

Question: Should all schools in Michigan have a year-round school calendar?

Students in Michigan should not go to school with a year-round calendar. If students have shortened summer breaks, it takes away time from recreational programs such as summer camp. Kids learn valuable information that stays with them from summer camp (www.buzzle.com). Typical year-round school calendars gives students nine weeks in school and three weeks on break. Year-round programs cost more money than traditional school. most of the money is used to keep the air conditioning on during the hot summer months (Ron French, "Forgoing Summer Vacation, Parents Swamp Year-Round School", <http://bridgemi.com>).

From experience, I know that three weeks is enough time for students to forget information and fall out of routine. Limited breaks and the timing of breaks effects when students and their family can go on vacation. Especially if another child in the family doesn't have the same school calendar (www.educationnews.org). Students will miss out on things around them if they are in year-round school.

Jianna Taylor 4/10/14 5:31 PM

Comment [1]: Begins with a clear, debatable claim.

Jianna Taylor 4/10/14 5:33 PM

Comment [2]: After stating the claim, the writer goes right into a reason that her claim is true, followed by evidence from a secondary source.

Jianna Taylor 4/10/14 5:33 PM

Comment [3]: Needs more citation information, like an author name or article title.

Jianna Taylor 4/10/14 5:35 PM

Comment [4]: With this sentence, the writer transitions to a new reason and piece of evidence, but does not transition the reader smoothly into that new idea.

Jianna Taylor 4/10/14 5:36 PM

Comment [5]: Unlike the citation above that had too little information, this one has too much information, much of which could be saved for the bibliography.

Jianna Taylor 4/10/14 5:42 PM

Comment [6]: The writer uses both anecdotal evidence and evidence from secondary sources, though the evidence is not varied in its type.

Jianna Taylor 4/10/14 5:43 PM

Comment [7]: Needs more information, like an author name or article title.

Element	Advanced	On-Target	Novice
Content	<p>The paragraph:</p> <ul style="list-style-type: none"> Creates a unified and persuasive argument; every sentence supports the key claim. Begins with a clear debatable claim. Provides three pieces of evidence that overwhelmingly prove the claim. Evidence is of three different types (facts, personal experience, statistics, experts); including evidence from a secondary source Sources are credible and properly cited. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Creates a fairly unified and persuasive argument. Begins with a clear debatable claim. Provides three pieces of evidence that support the claim. Includes evidence from a secondary source. Sources are credible and properly cited. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Struggles to create a unified and persuasive argument; multiple sentences stray from the paragraph's focus. Debatable claim missing, not at the beginning of the paragraph, or is unclear. Provides fewer than three pieces of evidence or includes evidence that does not support the claim. No secondary source included. Sources are not credible and/or are not properly cited.
Organization	<p>The paragraph:</p> <ul style="list-style-type: none"> Presents evidence in the most logical order. Smoothly transitions from one idea to the next. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Presents evidence in a fairly logical order. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Struggles to organize evidence in a logical manner.
Style & Mechanics	<p>The paragraph:</p> <ul style="list-style-type: none"> Contains no fragments or run-ons; engages complex sentence structures. Consistently maintains a formal voice. Readily employs diction specific to the chosen topic. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Contains minimal fragments or run-ons. Maintains a formal voice throughout with only occasional lapses. Employs diction specific to the chosen topic. 	<p>The paragraph:</p> <ul style="list-style-type: none"> Contains multiple fragments or run-ons. Is written in an informal voice. Occasionally employs diction specific to the chosen topic.
Process Checklist	<p>The writer:</p> <ul style="list-style-type: none"> Pre-wrote to discover ideas for a debatable claim. Drafted to discover and organize evidence. Revised his/her draft to achieve greater coherency and clarity. Edited for sentence-level clarity and an error-free essay. 		

Teacher Comment:

This piece was the first formal argument students wrote that incorporated evidence from multiple sources to support their claim. This writer did an excellent job of clearly stating her claim and using evidence from multiple sources to support that claim. While not a requirement until 7th grade, there are also some glimmers of the writer's commentary about the evidence beginning to emerge. Although she used evidence from multiple sources, the evidence itself was not varied; much of it was anecdotal rather than being a mixture of anecdotal and factual evidence. It is also clear that the writer was attempting to properly give credit to her sources, though she was not consistent in how much citation information she provided.

Unit: Argument Paragraph

Grade: 6

Assessment Task: Argument Paragraph Summative Assessment

Title: None

As this writer progresses, she would benefit from being pushed to start thinking about adding commentary about her evidence into her arguments to begin explaining why and how her evidence is important.