



2017 TN Spring

Anchor Set

Grade 8

Explanatory Essay

Learn Fail

TN151897

Read the passages and write a response to the writing prompt.

Passage 1

Excerpt from “To Really Learn, Fail—Then Fail Again!”

by Susan Moran

That “error” in trial-and-error learning can be the ticket to learning well—and having more fun.

1 Thomas Edison just couldn’t get it right.

2 After more than five months and 9,000 experiments, the famous inventor couldn’t get a new type of battery to work. Too bad, a co-worker said. What a shame that effort had produced no results.

3 But Edison saw it differently. “Results? Why, man, I have gotten a lot of results! I know several thousand things that won’t work!”

4 Edison eventually did get his new kind of battery to work. In the end, it took even more time—and thousands more experiments.

5 Today, more than a century later, a bit of that same spirit of curiosity and determination lives on in Emily Hogan’s classroom. She teaches eighth-grade physical science at Westlake Middle School in Broomfield, Colo.

6 On a spring morning, Hogan had given each of her students a tool kit containing a plastic foam dinner plate, a balloon, a small plastic stirrer straw, a sharp pencil and masking tape.

7 She instructed her young inventors to use the parts in any way they wanted to make racing cars from the foam plates. They also were charged with figuring out how to propel those cars great distances across the floor. The kit’s balloon would be a key component of these “rocket” racers.

8 Kids in many classrooms across the United States are learning science in much the same way. Instead of explaining things to kids from the front of a classroom, teachers are beginning to instead “guide from the side.” They are nudging kids to become Edisons—tinkerers who learn by doing.

9 A big take-home lesson from such projects is that there may be no one single right answer to a problem. There may instead be many. Along the path to discovering this, kids were being encouraged to propose theories—and then test them.

10 Along the way, many students will fail. Often, they'll fail many times. Perhaps not several thousand times (like Edison). But along the way they may just find out that by analyzing why something went horribly wrong, they've learned a lot. And they can take ownership of that learning, knowing that they earned it from hard-won experience.

11 What's more, the lessons we learn this way are those we are most likely to remember.

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Fail, fail again . . . fail better

12 Everyone learns from mistakes. Yet, as obvious as the idea seems, scientists have done little research to measure how making mistakes affects what we learn and how long those lessons stay with us. Some recent research has, however, focused on a related topic. It's about something known as learning through *inquiry*. From kindergarten through college, this technique is becoming popular. It basically means to learn by doing.

13 Joe Levine is a big supporter of this learning style. A biologist and science teacher, he is an author of one of the most widely used high school biology textbooks.

14 Students learn best by coming up with their own research questions and then testing them, he's found. What's more, he adds, students who practice this method in middle school and high school are more likely to continue to study science in college.

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Students take the lead

15 Ellen Granger heads the Office of Science Technology at Florida State University in Tallahassee. She has found that putting students at the center of learning helps science students achieve more. Her 2012 study worked with fourth- and fifth-graders. However, she says, her results should apply to students at any age.

16 Whether they're kindergartners or college students, "It doesn't matter," Granger says. "We're finding the same things. . . . When you must do the sense-making, you learn better." *Sense-making*? This is a term Granger uses to refer to students who try to personally make sense of a concept or process.

17 Success requires that you think creatively, not just take things at face value, she says. But you don't have to go it alone. The approach calls for teachers to offer some guidance. Here, teachers aren't supposed to tell you how something

works. Instead, they should indirectly point the way by offering some careful, thought-provoking questions.

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Creativity is full of mistakes

18 Making mistakes can spark learning and creativity at any age and in any field. First, it takes conquering a significant fear. “Our fear of mistakes has hugely impeded our creativity,” says Margaret Heffernan. She is the author of the 2011 book, *Willful Blindness: Why We Ignore the Obvious at our Peril*.

19 “Our very competitive upbringing constrains our ability to do wildly creative work,” she says. “That’s why I’m very interested in people making mistakes and celebrating them.”

20 Heffernan urges students to value the process of thinking, and not just getting the “right” answer. “Messiness, making mistakes: There’s fantastically rich ground here for creativity and exploration,” she says.

Excerpt from “To Really Learn, Fail—Then Fail Again!” by Susan Moran, from *Science News for Students*. Copyright © 2015 by Susan Moran. Published by Society for Science & the Public.

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Passage 2

**Excerpt from “New Math:
Fail + Try Again = Real Learning”**

by Susan Moran

Teachers increasingly urge students to risk failing as a route to ultimate success.

21 Learning from mistakes is hardly a new teaching or life philosophy. A century ago, after five months and more than 9,000 experiments, famed inventor Thomas Edison still wasn’t able to make a new type of storage battery work, according to a 1910 authorized biography. When a colleague pointed out all that effort had failed to yield any results, Edison retorted: “Results! Why, man, I have gotten a lot of results! I know several thousand things that won’t work.”

22 That adage is as enduring in the humanities as it is in science. Irish playwright and novelist Samuel Becket, who died in 1989, said: “Ever tried. Ever failed. No matter. Try again. Fail again. Fail better.”

To grow, accept failure

- 23 Although it seems axiomatic that we learn and grow through trial and error, few studies have looked specifically at how making mistakes affects a student’s ability to learn. Even so, a teaching approach that embraces this style of learning has been gaining traction in K–12 and university curricula. It’s called *inquiry-based learning*, which basically means that students uncover knowledge by themselves. It is also sometimes called problem- or *discovery-based learning*.
- 24 At the forefront of the movement to spread inquiry-based learning is Mary Walker, a clinical professor in the natural sciences at the University of Texas at Austin. She also is associate director of the UTeach program there.
- 25 “If you’re engaged in a hard problem, you’re developing an attitude that failure is okay,” says Walker. “Accepting failure helps you learn,” she notes. Moreover, you’re learning by working together.

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Don’t assume failing is the same as falling

- 26 More data have emerged about *student-centered instruction*. As Walker suggests, the technique often goes hand-in-hand with inquiry-based learning. Students often teach and mentor one another.
- 27 Ellen Granger, who heads the Office of Science Teaching Activities at Florida State University (which has its own UTeach program), published one such study in 2012. It compared how student-centered versus teacher-centered approaches affected fourth- and fifth-grade students’ understanding of space-science concepts. The researchers found that learning outcomes were higher for students who enrolled in science classes that take a student-centered approach. Some of these effects were both significant and persistent. For instance, her team measured a positive influence on scores for tests administered 5.5 months after the original instruction.
- 28 Granger’s subjects were fourth and fifth graders. But taken together with other studies on student learning, she says, the results appear to apply to all students—from kindergarten through college. “It doesn’t matter whether we’re talking about K–5, 9–12 or undergraduates,” she says. “We’re finding the same things. . . . When you must do the sense-making, you learn better.”
- 29 By *sense-making*, she means that the students must actively engage in making sense of a concept or process. Teachers should not just explain how something works. Their students must instead attempt to think critically, guided by a teacher’s careful questioning. An added bonus: Students seem to take pride in figuring things out by themselves.

- 30 Biologist and science educator Joseph Levine co-authored *Biology*, a widely used high school textbook. This educator at the Museum Institute for Teaching Science at the Marine Biological Laboratory, in Woods Hole, Mass., also is trying to put inquiry-based learning into practice. His tactic: Enticing teachers to leave their classrooms for some time out in the field. Along with colleague Barbara Bentley, the two take teachers to the tropical forests of Costa Rica for two weeks of professional training. Their goal: Inspire the instructors to teach more hands-on practices.
- 31 “Science is always dynamic and changing,” says Levine. It’s much more complicated than any simple cookbook experiment, he maintains. “Students come up with their own questions and test their hypotheses using data. It creates lots of opportunities for making mistakes.”

Excerpt from “New Math: Fail + Try Again = Real Learning,” by Susan Moran, from *Science News for Students*. Copyright © 2015 by Susan Moran. Published by Society for Science & the Public.

TN552352

Writing Prompt

“Results? Why, man, I have gotten a lot of results! I know several thousand things that won’t work!” —Thomas Edison

How does Thomas Edison’s statement and attitude support the idea of student-centered learning? Write an explanatory essay answering this question. Develop your essay using clear and relevant evidence from **both** passages.

Manage your time carefully so that you can

- Plan your essay and do some prewriting in the space provided
- Write your essay on the lined pages of your answer document

Your written response should be in the form of a multi-paragraph essay.

Write your response to the writing prompt in the space provided in your answer document.

Anchor Paper 1

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Student-centered learning is a concept that is being used more and more in classrooms today. This idea means that the students will be given more opportunities to learn on their own, and sometimes fail. While this concept is more common now than ever before, it isn't new. Over a century ago, Thomas Edison started this philosophy when he said, "Results? Why, man, I have gotten a lot of results! I know several thousand things that won't work!" This statement supports student-centered learning because it says that failure is okay and even beneficial, supports hands-on learning, and promotes a more creative attitude in students.

The quote from Thomas Edison supports student-centered learning because it says that failure can be beneficial. In the passage, "To Really Learn, fail - then fail again!", it says in paragraph 10, "But along the way, they may just find out that by analyzing why something went horribly wrong, they've learned a lot. And they can take ownership of that learning, knowing that they earned it from hard-won experience." When a student fails, it helps them to remember better and learn more. The lesson wasn't just presented to them, they had to work for it themselves.

Another reason why Edison's quote promotes student-centered learning is that it supports a more hands-on learning experience. In the passage, "New Math: Fail + Try again =

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real learning", it says in paragraph 31, "Students come up with their own questions and test their hypotheses using data." This way of learning encourages the students to work on their own, and the teacher to stand to the side and assist. If the students are on their own then they are being **challenged** to come up with ideas themselves.

Thomas Edison's quote also supports the idea of student-centered learning because it promotes the idea that **failure sparks creativity**. If a student is working by himself, he is being **challenged** to think for himself and come up with **original** ideas. In the passage, "To really learn, fail - then fail again!", it says in paragraph 18, "Making **mistakes** can **spark learning** and creativity at any age and in any field. First, it takes **conquering a significant fear**. Our fear of mistakes has largely impeded our creativity." If a student makes a mistake, it challenges them to come up with a **new idea** and try again.

Someone who was against student-centered learning might **argue** that not **all students benefit** from working without a teacher. But in the passage, "To really learn, fail - then fail again!", it says in paragraph 17, "But you don't have to go it **alone**. The approach calls for teachers to offer some guidance. Here, teachers aren't supposed to tell you how something works. Instead, they

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should indirectly point the way by offering some carefully thought-provoking questions." With this way of teaching, a teacher is always in the room helping the students, just not as much.

In conclusion, Thomas Edison's quote does support the idea of student-centered learning. It supports it because both concepts promote failure, hands-on learning opportunities, and more creative attitudes in students.

Development: 4

The response insightfully develops the topic using well-chosen, relevant, and sufficient evidence to support the thesis (...*failure is okay and even beneficial, supports hands-on learning, and promotes a more creative attitude in students.*) It accurately explains and elaborates on the evidence, demonstrating a clear understanding of the topic.

Focus & Organization: 4

The response is effectively introduced with a strong focus on responding to the task, and all paragraphs (including the brief conclusion) consistently support the thesis and create a unified whole. Ideas and their relationships to one another are clear and cohesive.

Language: 4

Consistent and sophisticated command of precise language and domain-specific vocabulary. Sophisticated command of syntactic variety with simple, compound, and complex sentences all present helps maintain reader interest. Varied transitions (*The quote from; Another reason; Someone who was against*) are present. Effectively establishes and maintains a formal style.

Conventions: 4

The response shows consistent and sophisticated command of grade-level conventions, with very strong use of commas. Other than minor spelling errors it is almost error-free, causing no interference with meaning.

Anchor Paper 2

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An integral part of our everyday lives is learning. In school, you learn from books and worksheets, but in the real world, you learn by trial and error. Many educators are beginning to bring more of the real-world into the classroom. They are doing this by student-centered and inquiry-based learning. The basis of this learning style is that students will take more away from school by making mistakes and figuring problems out by themselves. Just as Thomas Edison did when he created a new storage battery, according to Susan Moran's "To really learn, Fail - then fail again!" Moran wrote, "Too bad, a co-worker said. What a shame that effort had produced no results. But Edison saw it differently, 'Results? Why, man, I have gotten a lot of results! I know several thousand things that won't work!'" Edison's takeaway from his failures is student-based learning at its core.

Edison's attitude is even supported by research. In another, very similar, Susan Moran article, it is written, "More data has emerged about student-centered instruction... Ellen Granger... published one such study in 2017... The researchers found that learning outcomes were higher for students enrolled in science classes that take a student-centered approach." Despite all of the positives of this learning style, some may be opposed to it. Just like Edison's co-worker, many learning environments are competitive and success-oriented, which offers students very few opportunities for failure.

Thomas Edison's optimistic spirit will continue to live on in education across the country as support grows for inquiry-based learning. Many doubters of the Edisonian method are becoming convinced by growing amounts of data supporting it. As Irish writer, Samuel Becket said: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better."

Development: 4

The response's evidence, while not extensive, is very well-chosen and relevant to the task to insightfully develop the topic. Insightful perspective with evidence elaborated on demonstrating a very clear understanding of the topic, task, and stimuli.

Focus & Organization: 4

Very focused throughout. Both the introduction and conclusion are very effective and relevant. Effective organizational strategies and clarification among ideas create a unified whole and high level of cohesion.

Language: 4

Diverse word-choices illustrate a consistent and sophisticated command of language, vocabulary, and syntactic variety (*An integral part of our everyday lives...; Edison's takeaway from his failures is student-based learning at its core; Many doubters of the Edisonian method are becoming convinced by growing amounts of data...*). This adds meaning and maintains reader interest. Effectively establishes and maintains a formal style, using sophisticated and varied transitions (*Just as...; Edison's attitude is even supported by...; Despite all of the positives...*).

Conventions: 4

The response demonstrates consistent and sophisticated command of grade-level conventions. Quotations are offset by a preceding comma and the quotation marks are closed with correct end punctuation. Strong usage of punctuation throughout. Basically error-free.

Anchor Paper 3

WRITING TASK 2

A famous inventor, Thomas Edison, never gave up on getting one of his inventions to work. After five months there still was no positive results. During these five months Edison had conducted around 9,000 tests. "Results? Why, man, I have gotten a lot of results! I know several thousand things that won't work!" Edison said once after his many experiments. His many failures taught him many things that wouldn't work but led him to a positive result. He learned from his many mistakes.

People other than Edison learn from mistakes. This especially goes for students. Most students learn in teacher-based classes. These types of classes don't allow students to work to their full potential. In most cases, there are multiple ways to get a solution or answer to a problem. Teachers usually tell students how to get an answer and test them over it. Inquiry-based learning has students work hand-on on different projects. Working hands on means many things can go wrong. When students make these mistakes they will learn from it and try until they get a positive result. Just like Edison, students are learning from their mistakes.

Ellen Granger, head of the Office of Science Teaching Activities at Florida State University, published a study comparing students that learned through student-based

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learning and teacher-based learning. Her subjects were fourth and fifth graders but she had also studied other grades. She and her researches found that students were more positively affected by inquiry-based learning. The same results showed when she studied other grades. "We're finding the same things... When you must do the sense-making, you learn better," she said. Granger means that students that work hands-on to learn a concept, the learning is more effective.

In most situations inquiry-based learning has been more effective. Students learn from their own mistakes and learn from them. Students may fail more or less than Edison but the process they take will stick with them for a while. Inquiry-based learning may also help benefit students in the future because they will be used to not always getting a positive result the first time. Inquiry-based learning is beneficial for students' future and helps them over-all in school.

Development: 4

Well-chosen evidence is used to insightfully develop the topic, augmented by drawing upon their own experience and conclusions (*People other than Edison learn from mistakes. This goes especially for students...*). The response succeeds in thoroughly and accurately elaborating on the evidence (*Students may fail more or less than Edison but the process they take will stick with them...*), demonstrating a clear understanding of the topic and stimuli.

Focus & Organization: 4

The response creates a high level of cohesion between ideas and effectively clarifies their relationships. Effective organization creates a unified whole that aids comprehension. It contains a very relevant introduction, and an even more relevant and effective conclusion.

Language: 3

While not quite exhibiting enough to reach a sophisticated level in syntactic variety, there is a precise and consistent command of precise language (*These types of classes don't allow students to work to their full potential*) and domain-specific vocabulary (*positive result; teacher-based classes; inquiry-based learning*). Appropriate and varied transitions (*His many failures taught him...; In most cases,; Just like Edison,*). Establishes and maintains a formal style.

Conventions: 3

Demonstrates consistent command of grade-level conventions. Minor sentence construction errors (*...there still was no positive results; The same results showed when she studied...;*), and a few errors in comma usage (or the lack of) and hyphen use (*hand on; hands on; over-all*) do not significantly interfere with meaning.

Anchor Paper 4

WRITING TASK 2

Thomas Edison's statement and attitude supports the idea of student-centered learning in many ways. Edison has failed at trying to make a storage battery over 9000 times. Edison is a good role model for everyone who fails at something new. This statement makes Edison seem irritated over how many times an idea failed, but he just pushes himself to work harder.

In paragraph 5, passage 1, it says, "Today, more than a century later, a bit of that same spirit of curiosity and determination lives on in Emily Hogan's classroom." This means that Thomas Edison inspired Ms. Hogan to teach the ways of how to deal with failure, like Edison. Also in paragraph 7, it says, "She instructed her young inventors to use the parts in any way they wanted to make racin' cars from the foam plates. They also were charged with figuring out how to propel those cars great distances across the floor." This shows that Ms. Hogan wants the kids to learn not just by reading or doing busywork, but by hands-on experiments.

Another way Edison's quote encouraged student-centered learning is in paragraph 8 and 10. The passage states that "kids in many classrooms across the United States are learning science in much the same way. They are nudging kids to become Edison-tinkers who learn by doing." In paragraph 19, it says "Along the way, many students will fail. Often, they'll fail many times. But along the way they may just find out that by analyzing something went horribly wrong, they've learned a lot. This shows that students learn more from their mistakes than just reading from a book. A quote from the passage that shows this is, "Success requires that you think creatively, not just take things at face value," she says."

In paragraph 23, passage 2, it says, "Although it seems axiomatic that we learn and grow through trial and error, few studies have looked specifically at how making mistakes

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affects a student's ability to learn... It's called *inquiry based learning*, which basically means that students uncover knowledge by themselves. All of this means that students understand something more if you fail at it, and try again. At the forefront of the movement to spread this new type of learning is Mary Walker, a clinical professor at the University of Texas at Austin. Walker had a good statement in paragraph 25, it says, "If you're engaged in a hard problem, you're developing an attitude that failure is okay."

Thomas Edison inspired lots of teachers around the world to use trial and error in the classroom. His quote and attitude supported student-centered learning with hands-on activities. This helps students because they know after they failed, not to do it again, or work and push yourself to the limit.

Development: 3

Utilizes relevant and sufficient evidence to adequately and consistently develop the topic and thesis statement. The evidence provided is adequately explained to demonstrate a sufficient understanding of the topic.

Focus & Organization: 3

The response contains a relevant introduction and conclusion, albeit with slightly confusing interpretations (*...statement makes Edison seem irritated; ...they know after they failed, not to do it again...*). Adequate organizational strategies are used to create a mostly unified whole; clarifies most relationships among ideas but the body paragraphs leave some gaps in cohesion.

Language: 3

Illustrates consistent command of precise language, vocabulary, and syntactic variety. The response uses appropriate, if somewhat basic, transitional words and phrases (*In paragraph 5, In paragraph 23, This shows that.*) Establishes and maintains a formal style.

Conventions: 3

The response's consistent command of grade-level conventions is a little lacking in sophistication. The relatively heavy use of and reliance on copied text and paraphrasing leave this short of a 4. Generally good control of capitalization, spelling, and punctuation. A few minor errors do not interfere with meaning.

Anchor Paper 5

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"RESULTS? Why, man, I have gotten a lot of results! I know several thousand things that won't work!" This a quote said by Thomas Edison where he is pretty much saying it is okay to fail if you learn from it. In this quote Thomas Edison is supporting the idea of student-centered learning and inquiry-based learning. Inquiry-based learning simply means learning by doing where students discover knowledge by themselves. This type of learning often goes hand in hand with student-centered learning. Both of these learning ideas are some of the best and most successful ways to learn and help you learn better.

In both student-centered learning and inquiry based learning, you learn from making mistakes. When you're engaged into a problem, you develop a sense that failure is okay. By doing this, accepting failure helps you learn. Although students may fail a numerous amount of times, they will conclude that along the way of finding out what went wrong, that they actually learned a lot. This way of teaching helps students achieve and

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– discover more.

Studies have shown that putting students at the center of learning, or student-centered learning will help students achieve more, no matter the grade they're in. You might think that doing this might take longer and be a waste of time, but learning like this can spark the student's creativity and learning. Also most students find that figuring out problems by themselves is somewhat prideful. Another thing people might think about this technique is that you won't come out being successful with the problem, but success requires you to think creatively. You can't just look at things by their "face value".

This way of learning has also been proven to be a positive influence on administered test results and scores after instruction. This not only shows that this idea helps you learn but also that it also helps you remember things longer saying that the test in Ellen Granger's experiment was administered five and a half months after the students were taught. In conclusion student centered learning and inquiry-based learning

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Development: 3

The response contains relevant and sufficient evidence to adequately develop the topic. It utilizes mostly indirect evidence, but stays focused on the task and stimuli (How *student-centered and inquiry-based learning* help students.) A sufficient understanding of the topic is demonstrated by the accurate explanation of the evidence.

Focus & Organization: 3

The lack of reference to Edison after the opening line creates some gaps in cohesion, but the response clarifies most ideas and uses adequate organizational strategies to create a mostly unified whole. Contains a relevant intro and conclusion.

Language: 3

Consistent command of precise language and domain-specific vocabulary, but short of sophisticated. Appropriate and varied transitions (*In both; By doing this; Studys have shown; This way of learning; You might think*). After the opening portion of the intro (...*he is pretty much saying...*), the response establishes and maintains a formal style.

Conventions: 3

Consistent command of grade-level conventions. Occasional minor sentence formation and grammar errors (*This a quote said by Thomas...; When you're engaged into a problem...; is somewhat prideful; positive influenced*), omission of commas, and spelling errors (*Eddison, tis, learnng*) do not significantly interfere with meaning.

Anchor Paper 6

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Sometimes you win and sometimes you lose. But what if you lost or failed everytime and not win or succeeded? Would you give up? Thomas Edison never gave up and eventually succeeded. And could failing actually make you better? The answer is yes. Thomas Edison been working on his experiment for five months and has had 9,000 of them! Then a co-worker said, "what a shame that effort had produced no results." And Thomas Edison responded, "Results? why, man, I have gotten a lot of results! I know several thousand things that won't work!" Thomas's attitude to it is a little similar to the people in today's world. An example is Emily Hogan. Emily Hogan is an eight grade science teacher at Westlake Middle School in Broomfield, Colo. She gave her students some parts to make racing-cars from foam plates. And they were also, suppose to figure out how to move the cars across the floor. Basically she was giving them advice on the side instead of giving it directly to them, so they'll learn by doing it, like Edison. In the text it says, "Scientists have done little research to measure how making mistakes affects what we learn and how long those lessons stay with us." Also in the text it says "... It's about something known as learning through inquiry... It basically means to learn by doing." Even though some people say it's not good to fail, failing can help you get better and understand what you did wrong. Also it helps you grow up. Overall, learning by doing became known as student-centered instruction, similar to inquiry. And student-centered instruction has the same attitude Thomas

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Edison, because even if you failed alot you learn from it and move on. And eventually you succeed.

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Development: 3

Enough relevant evidence is provided to adequately develop the topic. Adequately explains the evidence to demonstrate a sufficient understanding of the topic and stimuli.

Focus & Organization: 3

The response has a relevant introduction using rhetorical questions (*But what if...and not win or succeeded?; Would you give up?*) and a relevant conclusion. The absence of paragraphs detract from the ability to comprehend the writing to some degree. Clarifies most relationships between ideas and concepts.

Language: 3

While not sophisticated, the response has some varied syntactic structures (*Sometimes you win and sometimes you lose; ...similar to the people in today's world; ...though some people say*). Appropriate transitions are used but they are mainly very basic (*And, Basically, It, In the, Also*). Establishes and maintains a formal style.

Conventions: 3

Command of conventions is generally grade-appropriate. Errors in sentence structure and usage (*Edison been working; they were also suppose*), spelling (*succeeded; succed*), and a few other minor errors hold this response to a 3.

Anchor Paper 7

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Thomas Edison's statement supported the idea student-centered learning by supporting the idea of fail failing again but, eventually getting better. He believed this was better than having teacher give student the answer or just explain out of a textbook. Hands on learn and taking a couple times at failing is better than just a quick explanation because for student to learn it takes encouraging theories and test, there is going to be a lot of mistakes made and that failing isn't the same thing as falling.

Thomas Edison had encouraging theories and test causing him to be a famous inventor. He had over 9000 experiments which meant he had to do test and work hands on and after failing he could still be able to say learned something and tried again.

After doing over 9000 experiments gives me no other choice but to believe over 9000 times failing. The reason of Edison's quote was because of him failing he just choose to think of him failing just helped

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more as in giving results. Mistakes could have been made by chemicals or equipment even creativity but, the mistake caused you to learn and experience something new.

The quote could have also being trying to get the point over that failing and falling isn't the same thing. When you fail you have learned or assumed what you did wrong but, if you fall your down that it you hit the bottom. Even other scientist did test and got proof that it's better to not explain how something works but, instead attempt to think and use there minds. So when you fail no you don't fall out, you use your mind the wrong way.

So Edison's quote had a lot of meanings but, the main ideas is just to think of a failing in a way of benefiting you. That there's all ways results. That growing to accept failure is just an ability to learn.

Development: 2

The response uses relevant, but repetitive (*failing and falling*) and insufficient evidence, to partially develop the topic. The limited evidence is explained to demonstrate a partial understanding of the topic and stimuli.

Focus & Organization: 2

An introduction and conclusion are present. While the response has an organizational strategy that creates some limited unification, it is too narrowly focused on *failing/falling*.

Language: 2

Inconsistent command of precise language, vocabulary, and syntactic variety throughout with repetitiveness. Basic transitional words and phrases are not used effectively (*The reason of, The quote, So Edison's quote, etc.*)

Conventions: 2

Demonstrates inconsistent command of grade-level conventions: Sentence formation (*...the idea student-centered learning...fail failing...; better than having teacher give student; taking a couple times at failing, etc.*), usage, and missing commas and comma placement (*...but, ...*) errors. These repeated errors significantly interfere with meaning.

Anchor Paper 8

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Thomas Edison one of the world's most known person. Thought do people today understand why? Thomas Edison never gave up on anything. His famous statement and attitude is the reason why we have battery. Which is why these are reasons why Thomas Edison's statement and attitude support the idea of student-centered learning.

To start with, most students need to learn from their mistakes. The passage says, "A big take-home lesson from such projects is that there may be no one single answer to the problem(s). This shows kids then have to work really hard to get the right answer. Which means to be upset just take it if it's wrong."

Though when it all fails, then to fail in a positive way. By that, just don't be upset. In passage 2 it says, "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better." This proves that being upset about it will stop you.

These are reasons why Thomas Edison is one of the world's most known people because he knew how to handle failing and failing better. If there's a time and it's not going good keep trying. Never give up.

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Development: 2

The response uses mostly relevant evidence, but it is insufficient to adequately develop the topic. The evidence provided is explained and demonstrates a partial understanding of the topic.

Focus & Organization: 2

Demonstrates an attempt to use an organizational strategy with a limited intro, body, and conclusion to create some unification. The ideas and concepts, when taken together, lack focus and clarity.

Language: 2

The response attempts to provide some syntactical variety; however, there is an inconsistent command of precise language and vocabulary (*most known person; most known people*). Utilizes basic and repetitive (*To start with; This shows; This proves; These are*) transitional words and phrases.

Conventions: 2

Demonstrates inconsistent command of grade-level conventions. The response does show some command of basic punctuation – apostrophes, quotation marks, and periods are used when needed. However, it has sentence, grammar and usage errors (*Thought do; why we have battery; have to work really had; which means to be upset*) that significantly interfere with meaning.

Anchor Paper 9

WRITING TASK 2

How many mistakes do you make in your daily life and what do you learn from them? We all make mistakes in our lives but the most important question is what did we learn from them and if we can respond to that question what can we do to make it better. Reason one Scientist have done little research to measure how making mistakes affects what we learn and how long these lessons stay with us. Reason two Making mistakes can spark learning and creativity at any age and any field. Reason three Learning from mistakes is hardly a new teaching of life philosophy.

Reason one Scientist have done research to make sure how making mistakes affects what we learn and how long these lessons stay with us. In passage one "To really learn, fail - then fail again!" by Susan Moran in Paragraph 3 both lines it quotes that "Edison saw it differently and I know several thousand things that won't work" this meant that he has found what he was doing wrong after 9000 experiments and after more than five months. In the same passage by Susan Moran in Paragraph 6 first two lines it states "that Hogan give each of her students a tool kit" this means that all ready starting at school teacher are teaching students how to come up with something

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WRITING TASK 2

and learning from their mistakes.

Reason two Making mistakes can spark learning and creativity at any age and any field. In Passage one "To really learn, fail - then fail again!" by Susan Moran in Paragraph 14 first sentence it quotes that "Students learn best coming up with their own research questions and then testing them" this is great practice for students to come up with their own things at the same time its helping them to study science in collage and becoming better at it. In same Passage Paragraph 16 first sentence says that "It doesn't matter Granger were finding the same thing" this tell us that no matter the age every body is getting the same result and learning from mistakes and making them better.

Reason 3 Learning from mistakes is hardly a new teaching of life philosophy. In Passage two "New math: fail & try again = real learning" by Susan Moran in Paragraph 23 first sentence it quotes that "it seems axiomatic that learn and grow through trial and error few studies have look specifically of how making mistakes affects students learning" Some student may not want to try again multiple time and find the error as others they just give up so easy that's our

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only weakness with this process but other than that we are fine what we can do to not let people to give up so easily we should cheer them up not letting them fall. In same passage by Susan Maram in Paragraph 31 first sentence it states that "science is always dynamic and changing" so no matter what we do to make things perfect we always need a mistake in it and our mission is to fail and try again until we get what we want.

Thomas Edison just couldn't get it right but with all his 9,000 experiments and five months of he got what he was looking for. Scientists done research to make sure making mistakes effects what we learn, making mistakes can spark learning and creativity, mistakes is hardly a new teaching or life philosophy. no matter what we do to try and change it we always need a mistake and it's worth it because you learn from them.

Development: 2

The response references both passages. However, the evidence is mainly irrelevant in explaining and connecting the main ideas of the paragraphs or responding to the task – there is no reference to student-centered learning. It is also repetitive (...*Scientist have done little research...making mistakes affects what we learn and how long these lessons stay with us.*) It demonstrates a partial development and understanding of the topic and the stimuli.

Focus & Organization: 2

The response contains a limited introduction and conclusion. While not adequately responding to the task, the body paragraphs do support a central idea about *making mistakes*. But the ideas are difficult to follow with a lack of clarification at times causing lapses of focus.

Language: 2

Inconsistent command of precise language and vocabulary. Very limited syntactic variety. Utilizes basic and repetitive transitional words and phrases (*Reason one, Reason two, Reason 3*).

Conventions: 2

Inconsistent command of grade-level conventions. The response contains numerous errors in sentence structure (run-ons), usage (*lifes*), spelling (*dayly, harly, esealy, agan, righ*), and basic punctuation (comma omissions and apostrophes) that significantly interfere with meaning and limit conventions to a 2.

Anchor Paper 10

WRITING TASK 2

Thomas Edison's attitude supports the idea because in sentence 15 the author says "If you're engaged in a hard problem, you're developing an attitude that failure is okay." It also says in line 11 "What's more, the lessons we learn this way are those we are most likely to remember." It says "Learning from mistake is hardly a new teaching or life philosophy." These stories just really talking about how Thomas Edison invented things and some things wouldn't work but never gave up.

Development: 1

It is not clear that relevant evidence is used, as the response addresses the stimuli but inadequately addresses and develops the topic. Never elaborates on what the “*idea*” is. The response inadequately explains the evidence provided – three lines of quoted text – demonstrating little understanding of the topic and stimuli.

Focus & Organization: 1

There is no introduction and an irrelevant conclusion. The response fails to clarify any relationships among ideas and its concepts are unclear as the text evidence provided is not expanded on.

Language: 1

Little to no syntactic variety, with no or few transitions. The response is too reliant on copied text to demonstrate any command of precise language or vocabulary.

Conventions: 2

The response demonstrates general control of basic punctuation, including quotation marks. Sentence structure errors in the final sentence interfere with meaning. The limited amount of original writing precludes the demonstration of consistent command of grade-level conventions.

Anchor Paper 11

WRITING TASK 2

to fail and fail again is to learn. You learn
by failing like you build a tv if the
tv don't work you learn that you can't
build it that way. everyone learns from
these mistakes. if you talk and
put your hand on a hot stove it will
burn you and you learn to not put your
hand on a hot stove. if you fail you need
to gauge something in your experiments
learning is a process that takes time
and failing takes time. it is a skill that
school around the world use to learn and
teach science especially colleges
like it ok. a lot of state, you can
do a lot of experiments and fail
a lot but when you fail better you
are almost there. so that brings
me to Thomas Edison's statement
and it does relate to both passages
but more to passage 1 than 2

Development: 1

The response shows no understanding of the task and uses personal knowledge to develop the topic. Minimal evidence is chosen from both passages. Thomas Edison is mentioned at the end with no elaboration: *So that Brings me to Thomas Edisons Statement and it dose relat to Both Pasges But more to Padge 1 then 2.*

Focus & Organization: 1

The response addresses the topic (*to fail a fail again is to learn*), but has no organizational structure. The writing is hard to follow and the concepts are unclear. There is no conclusion.

Language: 1

The response shows little use of precise language and domain-specific vocabulary. There is little syntactic variety and the only transition word is *So*. The response is informal with the constant use of *you* to address the reader.

Conventions: 1

The response demonstrates a limited command of grade-level conventions. There is a failure to capitalize the first word in a sentence, though there are random capital letters throughout the writing. Multiple spelling errors (*beter, learnd, haned, ploses, ecpechely, wen*), as well as grammar and punctuation errors, seriously impede meaning.

Anchor Paper 12

WRITING TASK 2

Thomas Edison wanted to help kids be
greatful and one thing I like about
Thomas Edison is he wanted to help kids be
better with no like and get no good
and get a good job cause Thomas
don't like kids been bad
+ he want to help so Thomas like to
teach the kids that they never
ever hear before I bet Thomas
was a young nice and smart man
when he was and school cause
they got the same now more all
Thomas want to do is help kids
get there good and become successful
and Thomas wanted to help

Development: 1

The response shows no understanding of the task or the stimuli. The reference to Thomas Edison is all that relates it to the two passages. The development is from personal knowledge only and irrelevant to the task.

Focus & Organization: 1

The response addresses Thomas Edison but the organizational structure is unclear. The focus is irrelevant to the task and stimuli and there is no introduction or conclusion, just some random sentences.

Language: 1

There is no precise language, domain-specific vocabulary, or transitional words or phrases. Sentences are not differentiated by punctuation. The style of the response is informal with slang and the use of *I*, as in *I bet*, and *yo* for you.

Conventions: 1

The writing shows little command of grade-level conventions with random capitalization and verb errors. There is little punctuation, though an apostrophe is used correctly in *don't*. Spelling errors are multiple (*yo*, *been*, *succeful*), with many other errors that seriously impede meaning.