

AP[®] SEMINAR 2015 SCORING GUIDELINES

AP SEMINAR PERFORMANCE TASK RUBRIC: TEAM PROJECT AND PRESENTATION COMPONENT 1 OF 3: INDIVIDUAL RESEARCH AND REFLECTION

CONTENT AREA	PERFORMANCE LEVELS		
1 Understanding and Analyzing Context	The report identifies the area of Investigation. 2	The report identifies the area of Investigation and identifies various perspectives, drawing few or no connections among those perspectives. 4	The report identifies and richly contextualizes the area of investigation, discusses various perspectives and draws explicit connections among those perspectives. 6
2 Understanding and Analyzing Argument	The report restates information gathered from sources rather than summarizing the information. 2	The report summarizes specific information with some explanation and provides a limited analysis of the line of reasoning. 4	The report explains and summarizes specific information and provides a solid and/or detailed analysis of the line of reasoning. 6
3 Analyzing and Evaluating Evidence	The report identifies various items of information but makes few or no connections between those items of information, their relevance to the argument, and their credibility. 2	The report identifies various items of evidence and makes some reasonable connections between that evidence, its relevance to the argument, and its credibility. 4	The report analyzes various items of evidence gathered from sources and explains in detail why they are relevant and credible enough to support the argument. 6
4 Reflection	The reflection provides little or no insight into the initial views of the problem or the approach to conducting research and solving the problem. The reflection also describes little or no consideration of revisions in the student's writing and thinking. 2	The reflection provides reasonable detail about the personal views of the problem and the approach to conducting research and solving the problem. The reflection also describes some consideration of revision in writing and thinking, based on discoveries made during the research and writing process. 4	The reflection insightfully explains the initial views of the problem and the approach to conducting research and solving the problem. The reflection also describes consideration of extensive revision in writing and thinking, based on discoveries made during the research and writing process. 6
5 Selecting and Using Evidence	The report contains little or no evidence of attribution or citation. 1	The report contains an uneven or inconsistent use of attribution or citation. 2	The report contains few flaws in attribution and citation. 3
6 Grammar and Style	The report contains many flaws in grammar and style that interfere with communication to the reader. 1	The report contains some flaws in grammar or style that minimally interfere with communication to the reader. 2	The report contains few flaws in grammar or style and clearly communicates to the reader. 3

ADDITIONAL SCORES: In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of **NR** is assigned to responses that are blank.

The Economics of GMO Integration

Should governments alter their existing regulations of genetically modified food?

Word Count: 1,149

The Economics of GMO Integration

Genetically modified organisms (GMOs) can be defined as organisms (i.e. plants, animals or microorganisms) in which the genetic material (DNA) has been altered in a way that does not occur naturally (WHO, n.d.). They have brought up heaves of progress to the world, primarily in the economic sector. Due to their high yield and low cost basis, many farmers have benefitted, along with consumers of low economic classes. Surplus genetically modified crops have saved countries, as well as regions with little to no arable land. Restaurants have also been positively affected as a result of production costs of genetically modified organisms. The United States, along with the world economy, has stretched economic affluence since the arrival of GMOs. Overall, genetically modified organisms have maintained a positive impact in the U.S. economy.

Low source costs result in low retail costs. Crop yields are higher for genetically modified organisms than they are for organic crops. The United States Department of Agriculture, a government run agency, found that “Bt corn yields were 17 bushels per acre higher than conventional corn yields in 2005 and about 26 bushels higher in 2010.”(USDA, 2014). This increase in yield results in more farmers turning to the modified seeds. The seeds “grew from 1 percent of planted acres in 2000 to 71 percent in 2013” in the United States alone (USDA, 2014). Higher crop yields result in lower cost for the farmers, which in turn creates lowers prices for consumers. In 2001, the National Center for Food and Agricultural Policy, a private nonprofit, non-advocacy research organization, which neither commends nor condemns GMOs, found that eight major biotech crops cultivated in the United States increased crop yields by 2 million tons (Krainin, 2004). Although the crop yields were increasing, pesticide use was reduced. With “pesticide ready” seeds, the use of chemicals decreases. Anton Christo Welgemoed, an author and journalist, who has studied the international implementations of GMOs, reasons that the

application of Bt as a pesticide is usually done by aerial spraying, however Bt does not have a strong chemical composition and hence lasts only a few days in the environment, making regular spraying essential (Welgemoed, 2007). In GMOs however, the pesticide is genetically engineered into the seed, and the insect dies soon after eating the crop. Hence, farmers in the United States alone were able to reduce pesticide use by 46 million pounds (Krainin, 2004). Agrarians have no need to spray harmful pesticides which damage the environment, and due to this, cultivation and machine costs are reduced. GMOs require very little labor because they can protect themselves from the harsh environment and lack of nourishment. With this, farmers are able to secure a smaller labor force, and reduce their expenses. In 2001, farmers using GMOs had saved \$1.2 billion by lowering production costs (Krainin, 2004). Farmers who had invested in GMOs had saved billions in their net production costs. The increase in crop yields mentioned by the USDA, and decrease in labor and production costs, as discussed by Krainin and Welgemoed, leads to lower retail prices for GMO consumers.

Due to the lower costs of production for genetically modified crops versus organically cultivated crops, they have vast price differentials. Organic crops have lower yields, higher labor costs, and require more effort, which consequence in greater harvest costs. To earn a profit, farmers raise the prices of these crops for the retailers. This largely alters retailer's sales, as many customers rush towards the inexpensive, genetically engineered foods. According to the organic price tool from a pro-organic institution, which delivers nondiscriminatory information supporting the opposing side, in the markets of Los Angeles, California on the week of January 6th, 2015, various organic fruits and vegetables had increased price differentials by 42 to 53 percent, compared to GMOs (Rodale, 2015). This shows a projectable essential for genetically modified crops from the consumers. As prices are increased by such great percentages for organic foods, many consumers

turn to GMOs to provide their nutrients. Entirely on the foundation of a low cost high yield basis, given by the USDA. In effect, the sales for organic foods decreases. The skewed sales are in part due to the availability of each type of food. The Center for Food and Safety, an organization strictly aiming to protect the environment and food, states: currently, 85% of U.S. corn, 91% of soybeans, and 88% of cotton, used for oil, has been genetically engineered (CFS, n.d.). As an outcome of this and price differentials, an estimate of about 75% of foods on supermarket shelves is processed GMO. This can be traced back to the production costs and profits attained by farmers, which compel them to grow genetically engineered crops. GE crops increase yields while reducing manufacturing costs, as earlier cited. As a circular result, fast food restaurants attain higher sales as opposed to fine dining. Douglas M. Brown, an economist, argues that since restaurants had only 17.6% more revenue per establishment, fast food business earn a great deal, (63%) more in revenue (Brown, 1990). This reinforces that consumers are willing to pay less for fast food containing genetically engineered organisms.

GMO crops have led to a perpetually fast growing economy. With lower prices for food and more consumers, the economy has increased the circulation of money. With this a nation gains economic prosperity and is able to provide for its citizens. The surplus of crops has lead the United States to increase sales in international markets, consequently increasing international relations throughout poverty stricken regions. Drezner, an American author, and professor of international politics at The Fletcher School of Law and Diplomacy at Tufts University, qualified for the argument on the basis of his education and occupation related to law, argues that “the benefits to the economies of the developing world from the introduction of GMOs were potentially much greater than the benefits to the developed world” (Drezner, 2008). The developing countries, mostly in Asia and Sub-Saharan Africa, attained more out of what GMOs had offered. It was

further noted that the “yield increases and savings from reduced chemical use associated with Bt cotton easily outweighed the higher seed costs” (Drezner, 2008). As a result, the farmers in shoddier regions are able to make a greater profit from their crops, increasing their rate of development. Inclusively, the agriculture of genetically engineered crops has improved not only the United States economy, but the world economic prosperity.

Ultimately, genetically modified organisms have helped society by benefitting the sources of our foods. As the farmers benefit, they lower prices as profits become easier to attain. The lowered prices are passed onto retail and eventually to the consumers. As the consumers spend more money, circulation comes into effect by improving the economy. The GMOs may lead to a surplus which allows for international trade, boosting relations. Moreover, the GMOs positively alter development rates for less developed countries, by helping overcome their first barrier, hunger.

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Reflection

As a starting note, I was uninterested on the topic of genetically modified organisms. But as my group had decided it would be a preeminent topic to research, I accepted the challenge. I had little to no previous knowledge of GMOs, or genetic engineering in general. Fortunately, I had a chance to research my topic before choosing a side. This allowed me to base my opinion on my sources, allowing me to completely explain the reference through my own words. As Descartes argued, one should follow his/her own idea and line of reasoning, as it results in a more complete and understandable thought. Nonetheless, insight from group members had only aided in the process of completing the paper. As we discussed our ideas, our papers began to sound similar, eventually resulting by making our group paper a breeze.

I approached the process of researching and solving the issue by sorting out my research areas. Researching the economic perspective, I was able to divide my search areas. I began by organizing the production of GMOs versus organic foods. From there, I moved along the chain of distribution by checking wholesale prices, retail prices, and finally consumer choice. As a result, I was able to show the sequential dissemination of the two opposing types of crops. From there, I broadened the scope of my research to fulfill the complete economic perspective, as much more than just the consumers are affected. This was difficult as many of the negatives of GMOs in the economy is kept confidential by Monsanto, the largest producer and distributor of GMO seeds. This later became an advantage as I had chosen to support GMOs. Still, I was unable to locate subsidy totals, as well as international trade of GMOs. This limited my research to become more concise and reserved in its entirety.

My understanding of the problem developed as I researched for answers. I initially began without even a slight opinion on the topic. Therefore, I had a tremendous amounts of opinion

fluctuations. Almost each article changed my view, but the facts from the USDA as well as other articles, were the final choice factor. They were reliable, unbiased, and credible, making them the foundation of my viewpoint and research. I had no doubts that GMOs may need regulation, as they were the primary root for the sustainability of seven billion people. After deciding on a side, I was able to use the arguments presented by the opposition. Consequently, resulting in more thorough reasons for my choice. This also helped guide my research, by pointing me to the correct areas to research, saving me ample time. If I could disprove the arguments made by the other side, I had little need for my own rebuttals.

Working with the group deepened and influenced my thinking and writing. Shortly after the start of the research, we had lost a member of the group. Unfortunately, we had one fewer opinion in the discussion and sharing of information. Yet we managed to attain a brief understanding of each other's perspectives. This helped us to conceptualize the broad benefits of GMOs. I was very influenced by my group members in choosing my side. Their ideas and topics were closely related to my own. Therefore, working collaboratively increased our potential to develop a complete essay absent of any holes.

I would be underestimating the amount of knowledge I gained from this paper, if I was asked. It is difficult to apprehend just how many new things you learn while doing just one paper. Writing this paper, I had learned a lot about GMOs from their production to their consumption, and how the process affects the economy of the United States which in turn influences the global economy. Moreover, I learned the importance of working as a team. Group work is essential not only in school but the industry. We learned how to efficiently distribute tasks among the group members according to each other's best interest. This allowed us to write the essays according to

our own interests in the various perspectives. Optimistically, resulting into a powerful group essay. However, I do need to improve on organizing and qualifying my research.

Overall, this essay was a great way to learn about an issue and try to solve it. With projects as such, we are able to think beyond our usual individual abilities. This opens us to multiple viewpoints, leading to a more accepting being. But also challenges us to speak and share our opinions to reflect on the rest of the issues in society.

Word Count: 759

Individual Research Report

Government and Internet Regulations and Restrictions

According to a student study completed at colleges in Pennsylvania, from the years 2008 and 2009 the population of the internet saw a growth of 380%, and even more elaborate statistics from their study say that almost 75% of North America possess access to internet. In the countries of the United States, China and India the growth of Internet use poses the question as to what the impacts of regulations and restrictions of the Internet are. The Internet has become such a large part of our society and the growth of accessibility poses certain issues when it comes to the governments' ethical decisions as to how and what should certain areas be restricted. The three countries of China, India and the U.S. have different restrictions and regulations and these regulations have an ethical and cultural impact on their societies as well as the globe as a whole. Although regulations and restrictions of the Internet provide positive impacts, through the regulations in the United States, China and India, negative impacts present themselves more predominantly.

Through the view of China, and the Chinese people, the impact on moral and ethical views are seen through the restrictions set in the country. According to Jason Q. NG a university student and author of a book related to censorship, the Chinese government uses the restrictions and regulations more like a censorship of certain key words causing restrictions of social media communication. (Jason Q. NG). Having the restrictions on even word usage, impacts China and it's' people, limiting their communication. Censorship regulation and the ability to remove and

eliminate certain things shared between those in China, controls in a sense, their means and forms of communication. The restriction of the ability to communicate freely creates a difficult way for certain people to communicate across the nation or even globally. From the personal experience of Kami Martin, a college professor who moved to China, she experienced difficulty communicating with her church and family back home with the censorship they had on her religious based emails. (Martin). The impact and relation that the censorship and restrictions set by the Chinese government prohibit her from speaking certain things by placing punishments for certain information and topics communicated. This gap resides in the communication among not just social media, but even email sites. China's censorship limits the freedom of communication among those living there. Biana Xu, a graduate of New York University and writer on the council of foreign relations states that through the censorship the government uses tactics restraining journalists and basically have them, "censor themselves." (Xu). Through the censorship and regulations in china manipulation among journalists presents as one of the impacts. The manipulation of the journalists, merely a threat imposed upon them is an indirect way and form of censorship and regulation that the government uses. Negatively, the censorship and regulations on the Internet from the Chinese government, impact the people.

Through the United States perspective the issue is not the placement of regulations, but the absence of certain restrictions and regulations, therefore making the restrictions and regulations in place now impact negatively. Jonathan Yerby a scholar at middle Georgia state college speaks on the issue of not government monitoring the internet, but companies monitoring employees. (Yerby). Here the monitoring appears to be reasonable. If a company wants to monitor those it pays then they shall do so, but the issue of overstepping those boundaries presents itself in

certain situations. The lack of regulations and restrictions of access and security in the United States form the issue of the uncontrollable aspect of the Internet and the security of information to tumble into other issues. According to Cornell university law school the child online protection act was set in place in 1998 for the purpose of protecting minors from any harmful or procaine images or websites. (Cornell). The regulation in the United States is by laws and acts that have been passed and this being one of them. COPA presents a great example of how regulations impact for the betterment and protection of minors, yet the ability to execute and catch the violations are minimal, since the government doesn't have full access and censorship over all of internet. A student at Berkeley, completed a study that addresses the issues of the unrestricted and unregulated social networking. Along with the dangers that come from the lack of Internet regulations and restrictions. (Guo). The impact that regulations and restrictions have on the United States in this aspect derives from the absence of restrictions and regulations due to the safety of some men and women who become vulnerable to being taken advantage of by someone they meet online. Here an absence of restrictions, as opposed to excessive censorship present in China exhibits a negative impact. Morally and ethically the safety here is absent and that, therefore, is the impact of these regulations and restrictions.

In somewhat of a tandem with the United States, regulations and restrictions held in India impact the ethics and morals of the people greatly even though they still differ. According to the South African Foreign Policy initiative, India is one of the most advanced technological countries in the world. (AFPI). The advancement and advantages of India give them more information and data to secure. For this data to be secure, they have to put in place some forms of regulation that impacts the people and ethics greatly because they seclude the peoples access

to some outside aspects. A well known online betting website that tracks laws across all nations. In India gambling online is illegal as well as setting wagers where the outcome is unknown, yet there are certain loopholes in the states where they can make that rule more or less strict. (Online Betting). The impact that this regulation has on the ethics in India is, the accessibility of gambling and betting allow for loopholes in the states there. These loopholes allow for excessive amounts of gambling, going against the morals of the nation. Amy Thompson, a scholar and reporter author in London, writes on the regulation denial by India allowing for certain areas such as pornography remain unmonitored creating an ethical up rise. (Thompson). The absence of regulation, like seen in the U.S. can provide just as negative of an impact as over regulation where restrictions control any access. Therefore the rejection of regulation can leak into harmful ethical practices such as pornography and images and information leaking for all to see. Internet regulations play different roles throughout different aspects in the Indian culture; yet ultimately provide a negative impact upon the ethics of the culture.

Ultimately, the Internet and variety of nations using different restrictive and regulation techniques, provide a negative impact on the ethics of those nations. Although restrictions such as pornography provide a censorship that is beneficial to individuals in the nations, the overall impact of restrictions and regulations, or lack of, impact them negatively. Especially in the three nations observed, the U.S., China and India. A solution to this problem and issue of over or under regulation would be a collaboration and combination of multiple levels or restrictions and censorship to compromise for a logical regulation to be set in place from each country.

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Reflection

Initially, the knowledge of this topic of research was very minimal for me. I really did not know much about the issue other than a small amount of knowledge regarding some restrictions in china. I was given the moral and ethical approach of the issue of internet regulation globally and comparing the ethical and moral values between countries. Additionally I was to analyze the moral perspectives of the countries express those lenses. I was seeking to find data and information regarding the perspectives and viewpoints of those leading these countries. Through my research I was able to see the organizations and the correlations between the countries, and their approaches on internet regulations. Quantitative data was somewhat difficult to discover but in comparing the countries I had the ability to seek the different ethics and morals and pros and cons across the nations.

During the writing process I had to consider many different things. It was very difficult incorporating different evidence that would connect with what our thesis was. For example, in the process of writing about India; I had difficulty relating the evidence and comparing the evidence to the other countries we researched, such as the United States and China. Another consideration I had to make during the writing process was how I would make my commentary pull the evidence into a connection with the thesis. This was very difficult because within the ethical lens most information and evidence found was very opinionated. Avoiding the opinionated evidence was difficult because in the field of social unrest with internet regulation is highly opinion driven. When it came to the revision process after completing my first draft multiple areas required revision and clarification. I had to reconstruct my introduction to more suit the rubric and present clear outline of evidence. Additionally I had to edit a select amount of grammatical and sentence structural errors that would have allowed for an inability to

understand certain areas of my paper. My thought process changed throughout my writing process because I had to come up with a way to format my paragraphs but once I came to the realization that one paragraph would be for each country the rest of the process moved smoothly. In tandem with my changing thought process, the revising process allowed for many structural changes in our group paper. For example, when we were forming our conclusion and solution to the issue of internet regulation; we had to sit down and recreate a conclusion to make sure that it displayed all that we were trying to display had a great importance.

Throughout my research the opinions I had on this topic became more well known. Before researching I did not know much in regards to this topic, so in the researching process I was able to develop an educated opinion. This opinion being one that internet regulation must be present, but it should not restrict the nations way of life but be in place for safety and economic control in some cases. A major discovery that created this opinion was that china's use of regulation restricted aspects and areas of communication. This discovery allowed for me to understand that regulations are detrimental to nations people. Another discovery of the United States' lack of regulation showed that limited regulation in areas such as pornography can also provide a detriment to the culture.

Working with the group was a very difficult challenge, especially when it came to writing our group paper. For me, it was difficult to not just take charge and control the entire paper, but using other peoples information and strengths ultimately worked together for the betterment of our paper. The group work influenced my thinking throughout the process because it forced me to slow down throughout the process and pay attention to details. These details consisted of areas in grammar and areas in regards to the rubric like crediting sources and such. The issue with the group work was that when others were absent or did not cooperate effectively; we would have to

hesitate in order to find out a way to complete the missing segment or what to do in the mean time. Another difficulty with group work was time management in editing and revising our group work. Synthesizing and incorporating all of our information was not very difficult because in our individual research the evidence we found supported the same thesis.

Social media can be a bad influence to adolescents without the proper guidance. Within this new age of technology social media and teenagers can be bad influence without the proper guidance what's appreciated and in appropriate.

One of the major reason social media is having a bad influence on young teens is that , teens are letting all of their privacy out. They tell their every move , what they're doing , where they're about to go. Teens a putting all of their business online just to get a like or a favorite from strangers they don't even know. teens now a days think its okay to tell everything to some strangers that they don't even know. They don't know that everyone can see every little thing they post or do when they're on social media. When you post something on social media it stays on the internet for ever, even if you delete it. Why do you need to tell someone how you feel about another person but online. When you post this stuff and try to get a job they look up your social media accounts.

¹ Another reason why social media is causing a bad influence on teens to this day is , they get to distracted from their grades. Teens will spend about hours and hours on social media but won't spend any time on doing their homework . They won't do anything that could help the get a better life but would rather do something just to get a laugh for five minutes of fun. They're not worried about there but more so worried about right now. It doesn't just distract teens from school but also from other things. It can distract you from interacting with others that are right next to you. A group of teens can sit in a room and not interact at all but will message each other on social media or like one anothers pictures. Social media is making teens do whatever it says now a days. It runs all of teens lives everyday all day long. Teens just have to be on there no matter what like its an addiction that they can't get over. They can not go a day with tweeting or liking a photo or even posting anything. Social media is influencing teens to just go down the wrong path. Teen are killing themselves over it. They bully each other on social media post bad things about each other. Blackmailing teens to do what they want them to or else something bad will happen to them or someone that they love. Social media is just not a good thing for teens to have lie about their age make fake accounts to make them seem cooler.

What is social media ? Its websites that people make to communicate with others but online. So if you don't get to see them very often you can still keep up with them without having to ask them how they're doing. There's lots of different sites that you can go to online and you can access these websites from phones or tablets. Social media is what we can you to see the latest topics or even see how the other part of the world is doing. Theres a negative side to it , theres people posting things about killing others. Lots of racism goes on and kids are seeing this and are thinking that its ok. They see adults cursing all over social so they think its ok but in reality its not at all. They can ruin a life just by a picture or a tweet. Teens are being influence to do bad things just by what's all over the social media . They are more so worried about others than themselves. Social media is making teens do things that they

¹ <http://www.starnewsonline.com/article/201404>

shouldn't do at this age. People hack their accounts and find out where they stay. They post their numbers all over social media for anyone to see , yea you might be bored and want to talk to others but some strangers can get the number track your phone. There's lots of adults on these sites to try and find kids that they can kidnap and take with them and do cruel things to them. Thats why teens must stop putting every little thing that they do on these social sites because something bad could really happen to them if they're not careful.

If teens keep this up their future will not be too bright. They will become dumber because of not focusing on their school work. Also there would have a high percentage of suicide will increase do to cyberbullying. Also they most things about how there to fat and need to be size zero , so girls will starve themselves just to get to a certain weight . They will do plastic surgery just so they can look like what the girls look like on these social media sites. They don't really know what plastic surgery could really do to. When you get old the surgery is going to make you look very bad. Social media is nothing to play with it has things on there that will have teens minds going crazy. People are dying just because of social media or even feeling very bad about themselves. Social media is the downfall of education for teens they see the things that are on there and think its okay to do some of the things.

In the future social media will have kids that are very young on them. Kids that shouldn't be on , they will see the things on there and think its ok to do those things that they see. Kids at young ages will start getting on these social media sites cussing up storm or even posting things that they shouldn't post. They will keep making sites and make you think that they're safe but in reality they really not. These sites will have young kids head over heels. People even catfish one another they make you think they're super pretty but when you see them there some type of stalker guy. The future is not so good with social media yea you can meet new people but them people could end up harming you very badly. The media is a very bad thing.

It took me and my a while to decide on a topic that all of us had interest in. We found one and , did a lot of research about the topic. Then we realized that the topic was way too big so we had to narrow the topic down to just teens in general. After we did that we looked up how teens are badly influenced by social media and what happens to them. We all got together and picked a lense that we wanted to talk from. We all picked and stuck to it. we split up and found different websites that had lots of info on our topic. We would come together telling each other of what we had found. Then we would compare them to each other and see different things. Then we all started to making citations and telling each other. We had to overcome being lazy because we were kinda lazy. But we got everything done and were done.

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AP[®] SEMINAR

2015 SCORING COMMENTARY

Performance Task 1 — Individual Research and Reflection

Overview

This prompt was intended to assess the students' ability to:

- Investigate a particular approach, perspective, or lens of the team's overall research project;
- Based upon this investigation, produce an evaluative, analytic report about research on the chosen academic or real-world problem or issue;
- Analyze a line of reasoning within the research;
- Analyze the credibility of the sources in which the evidence is located; and
- Produce a thoughtful, written reflection of the research process.

Sample: A

Content Area: Understanding and Analyzing Context — Row 1 Score: 6

Content Area: Understanding and Analyzing Argument — Row 2 Score: 6

Content Area: Analyzing and Evaluating Evidence — Row 3 Score: 6

Content Area: Reflection — Row 4 Score: 6

Content Area: Selecting and Using Evidence — Row 5 Score: 3

Content Area: Grammar and Style — Row 6 Score: 3

HIGH SAMPLE RESPONSE

Content Area: Understanding and Analyzing Context — Row 1

The response earned 6 points for this row because the report richly contextualizes a well-defined area of investigation — the economics of GMOs. Multiple perspectives are presented through the lens of agricultural economics and include (a) source and retail costs, (b) yield and labor information, and (c) impacts on economies. The report draws the conclusion that “overall,” GMOs positively impact the U.S. economy, and it explicitly links the pieces of evidence to each other and to this claim. The report successfully contextualizes the argument by developing perspectives and drawing evidence from a variety of current sources, including academic journals, an academic book (Princeton UP), and government and NGO sources.

Content Area: Understanding and Analyzing Argument — Row 2

The response earned 6 points for this row because the report clearly details scientific and economic information from the agricultural economics research. It recognizes and analyzes a line of reasoning in the research — crops grown from GMO seeds reduce pesticide and machine costs, making low retail costs possible and generating economic growth in the U.S. and in developing countries because of surplus and international trade.

Content Area: Analyzing and Evaluating Evidence — Row 3

The response earned 6 points for this row because the report provides detailed analysis through commentary or analytic synthesis, supplied in commentary about the evidence. The report makes clear why the summarized research is relevant to the topic and line of reasoning. The report addresses credibility using in-text attributive introductions (e.g., “In 2001, the National Center for Food and Agricultural Policy, a private nonprofit, non-advocacy research organization, which neither commends nor condemns GMOs...”) The reflection also contributes to analysis of credibility (e.g., the reflection explains a problem with Monsanto acting as a source of information).

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2015 SCORING COMMENTARY

Performance Task 1 — Individual Research and Reflection

Content Area: Reflection — Row 4

The response earned 6 points for this row because the report details how the initial views of the problem were changed by research and team interaction. Moreover, the report is thoughtful about tracing a line of reasoning in the research process: “I moved along the chain of distribution by checking wholesale prices, retail prices, and finally consumer choice. As a result. . . .” In terms of the writing/thinking process, the report points to the issue of “organizing and qualifying” research, as well as speaking to the dynamics of collaboration.

Content Area: Selecting and Using Evidence — Row 5

The response earned 3 points for this row because the reference page and internal citations contain few or no flaws. The kinds of sources used (peer-reviewed journals, academic books, NGO sources) are clearly and appropriately delineated in the bibliography.

Content Area: Grammar and Style — Row 6

The response earned 3 points for this row because the report is capably written in terms of its organization, sentence level, and diction. In addition, it clearly communicates to the reader.

Sample: B

Content Area: Understanding and Analyzing Context — Row 1 Score: 4

Content Area: Understanding and Analyzing Argument — Row 2 Score: 4

Content Area: Analyzing and Evaluating Evidence — Row 3 Score: 4

Content Area: Reflection — Row 4 Score: 4

Content Area: Selecting and Using Evidence — Row 5 Score: 2

Content Area: Grammar and Style — Row 6 Score: 2

MEDIUM SAMPLE RESPONSE

Content Area: Understanding and Analyzing Context — Row 1

The response earned 4 points for this row because the report identifies an area of investigation — government and internet regulations. Multiple perspectives are drawn mostly from web sources and include restriction of freedom in the form of censorship and lack of government control over employer monitoring. Perspectives are mostly developed independently (China, U.S., and India). The connections among the perspectives derive almost exclusively from broad thematic links.

Content Area: Understanding and Analyzing Argument — Row 2

The response earned 4 points for this row because the report focuses mainly on three broad, incremental “cases,” with scant evidence of a line of reasoning in the research. In the words of the reflection, “one paragraph would be for each country.” The report adequately restates and summarizes information from sources, with some explanation within each case.

Content Area: Analyzing and Evaluating Evidence — Row 3

The response earned 4 points for this row because the report establishes the relevance of the evidence to the overall theme. The report notes credibility markers, offering some description of source origins, but the analysis of why a source is or is not credible is limited (e.g., “Kami Martin, a college professor who moved to China. . .”).

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2015 SCORING COMMENTARY

Performance Task 1 — Individual Research and Reflection

Content Area: Reflection — Row 4

The response earned 4 points for this row because the reflection provides reasonable — although not particularly insightful — detail regarding how research was conducted, how views of the issue have evolved, and how the writing process changed (e.g., “During the writing process I had to consider many different things.”) The reflection identifies writing issues (e.g., connecting evidence with claims) but doesn’t move beyond noting these difficulties.

Content Area: Selecting and Using Evidence — Row 5

The response earned 2 points for this row because the reflection contains inconsistent use of attribution. There is some unevenness in the bibliography (e.g., a missing date for Yerby source; lack of clear attribution for the opening data from the “student study”).

Content Area: Grammar and Style — Row 6

The response earned 2 points for this row because awkward phrasings and illogical syntax resulted in unclear prose (e.g., “The manipulation of the journalists, merely a threat imposed upon them is an indirect way and form of censorship and regulation that the government uses”).

Sample: C

Content Area: Understanding and Analyzing Context — Row 1 Score: 2

Content Area: Understanding and Analyzing Argument — Row 2 Score: 2

Content Area: Analyzing and Evaluating Evidence — Row 3 Score: 2

Content Area: Reflection — Row 4 Score: 2

Content Area: Selecting and Using Evidence — Row 5 Score: 1

Content Area: Grammar and Style — Row 6 Score: 1

LOW SAMPLE RESPONSE

Content Area: Understanding and Analyzing Context — Row 1

The response earned 2 points for this row because the report identifies social media as a broad area of investigation. The report hints at some perspectives (definition, future) derived from general web sources.

Content Area: Understanding and Analyzing Argument — Row 2

The response earned 2 points for this row because the report provides some information that is presumably from the research. The information is mostly unattributed with one exception — the loosely attributed footnote 1.

Content Area: Analyzing and Evaluating Evidence — Row 3

The response earned 2 points for this row because the report fails to clearly differentiate between evidence from sources as opposed to commentary. As a consequence, the report reads as informal opinion.

Content Area: Reflection — Row 4

The response earned 2 points for this row because the report is sparse. It abruptly moves from the beginning to the end of the writing and research process without reference to changes in thinking or writing. Group dynamics are briefly noted but not detailed.

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Performance Task 1 — Individual Research and Reflection

Content Area: Selecting and Using Evidence — Row 5

The response earned 1 point for this row because the report contains insufficient internal attribution. There is a bibliography but, with the exception of footnote 1, the report does not connect to the content presented.

Content Area: Grammar and Style — Row 6

The response earned 1 point for this row because the report contains many errors in spelling, punctuation, and syntax that interfere with communication of ideas. Word choice is general (e.g., “bad influence”) and informal (e.g., “[teens] would rather do something just to get a laugh”).