes the significance of claims (. . . <i>until humans realize how much damage they're causing to the environment, animals must be protected in one way or another. Whether its through nature preserves or zoos, animals need help</i>). Score Point 4.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims with evidence from the sources, though some counterclaims remain vague (<i>Zoos have been getting a bad reputation recently with the rise of animal rights activist and other groups, such as the vegan community and PETA. . . . No matter how bad these groups say zoos are, zoos are vital to the restoration of animal species</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence (<i>Many animals are not as lucky as we are today. Humans destroy thousands of animal habitats every year for their own selfish needs. With each habitat destroyed, more and more animals are dying off, which leads to extinction of entire animal kingdoms. However, a good way to combat this loss of animal species is by giving these stranded animals a safe places to live and breed. According to the article, "Recovery Plan for the California Condor", Zoos have helped countless times in the past with the restoration and rehabilitation of many endangered species</i>). Score Point 3.</p> <p>Sourcing: The writer accurately and skillfully uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. Score Point 4.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. More varied transitional phrases could be used to better connect ideas across paragraphs. Score Point 3.</p> <p>Language/Conventions: The response consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. There are a few minor errors in conventions that do not interfere with meaning. Score Point 4.</p>

Paper	RF Number	Score	Notes
a15	AAAYIP138 200007140 61	4,4,4,4,4,4	<p>Anchor Paper 15 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (<i>Zoos are another part of the problem and are not a solution for the problem humans created for animals in the wild. Animals are not in their natural habitats, are treated inhumanely, and shouldn't be bred in captivity</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The response skillfully acknowledges opposing claims and thoroughly refutes them with evidence in the third body paragraph. Score Point 4.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence from the source materials that strengthen the argument. Score Point 4.</p> <p>Sourcing: The writer accurately and skillfully uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. Score Point 4.</p> <p>Organization: The writer builds and maintains sophisticated structure to develop the argument, and consistently uses a variety of transitions. The conclusion solidifies the argument. Score Point 4.</p> <p>Language/Conventions: Consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. There are a few minor errors in conventions that do not interfere with meaning. Score Point 4.</p>

Paper	RF Number	Score	Notes
a16	AAAYIP138 200000464 34	4,4,4,4,4,4	<p>Anchor Paper 16 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (<i>Both sides of the debate have the right intentions in their own heart, and though they may not agree on what to do, they can meet at one common ground: love animals. . . . zoos are a solution to a problem humans may have created for animals in the wild</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The response skillfully acknowledges opposing claims and thoroughly refutes them with evidence in the third body paragraph. Score Point 4.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument. Score Point 4.</p> <p>Sourcing: The writer accurately and skillfully uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. Score Point 4.</p> <p>Organization: The writer builds and maintains sophisticated structure to develop the argument. The introduction is thoughtful, and the conclusion solidifies argument. Score Point 4.</p> <p>Language/Conventions: Consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. Score Point 4.</p>

Practice Set 1**Project:** KY KPREP SPR 2022 Gr11 Writing OP**Item:** WR11914952612**QC Code:** WR914952612

Paper	RF Number	Score	Notes
p101	AAAYIP138 200005672 17	2,1,2,1,1,2	<p>Practice Set 1, Paper 1 Score Points: 2,1,2,1,1,2</p> <p>Clarity/Coherence: Makes a general claim (<i>In my opinion these are good and bad things</i>) and attempts to address some demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore the pros and cons of zoos, but the result is ineffective. Score Point 1.</p> <p>Support: The writer attempts to provide support for the claim and opposing claims, but the effort is vague and general (<i>Animals in zoos get used to humans getting their own food and this causes animals to also not do other things in their primary care such as reproducing or searching for their own food. the zoo also has donations for the care of animals who are in the brick of extinction. they help animals to get used to other humans so zookeeper can live with them</i>). Score Point 2.</p> <p>Sourcing: The writer cites no evidence from the provided sources. Score Point 1.</p> <p>Organization: The response only makes a minimal attempt to link reasons and evidence within paragraphs. Ideas are not connected across paragraphs and few transitional words and phrases are used. Score Point 1.</p> <p>Language/Conventions: The response attempts to establish appropriate formal style but tone is mostly weak. Errors in punctuation include extraneous apostrophes and absent commas, but there are few errors in grammar, usage, spelling, and capitalization. Score Point 2.</p>

Paper	RF Number	Score	Notes
p102	AAAYIP138 200002956 56	3,3,2,3,3,3	<p>Practice Set 1, Paper 2 Score Points: 3,3,2,3,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (<i>Zoos are a solution to the problem humans have created for animals in the wildlife</i>) and addresses all demands of the prompt. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes alternate points of view with insight and clarification (<i>If animals do not have an adequate natural habitat where will they live? . . . Although an animals ideal home is their native land, they must have a safe habitat to thrive in. . . . It is better for an animal to live in a zoo than be dead. With simply no room, sometimes a zoo is the best option for a species of animals in these situations. Although some may say that it is wrong to hold animals captive, this is untrue. Zoos take animals in which are endangered and help them rise back up. Without zoos many species would be extinct years ago. Animals and treated fairly and cared for everyday</i>). Score Point 3.</p> <p>Support: The writer attempts to provide support for the claims, but the support is vague and general, lacking explanation (<i>Zoos have helped endangered species back from the start of extinction. According to the article. . . many zoos participate in progams with a common goal. For an example, the Soecies Survival Plan (SSP) Program. This program "aims to manage the breeding of specific endangered species.." . By doing so, this program hopes to reintroduce the species back into their native habit after being built back up</i>). Score Point 2.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim, explore counterclaims, and refute opposing claims. Score Point 3.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Varied transitional phrases could be used to better connect ideas across paragraphs. Score Point 3.</p> <p>Language/Conventions: The writer establishes and maintains a formal tone and task appropriate writing style. Errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p103	AAAYIP138 200004714 70	4,4,4,4,4,4	<p>Practice Set 1, Paper 3 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (. . . <i>many different facts prove animals are better off in the zoo. For one, keeping animals in the zoo is saving the world from over population. Secondly, keeping animals in the zoo is a safer environment. Lastly, animals kept in the zoo have more opportunities</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The response skillfully acknowledges opposing claims and thoroughly refutes them with evidence and logical reasoning (<i>Many people think it's very cruel to keep animals locked up but it's actually better for them. Animals in the zoo have the opportunity to be trained. Many animals are trained and calmed down to be very gentle and loving animals. . . . Also, animals in the zoo have a never ending supply of food. They get fed every day multiple times a day without having to fight for it. Many animals in the wild have to fight for their food every time they eat because they have limited amounts, with big groups they run with</i>). Score Point 4.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument (<i>When there is an over population of a certain species, eventually there will not be enough prey for the predator and the predator will have to start eating other things which will greatly devastate our nation, and eventually, everything will die</i>). Score Point 4.</p> <p>Sourcing: The writer accurately uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. Score Point 4.</p> <p>Organization: The writer builds and maintains a sophisticated structure to develop the argument. The introduction is thoughtful, and transitional words and phrases are used to connect ideas within, and across, paragraphs. Score Point 4.</p> <p>Language/Conventions: The writer consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. Score Point 4.</p>

Paper	RF Number	Score	Notes
p104	AAAYIP138 200006265 61	3,3,3,1,3,2	<p>Practice Set 1, Paper 4 Score Points: 3,3,3,1,3,2</p> <p>Clarity/Coherence: The response introduces and maintains a precise claim (<i>In my honest opinion i think zoos are a solution to the problem humans have created</i>) and establishes the significance of the claim. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims with evidence from the sources (<i>Now i know what your thinking animals adapt to being hunted its called survival and if you keep them captive and release them they could die from being hunted or finding food, sure animals adapt to their enviroment you keep them there thats what they are used to, But many zoos use simulation techniques to make it look like the animal is being hunted or vise versa they can give the animal challenges on getting food and other things they would need to know to help them survive even in the wild</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and specific examples (<i>Of course if breeding doesn't work out in natures intended ways, Zoos have many professional scientists that can take DNA samples and create more offspring. All doing this in safe humane ways without trouble. Zoos are mainly here for helping with endangered species and helping sick animals...</i>) along with relevant evidence. Score Point 3.</p> <p>Sourcing: Although some paraphrased source information may be used, the writer has made no attempt to cite evidence appropriately. Score Point 1.</p> <p>Organization: Claims, reasons, and evidence are logically sequenced. Some effective transitional words and phrases are used to link ideas. Score Point 3.</p> <p>Language/Conventions: There are frequent errors in grammar, spelling, punctuation, and capitalization. An attempt is made to establish task appropriate writing style and argumentative tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
p105	AAAYIP138 200004994 74	2,2,2,2,2,2	<p>Practice Set 1, Paper 5 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (. . . <i>it is overall harmful as it places animals in captivity and impairs their mental states</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to acknowledge opposing points of view in the introduction and offers a compromise in the following paragraph (<i>A compromise to this issue would be something similar to the "safari" ours that is discussed in "The Future of Zoos."</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but it is mostly vague and general (<i>Animals would be much better off if we just let them be and did not encroach upon their space. We as humans simply need to become more self aware of the effect we have on other things in this world</i>). Score Point 2.</p> <p>Sourcing: Information from two of the sources is used to support the writer's claims and explore counterclaims. The writer identifies/cites the source material appropriately. Score Point 2.</p> <p>Organization: The writer attempts to build a structure for the argument by opening with an introduction. However, several differing ideas are introduced in the second paragraph that are not clearly linked, resulting in a lack of cohesion. Score Point 2.</p> <p>Language/Conventions: Although there are some errors in spelling and grammar, there is also evidence of the writer's control of those elements. There is an attempt to establish task appropriate writing style and argumentative tone. Score Point 2.</p>

Paper	RF Number	Score	Notes
p106	AAAYIP138 200005922 95	1,1,1,1,1,1	<p>Practice Set 1, Paper 6 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The writer eventually states a general claim in the final sentence (<i>These reasons is why i think zoos are good for humanity</i>) but misses many demands of the prompt by failing to provide an original argumentative essay. Score Point 1.</p> <p>Counterclaims: There is a brief, ineffective attempt to address an opposing point of view in the final sentence (<i>not just throwing animals in abox there is more that gos into it than that</i>). Score Point 1.</p> <p>Support: The writer provides no original development of evidence or reasoning to support their claims. Score Point 1.</p> <p>Sourcing: Aside from the second sentence and the final sentence, the response is comprised of text directly copied, or closely paraphrased, from two of the source articles. No attempt is made at citation. Score Point 1.</p> <p>Organization: There is too little original writing to reflect an organizational strategy. Score Point 1.</p> <p>Language/Conventions: Errors in spelling, capitalization, grammar, and sentence formation in the original writing overwhelm the response. Score Point 1.</p>

Paper	RF Number	Score	Notes
p107	AAAYIP138 200003697 31	3,3,3,1,2,3	<p>Practice Set 1, Paper 7 Score Points: 3,3,3,1,2,3</p> <p>Clarity/Coherence: The writer introduces and maintains precise claims (. . . zoos have and can potentially be a solution to the problem humans have created by over expanding. Zoos can help keep animals when reserves are too full, provide opportunities for humans and animals to connect, and help boost the populations of dying species) and establishes the significance of the claim. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes alternate points of view with insight and clarification (<i>Others may argue that taking animals from their native regions is inhumane, that the animal does not belong in a zoo halfway across the world. However, in many cases, there just isn't enough space for animals in their native regions</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and specific examples, along with relevant evidence. Score Point 3.</p> <p>Sourcing: The writer uses information from two sources to support the argument, but only information from one source is cited acceptably (<i>In a book written by T. French, Zoo Story: Life in the Garden of Captives, French tells the story</i>). Therefore, the response is limited to a Score Point 1.</p> <p>Organization: There is an attempt at an organizational strategy as there is an introduction and ideas are grouped by paragraph, but the response lacks a conclusion and varied transitional words and phrases. Score Point 2.</p> <p>Language/Conventions: The writer establishes and maintains a formal tone and task appropriate writing style. Errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p108	AAAYIP138 200001668 20	3,3,3,3,3,3	<p>Practice Set 1, Paper 8 Score Points: 3,3,3,3,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (. . . <i>zoos should not be a concern to these wild life population</i>). All demands of the prompt are addressed. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims in the fourth body paragraph (<i>People say that in captivity the animals gain mental problems because they have been moved from their natural habitat. These mental problems are nothing compared to what they go through in the wild</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence (<i>Some of the worlds leading organizations are trying to find a way to eventually help put some of the endangered animals back in the wild once they can sustain themselves</i>). Score Point 3.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims. Score Point 3.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. More varied transitional phrases could be used to better connect ideas and the introduction and conclusion are brief. Score Point 3.</p> <p>Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p109	AAAYIP138 200005503 10	4,3,4,1,4,4	<p>Practice Set 1, Paper 9 Score Points: 4,3,4,1,4,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (<i>Zoos are the problem because they attempt to take the wild out of a wild animal, they don't allow for the animals to get the care that they really need, and they cause the animals to be dependent and possibly friendly with humans</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims in the fourth body paragraph (<i>Some people may say that zoos are needed because they can save endangered species from extinction. I believe that animal sanctuaries do an amazing job at saving endangered species, not forcing the animals to reproduce, and preparing them to be released back into the wild</i>). Score Point 3.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument. Score Point 4.</p> <p>Sourcing: The writer uses and cites evidence from only one of the provided sources. Score Point 1.</p> <p>Organization: The writer builds and maintains sophisticated structure to develop the argument. The introduction is thoughtful, and the conclusion solidifies the argument. Score Point 4.</p> <p>Language/Conventions: The writer consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. Score Point 4.</p>

Paper	RF Number	Score	Notes
p110	AAAYIP138 200003997 49	2,2,2,2,2,2	<p>Practice Set 1, Paper 10 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (<i>Zoo's aren't the best option but the give most animals a channce at survival again with many animals being taken off the endangered animals list during the past ten years</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore both sides of the argument (<i>While this does have a positive affect on the enviroment by balancing the cycle of life, animals raised in captivity tend to develop mental issues relating to anxiety and depression and not growing up in the wild does keep them safe it also doesn't teach them nessary survival skills needed to stay alive</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but it is mostly vague and general. Score Point 2.</p> <p>Sourcing: Information from multiple sources is used to support the writer's claims and explore counterclaims. The writer attempts to attribute the source material appropriately by providing a bibliography and numbered reference citations in parentheses. However, the attempt is inconsistent as the cited material is not always attributed to the correct source. Score Point 2.</p> <p>Organization: There is an attempt to build structure for the argument by including an introduction and basic conclusion. Transitional words and phrases to connect ideas within and across paragraphs are lacking. Score Point 2.</p> <p>Language/Conventions: Although there are errors in spelling, grammar, and sentence formation, there is also evidence of the writer's control of those elements. Score Point 2.</p>

Practice Set 2**Project:** KY KPREP SPR 2022 Gr11 Writing OP**Item:** WR11914952612**QC Code:** WR914952612

Paper	RF Number	Score	Notes
p201	AAAYIP138 200000595 41	3,3,3,2,3,3	<p>Practice Set 2, Paper 1 Score Points: 3,3,3,2,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains precise claims (<i>I understand the pros and the cons of zoos, but I do not think that responsible zoos should be held accountable for causing "harm." Zoos can offer a home to many animals, decrease extinction in the wild, and zoos provide education on many animals</i>). Colloquial and accusatory language indicates some misunderstanding of the task to write a formal argumentative essay, which prevents this response from earning top score. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes claims from opposing points of view with insight and clarification. Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence. Score Point 3.</p> <p>Sourcing: There is an attempt to use information from at least two sources and cite it appropriately, by use of quotation marks, (<i>"You're kidnapping animals from their habitat!"; "Animals suffer from anxiety and depression when removed from nature."</i>) but the attempt is only somewhat effective. Additionally, the response makes no attempt to attribute the quoted material to the sources. Score Point 2.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas across paragraphs. Score Point 3.</p> <p>Language/Conventions: The tone and style established are mostly formal, but the over-use of the pronouns "I" and "you" weaken both of these areas. Word choice is informal at times. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p202	AAAYIP138 200005427 41	4,4,4,4,4,4	<p>Practice Set 2, Paper 2 Score Points: 4,4,4,4,4,4</p> <p>Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (<i>Zoos are an essential tool in solving the problems humans have created for animals in the wild</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The response skillfully acknowledges opposing claims and thoroughly refutes them with evidence and logical reasoning (<i>Now, there are obvious downsides to zoos. . . . Reseach in the past decade would suggest that most current elephant exhibits are insufficient in providing for their needs as well as stimulating growth and livelihood among elephants. The solution to this lies in ensuring basic protocols about the socialization of creatures, the behavior at which we interact with and provide for them, and their containment</i>). Score Point 4.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument. Score Point 4.</p> <p>Sourcing: The writer accurately uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. Score Point 4.</p> <p>Organization: The writer builds and maintains a sophisticated structure to develop the argument. The introduction is thoughtful, and transitional words and phrases are used to connect ideas within, and across, paragraphs. Score Point 4.</p> <p>Language/Conventions: The writer consistently establishes and maintains a sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. Score Point 4.</p>

Paper	RF Number	Score	Notes
p203	AAAYIP138 200000376 80	4,2,4,2,4,4	<p>Practice Set 2, Paper 3 Score Points: 4,2,4,2,4,4</p> <p>Clarity/Coherence: Thoroughly introduces and maintains precise claims (<i>In my opinion they're a solution, they strive to help the animals and keep them alive</i>) and thoroughly addresses all demands of the prompt. Score Point 4.</p> <p>Counterclaims: The writer briefly attempts to address counterclaims, but it lacks insight and clarification (<i>You might think that the zoos are hurting their animals but most zoos do what's best for the animals, the animal could've gotten hurt and its only chance of survival could've been to raise it in captivity</i>). Score Point 2.</p> <p>Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument. Score Point 4.</p> <p>Sourcing: The writer's attempt to cite and use evidence from at least two sources is inconsistent. Although a bibliography is provided at the end of the response, there is no attempt within the response to attribute specific information back to a particular source. Score Point 2.</p> <p>Organization: The writer builds and maintains a sophisticated structure to develop the argument. The introduction is thoughtful, and transitional words and phrases are used to connect ideas within, and across, paragraphs. Score Point 4.</p> <p>Language/Conventions: The writer consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. Score Point 4.</p>

Paper	RF Number	Score	Notes
p204	AAAYIP138 200005745 85	2,1,2,1,2,2	<p>Practice Set 2, Paper 4 Score Points: 2,1,2,1,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (<i>I think zoos are apart of the problem</i>) and attempts to address some demands of the prompt. Score Point 2.</p> <p>Counterclaims: There is no attempt made to acknowledge opposing claims. Score Point 1.</p> <p>Support: The writer attempts to provide support for the claim (<i>A animal is designed and accustomed to its natural enviroment, Taken out of that enviroment can cause it to adapt and change to capitivity overtime basically making it a pet not a natural animal</i>), but the effort is vague and general. Score Point 2.</p> <p>Sourcing: The writer cites no evidence from the provided sources. Score Point 1.</p> <p>Organization: There is an attempt at an organizational strategy and basic transitional words and phrases are used at the beginning of paragraphs (<i>My first reason, My second reason, My final reason, In conclusion</i>). Score Point 2.</p> <p>Language/Conventions: Attempts to create a persuasive tone through specific word choice are weakened by frequent errors in sentence formation, capitalization, punctuation. Score Point 2.</p>

Paper	RF Number	Score	Notes
p205	AAAYIP138 200002970 97	1,1,1,1,1,2	<p>Practice Set 2, Paper 5 Score Points: 1,1,1,1,1,2</p> <p>Clarity/Coherence: The response eventually makes a claim (<i>I think that zoos have helped the problem with what humans have done</i>) but misses many demands of the prompt by the minimal develop of the claim. Score Point 1.</p> <p>Counterclaims: There is little or no attempt made to acknowledge opposing claims. Score Point 1.</p> <p>Support: The response includes minimal to no support, reasoning, or explanation (<i>. . . we are protecting aniamls that in the wild wouldve been killed or we find injured animals in the wild and nurse them and bring them back to their normal self and keep them in a zoo</i>). Score Point 1.</p> <p>Sourcing: The writer cites no evidence from the provided sources. Score Point 1.</p> <p>Organization: The response only makes a minimal attempt to link reasons and evidence (<i>However, Also, So therefore</i>). Score Point 1.</p> <p>Language/Conventions: The writer attempts to create formal tone and use appropriate word choice, but there are frequent errors in sentence formation, grammar, and punctuation. Score Point 2.</p>

Paper	RF Number	Score	Notes
p206	AAAYIP138 200002112 23	3,3,3,3,3,3	<p>Practice Set 2, Paper 6 Score Points: 3,3,3,3,3,3</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (<i>Zoos, although they have some negative sentiments, I feel that they are a solution to a problem that humans have created for animals in the wild</i>). All demands of the prompt are addressed. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims in the fourth paragraph (<i>Many animal-rights activists believe that in zoos animals don't have any freedom and would be better off dead than in a zoo. . . .</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence (<i>Programs like these are the reason zoos are so beneficial to endangered species. Many species have benefitted from this program including the black-footed ferrets, California condors and red wolves. With the decrease of animal habitats due to the advancements made in humans living needs/wants, many animals are losing their homes and need a good place to live</i>). Score Point 3.</p> <p>Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims. Score Point 3.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. More varied transitional phrases could be used to better connect ideas and the introduction and conclusion are brief. Score Point 3.</p> <p>Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors in conventions do not interfere with meaning. Score Point 3.</p>

Paper	RF Number	Score	Notes
p207	AAAYIP138 200007467 58	2,2,2,1,2,2	<p>Practice Set 2, Paper 7 Score Points: 2,2,2,1,2,2</p> <p>Clarity/Coherence: The writer makes general claims (<i>Zoo's have there goods and bads but thay meen well with there actians and meen no harm its a place were people who love animals can go to see the wonders of life</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts to explore both sides of the argument (<i>like everything there is a gray area of wright and wrong; ON the outhere hand the testing is the bad part becuse animals get harmed and even die from testing so there is always a bad with the good. . . .</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but it is mostly vague and general. Score Point 2.</p> <p>Sourcing: Although the writer may use information provided in the sources to create their argument, the writer fails to show that this information is from the sources, which is not acceptable. Score Point 1.</p> <p>Organization: There is an attempt to build a structure for the argument and a basic introduction and brief conclusion are provided. Some transitional words and phrases are used to link ideas (<i>To start off, Thirdly, To conclude</i>). Score Point 2.</p> <p>Language/Conventions: While there are frequent errors in spelling and sentence formation that may interfere with understanding, there is an attempt to use specific, appropriate word choice (<i>the animals may be inslaved but it is a lush way from what most of us have</i>). Score Point 2.</p>

Paper	RF Number	Score	Notes
p208	AAAYIP138 200005775 59	3,3,3,1,3,2	<p>Practice Set 2, Paper 8 Score Points: 3,3,3,1,3,2</p> <p>Clarity/Coherence: The writer introduces and maintains a precise claim (<i>Zoos are a solution for animals because, They are a site to help hurt animals, they offer an area to discover more about many animals, and zoos they also reduce the chance for an endangered species to die out</i>). All demands of the prompt are addressed. Score Point 3.</p> <p>Counterclaims: The writer acknowledges and refutes opposing claims in the fourth body paragraph (<i>Others may say, Zoos are a problem for the animals because the animals may hate being caged up</i>). Score Point 3.</p> <p>Support: Claims are developed with logical reasoning and relevant evidence (<i>If a zoo isn't in an area where they are helping animals they sometimes go out to get animals to put them in an environment very similar to their own but watch them to see how they interact or treat the environment or themselves. sometimes these operations watch the animals the zoos caretakers normally get close to the animals forming a bond which can also teach about their true sides</i>). Score Point 3.</p> <p>Sourcing: Some information may be taken from the sources, but no attempt at citation or attribution is made. Score Point 1.</p> <p>Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional words and phrases are used at the beginning of paragraphs. Score Point 3.</p> <p>Language/Conventions: Frequent conventions errors, including grammar, spelling, capitalization and punctuation, may interfere with understanding the writing. Score Point 2.</p>

Paper	RF Number	Score	Notes
p209	AAAYIP138 200003603 06	2,2,2,2,2,2	<p>Practice Set 2, Paper 9 Score Points: 2,2,2,2,2,2</p> <p>Clarity/Coherence: The writer makes a general claim (<i>Due to the problems humans have created for animals, zoos are a good way to protect and reestablish endangered species</i>) and attempts to address the demands of the prompt. Score Point 2.</p> <p>Counterclaims: The writer attempts acknowledge and refute a counterclaim, but the attempt lacks insight (<i>Some may argue that after an endangered species is rehabilitated at a zoo and released into the wild, that they are not fit enough to survive the wild</i>). Score Point 2.</p> <p>Support: The writer attempts to provide support for the claims, but it is mostly vague and general. Score Point 2.</p> <p>Sourcing: Information from two sources is used to provide support for the writer's arguments. Score Point 2.</p> <p>Organization: There is an attempt to build structure for the argument. The response opens with an introduction, followed by a paragraph focused on condors, a paragraph focused on addressing counterclaims, and ends with a basic conclusion. Score Point 2.</p> <p>Language/Conventions: There are occasional instances of absent punctuation, grammar errors, and sentence formation problems, but overall, conventions are used appropriately. Much word choice is either generic or heavily dependent on the sources, sometimes repetitively. Score Point 2.</p>

Paper	RF Number	Score	Notes
p210	AAAYIP138 200002985 01	1,1,1,1,1,1	<p>Practice Set 2, Paper 10 Score Points: 1,1,1,1,1,1</p> <p>Clarity/Coherence: The response makes a claim (. . .so its really good they zoos take in the wild animals) but misses many demands of the prompt by failing to provide an argumentative essay. Score Point 1.</p> <p>Counterclaims: There is no attempt made to acknowledge opposing claims. Score Point 1.</p> <p>Support: The response includes only incomplete evidence and explanation. Score Point 1.</p> <p>Sourcing: Some information about the California condor population is taken from the sources, but no attempt at citation is made. It is unclear in the third paragraph if specific information is being used from a source. Score Point 1.</p> <p>Organization: The response builds minimal structure for the argument. There is a weak introduction but no conclusion. There is little attempt to connect ideas. Score Point 1.</p> <p>Language/Conventions: Significant errors in grammar, usage, spelling, capitalization, punctuation, and sentence formation interfere with understanding of the writing. Score Point 1.</p>

Qualification Set 1**Project:** KY KPREP SPR 2022 Gr11 Writing OP**Item:** WR11914952612**QC Code:** WR914952612

Paper	RF Number	Score	Notes
q101	AAAYIP13820000567223	111112	Qualification Set 1, Paper 1 Score Points: 111112
q102	AAAYIP13820000684218	222222	Qualification Set 1, Paper 2 Score Points: 222222
q103	AAAYIP13820000481184	333333	Qualification Set 1, Paper 3 Score Points: 333333
q104	AAAYIP13820000240727	444444	Qualification Set 1, Paper 4 Score Points: 444444
q105	AAAYIP13820000406841	323333	Qualification Set 1, Paper 5 Score Points: 323333
q106	AAAYIP13820000361174	222122	Qualification Set 1, Paper 6 Score Points: 222122
q107	AAAYIP13820000138044	111111	Qualification Set 1, Paper 7 Score Points: 111111
q108	AAAYIP13820000398716	212122	Qualification Set 1, Paper 8 Score Points: 212122
q109	AAAYIP13820000515832	444444	Qualification Set 1, Paper 9 Score Points: 444444
q110	AAAYIP13820000146188	333333	Qualification Set 1, Paper 10 Score Points: 333333

Qualification Set 2**Project:** KY KPREP SPR 2022 Gr11 Writing OP**Item:** WR11914952612**QC Code:** WR914952612

Paper	RF Number	Score	Notes
q201	AAAYIP13820000733465	111111	Qualification Set 2, Paper 1 Score Points: 111111
q202	AAAYIP13820000323040	222222	Qualification Set 2, Paper 2 Score Points: 222222
q203	AAAYIP13820000561243	323333	Qualification Set 2, Paper 3 Score Points: 323333
q204	AAAYIP13820000503228	444444	Qualification Set 2, Paper 4 Score Points: 444444
q205	AAAYIP13820000402343	333333	Qualification Set 2, Paper 5 Score Points: 333333
q206	AAAYIP13820000429403	222122	Qualification Set 2, Paper 6 Score Points: 222122
q207	AAAYIP13820000639386	212122	Qualification Set 2, Paper 7 Score Points: 212122
q208	AAAYIP13820000327504	434444	Qualification Set 2, Paper 8 Score Points: 434444
q209	AAAYIP13820000763958	111111	Qualification Set 2, Paper 9 Score Points: 111111
q210	AAAYIP13820000737654	444444	Qualification Set 2, Paper 10 Score Points: 444444