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INTRODUCTION

The Florida Department of Education Test Development Center is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Scoring Sampler in an effort to maintain transparency of the scoring process for the B.E.S.T. Writing assessments. This sampler can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes—expository or argumentative—and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Each sampler contains sample student responses that illustrate the score points described in the rubric of one of the two possible writing modes. As with all B.E.S.T. content, the sample passage set and prompt were reviewed by a committee of Florida educators to ensure appropriateness for the intended grade in terms of the text complexity, topic, and wording.

In this sampler, examples of student responses represent some of the various combinations of the score points across three scoring domains: Purpose and Structure, Development, and Language. As a basis for developing a common understanding of the scoring criteria, a bulleted annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not meant to describe a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the Development domain.

It should be noted that in addition to responses that receive the scores described in the rubric for each domain, some responses earn a score of “0” due to certain conditions as follows:

- The entire response is written in a language other than English.
- The response is illegible, incomprehensible, or includes an insufficient amount of writing to be evaluated.
- The majority of the response is copied from the source material and/or prompt language to the point that original writing is not recognizable or sufficient for scoring.
A response must go through a minimum of three levels of review before any condition code can be applied. Many responses formulate a claim/position or central idea by rewording the prompt, and due to the expectation that evidence will be incorporated in the response, some degree of exact wording from the sources is expected and allowable. However, responses receiving a “0” for copied text are comprised of source material and/or prompt language that dominates the response to the point that original writing is not recognizable or sufficient.

Because a response that is left completely blank does not meet attemptedness criteria for the B.E.S.T. Writing assessment, no Writing score can be earned or reported.

To access additional resources related to B.E.S.T. assessments, please visit https://www.fldoe.org/accountability/assessments/.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) describe what students should know and be able to do at each grade level. For more information about the benchmarks, please visit CPALMS at https://www.cpalms.org/.
Writing Prompt

Write an expository essay about considerations lawmakers should make when determining a legal driving age.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.
Setting a Driving Age

Source 1: 16 too young to drive? Some say wait till 17

by Martha Irvine

1 CHICAGO—Taking aim at a long-standing rite of passage for 16-year-olds, an influential auto-safety group is calling on states to raise the age for getting a driver's license to 17 or even 18.

2 Adrian Lund, president of the Insurance Institute for Highway Safety, a research group funded by the auto-insurance industry, acknowledged the idea is “a tough sell.” . . .

3 “The bottom line is that when we look at the research, raising the driving age saves lives,” Lund said. He plans to present the proposal today at the annual conference of the Governors Highway Safety Association in Scottsdale, Ariz.

4 Not surprisingly, a lot of teens hate the idea.

5 “I would really be upset because I’ve waited so long to drive,” said Diamante White, a 16-year-old in Reading, [PA], who got her permit in July. She said learning to drive is a “growing-up experience.”

6 Many parents agree. They also like not having to chauffeur their teens to school, sporting events and any number of other places.

7 “Do we really want our kids dependent upon parents for virtually everything until they go to college, can vote and serve their country?” asked Margaret Menotti, a mother in Uxbridge, Mass.

8 She argued that keeping teens from driving would only make them less responsible. . . .

9 Barbara Harsha, executive director of the Governors Highway Safety Association, said she welcomes a debate on raising the driving age—as do many who deal with public health.

10 “Getting the highest of the high-risk drivers away from the wheel probably isn’t a bad idea,” said Dr. Barbara Gaines, trauma director at Children’s Hospital of Pittsburgh.

11 But she and others—even the Insurance Institute officials who propose raising the driving age—agreed it is not the only option.

12 Gaines noted that teen drivers in the Pittsburgh area who have committed moving violations must attend a “reality-education” program at her hospital. They tour the intensive-care unit and talk with young drivers who have been in serious crashes.
13 Andrea Summers, coordinator of the teen-driving program for the Delaware Office of Highway Safety, said her state and others have chosen to toughen laws without raising the driving age—by banning teens from using cellphones while driving, imposing stricter driving curfews and expanding supervised driving time.

14 Even New Jersey is considering lengthening the time a young driver has a permit, from six months to 12.

15 Still others say we are worrying too much about teen drivers, and not enough about others who cause serious problems on the road.

Excerpt from “16 too young to drive? Some say wait till 17” by Martha Irvine. Copyright © 2008 by the Seattle Times. Reprinted by permission of the Seattle Times via Copyright Clearance Center.

Source 2: Doing Driver’s Ed Right

by Nika Harris

16 Adults often feel that teenagers are too young and inexperienced to operate a vehicle on the street. They might quote data and badger their 16-year-olds about the dangers of the road. Over the years, many states have urged lawmakers to raise the driving age to 17, and in some cases, 18. To be fair, most teenagers are inexperienced when it comes to driving. But there’s a good way to gain experience: driver’s education class.

17 Each day, teens across the country enroll in driver’s education courses offered in classrooms or online. These training programs prepare aspiring drivers to react to real-life situations on the road. Students learn a variety of skills such as turning, accelerating, braking, and steering in everyday conditions. And these are just the basics. The more time they spend behind the wheel, the more teens begin to master advanced skills: changing lanes, merging, yielding to opposing traffic, and understanding the “fast lane.”

18 Although useful, driver’s education courses are not nationally regulated. The National Highway Traffic Safety Administration provides guidelines to every state, but they are not required to follow them. National Safety Council Vice President John Ulczycki said not all states require driver’s education, and the quality of each state’s program is vastly different. Some states allow drivers who take courses to be exempt from certain graduated licensing steps. In other words, one driver’s ed course may enable a 16-year-old to drive at night with three friends in the car while another might not allow nighttime driving or driving without an adult until age 18.
Still, practicing road skills with supervision from an instructor can only help teen drivers improve. “Our driving instructor tries to get us as many hours behind the wheel as possible,” says Cameron Green, a 16-year-old student taking driver's ed at his Jacksonville, Florida, high school. He says that the classes have given him some much-needed practice. “I have to be aware of my driving, as well as everyone else on the road,” says Green. The classes also teach teens how to handle other situations that they may encounter as drivers, including checking air pressure, checking oil, pumping gas, and jump-starting a car.

Florida, in particular, requires all new drivers to take a driver's education course that teaches defensive driving and state traffic laws. Defensive driving means being best prepared to handle all possible situations on the road. Students need to know what to do in various weather conditions, like fog and heavy rain. They should be prepared for other drivers to make occasional mistakes, especially in difficult driving conditions. They also learn how to better watch for other drivers who may not be operating their vehicles safely and how to react calmly to the actions of those drivers. One basic concept of defensive driving is not to compete with aggressive drivers. However, defensive driver training is mostly theoretical, since students are not put in real situations.

Oregon is a shining example of driver's education done correctly. Experts say that the state’s combination of classroom instruction, teacher-supervised driving time, and parent/guardian help is key. Teachers must be specifically certified for the course, and students learn to assess risk while driving in order to prevent problems. Oregon does have a graduated licensing program that also contributes to its safer roads. As in many states, Oregon teens can get learner's permits at age 15. At 16, they can get provisional licenses allowing them to drive with adult passengers and immediate family between 5:00 a.m. and midnight, with exceptions for special circumstances. After six months, they may have three additional passengers. Once they have held their provisional licenses for a year or turn 18, they may drive at night and have any number of passengers that fit safely in the vehicle. Experts say, however, that the state’s driver's ed program is responsible for the most improvement in road safety. Troy E. Costales, an Oregon Transportation Department executive manager, said that “the kids who take driver education are outperforming kids who didn’t take it.” Officials report lower numbers of accidents and tickets since the course regulations were instated.

“Doing Driver's Ed Right” by Nika Harris. Written for educational purposes.
Source 3: Youth Driving Laws Limit Even the Double Date

by Kate Zernike

22 CLIFTON, N.J.—It is a rite of American teendom, celebrated in popular culture by “American Graffiti” and “Fast Times at Ridgemont High”: a teenager with a driver’s license piling as many friends as will fit into the car for a ride.

23 But increasingly, states are legislating away that carefree cruise, passing laws that restrict when, how and with whom [licensed] teenagers can get behind the wheel.

24 Fifteen states and the District of Columbia now prohibit teenagers from driving with another teenager, and all but seven states forbid them from driving with more than one. In South Carolina, teenagers cannot drive after 6 p.m. in winter (8 p.m. in summer), and in Idaho, they are banned from sundown to sunup.

25 Here in New Jersey, which has long had the nation’s highest licensing age, 17, lawmakers are pushing further, requiring teenage drivers to attach a red decal to their license plates to make it easier for the police to enforce a curfew and passenger restrictions, and proposing a law to require even parents to complete a driver education course.

26 The laws have raised complaints that the state is outsourcing parenting to the police—not to mention that passenger limits effectively outlaw the teenage double date.

27 But safety campaigners point to studies showing that the laws have significantly reduced traffic deaths and call them a natural extension for a generation that has grown up protected by sport utility strollers and bicycle helmet laws.

28 “I have one son; I have done everything I can to get him this far in life,” said Pam Fischer, who is a safety campaigner pressing for stricter laws in New Jersey, and whose son will take the test for his probationary driver’s license this week. “I’m not just going to throw him the keys.” . . .

29 Studies have shown that teenagers tend to overrate their driving skills and underrate risks on the road, and have more trouble multitasking—talking to friends, listening to the radio and texting are particularly hazardous. . . .

30 The push to restrict teenage drivers dates to the mid-1990s, when states, starting with Florida, began passing laws providing for graduated driver’s licenses, which require periods of supervision and probationary driving before teenagers can get a full license.

31 Now, all states have graduated driver’s licensing—North Dakota, the last holdout, began requiring it in January. But most states are revisiting these laws to make them tougher; 29 have done so since 2009, according to the Insurance Institute for Highway Safety, an industry-financed group.
32 Mostly, they are further restricting the number of passengers or tightening curfews. And increasingly, they are also banning cellphone use even with headsets and tying drivers’ licenses to school attendance. The restrictions generally do not apply to new drivers over 21.

33 Efforts have been particularly aggressive in the bumper-to-bumper Northeast. Bills requiring a decal like New Jersey’s are pending in New York and Rhode Island. Last year, Pennsylvania passed a one-teenage-passenger restriction and imposed the nation’s strictest requirements for practice driving, 65 hours. And an effort to ease Connecticut’s ban on teenage passengers, by allowing teenagers to drive siblings, failed in March.

34 At the federal level, the highway bill passed this summer set up incentives for states to tighten restrictions on teenage drivers, with particular encouragement to impose stricter limits on the number of passengers and the hours teenagers can drive, to ban cellphone use and to extend the restrictions to age 18 in states where they end earlier.

Writing Prompt

Write an expository essay about considerations lawmakers should make when determining a legal driving age.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.
# EXPOSITORY TEXT-BASED B.E.S.T. WRITING RUBRIC

**Grades 7–10 Expository Rubric**

Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors in a given score point.*

<table>
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<tr>
<th>Score Point</th>
<th>Purpose/Structure</th>
<th>Development</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Central idea is focused on the task and consistently maintained throughout.</td>
<td>Skillful development demonstrates thorough understanding of the topic.</td>
<td>Integration of academic vocabulary strengthens and furthers ideas.</td>
</tr>
<tr>
<td>Above grade-level accomplishment demonstrated.</td>
<td>Organizational structure strengthens the response and allows for the advancement of the central idea.</td>
<td>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea.</td>
<td>Skillful use of varied sentence structure contributes to fluidity of ideas.</td>
</tr>
<tr>
<td></td>
<td>Purposeful transitional strategies connect ideas within and among paragraphs and create cohesion.</td>
<td>Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay.</td>
<td>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</td>
</tr>
<tr>
<td></td>
<td>Effective introduction and conclusion enhance the essay.</td>
<td>Evidence is appropriately cited.</td>
<td>Tone and/or voice strengthens the overall response.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Central idea is focused on the task and generally maintained throughout.</td>
<td>Logical development demonstrates understanding of the topic.</td>
<td>Integration of academic vocabulary demonstrates clear expression of ideas.</td>
</tr>
<tr>
<td>Within the range of grade-level performance.</td>
<td>Organizational structure is logical and allows for advancement of the central idea.</td>
<td>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea.</td>
<td>Sentence structure is varied and demonstrates grade-appropriate language facility.</td>
</tr>
<tr>
<td></td>
<td>Purposeful transitional strategies connect ideas within and among paragraphs.</td>
<td>Relevant, integrated evidence from multiple sources lends credibility to the exposition.</td>
<td>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</td>
</tr>
<tr>
<td></td>
<td>Sufficient introduction and conclusion contribute to a sense of completeness.</td>
<td>Evidence is appropriately cited.</td>
<td>Tone and/or voice is appropriate for the overall response.</td>
</tr>
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* Citation is not a holistic consideration. Without citation, the highest score possible in Development is 2.*
**Grades 7–10 Expository Rubric**

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

<table>
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<th>Language</th>
</tr>
</thead>
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<td>2</td>
<td>Central idea may be unclear, loosely related or insufficiently sustained within the task.</td>
<td>Development may demonstrate partial or incomplete understanding of the topic.</td>
<td>Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</td>
</tr>
<tr>
<td></td>
<td>Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</td>
<td>Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</td>
<td>Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</td>
</tr>
<tr>
<td></td>
<td>Transitions attempt to connect ideas but may lack purpose and/or variety.</td>
<td>Evidence may be partially integrated and/or related to the topic but disconnected from the exposition.</td>
<td>Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions.</td>
</tr>
<tr>
<td></td>
<td>Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</td>
<td>Lacks appropriate citations.</td>
<td>Tone and/or voice may be inconsistent.</td>
</tr>
</tbody>
</table>

| 1           | Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. | Response may demonstrate lack of understanding of the topic and/or lack of development. | Vocabulary and word choice may be vague, unclear, or confusing. |
| Below       | Demonstrates little or no discernible organizational structure. | Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. | Sentence structure may be simplistic or confusing. |
| grade-level | Transitions may be absent or confusing. | Evidence from sources may be absent, vague, and/or confusing. | Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. |
| performance | Introduction and conclusion may be unrelated to the response and/or create confusion. | Lacks appropriate citations. | Tone and/or voice may be inappropriate. |
| demonstrated.| Too brief to demonstrate knowledge of purpose, structure, or task. | Too brief to demonstrate knowledge of elaboration, topic, or sources. | Brevity with errors demonstrates lack of command of language skills. |

* Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is 2.
As teenagers are growing up, learning to handle responsibilities and preparing for adulthood, there is one privilege that lot of teenagers look forward to, and that is driving. Most teenagers can get their license at 16, but lawmakers might be changing that soon. It is seen as quite the controversial topic whether or not the legal driving age should be raised, but one thing is for sure: a whole lot of consideration and thought needs to be put in by lawmakers when making that decision. Factors that should be put into deep consideration when determining the legal driving age include, the data that presents the argument that teenage drivers put everyone on the road at risk, other causes of accidents as a result of teenage driving as well as stricter laws that could prevent those causes, and the quality of the driver’s education programs available for aspiring teen drivers.

A multitude of data is presented in order to argue the fact that teenagers are a hazard to road safety and restricting the age that teenagers can drive can prevent deaths caused by accidents. For instance in the passage, “16 too young to drive? Some say wait till 17”, Adrian Lund, the president of a research group called Insurance institute for Highway Safety, argues “The bottom line is that when we look at the research, raising the driving age saves lives”. In turn, this further proves that research supports the argument that raising the legal driving age can save lives, so lawmakers should consider raising the driving age in order to do so. In addition, this argument is also presented by safety campaigners who refer to multiple studies, all of which collectively agree that raising the legal driving age can decrease the amount of deaths caused by driving. In the passage, “Youth Driving Laws Limit Even the Double Date”, it is stated that, “But safety campaigners point to studies showing that the laws have significantly reduced traffic deaths...” which proves that raising the driving age has prevented traffic deaths and therefore leads to positive results. Not only that, but teenagers seem to not know the risks of being on the road nor their ability to prevent such risks by driving cautiously without getting distracted. As the author continues to explain, “Studies have shown that teenagers tend to overrate their driving skills and underrate risks on the road, and have more trouble multitasking-talking to friends, listening to the radio and texting are particularly hazardous.” which also assists the point that teenagers on the road can be hazardous and shouldn’t be allowed to drive in the first place, therefore the legal driving age should be raised above 16. This point is definitely worth mentioning, however it also needs to be considered why teenage drivers are such a safety hazard.

Another factor that should be considered when determining the legal driving age is how teenagers are exactly dangerous on the road. Although it has been shown in data that teenagers can increase the risk of traffic deaths, it is not exactly stated how. However, it is obvious that a major and highly probable culprit is distracted driving, particularly due to cellphone use. As stated by Andrea Summers, a coordinator of a teen-driving program in Delaware in the passage,
“16 too young to drive? Some say wait till 17”, “others have chosen to toughen laws without raising the driving age-by banning teens from using cellphones while driving, imposing stricter driving curfews and expanding supervised driving time.” which confirms that there are other ways to increase road safety and make teenage driving less dangerous by placing stricter laws for hazards such as cellphone usage while driving. Delaware is not the only state doing this, however. According to the passage, “Youth Driving Laws Limit Even the Double Date”, there was a bill passed on a federal level that also restricted teenage drivers in order to reduce safety risks such as, “stricter limits on the number of passengers and the hours teenagers can drive...ban cellphone use and to extend restrictions to age 18...” which supports the idea of increasing the safety of teen driving by not only restricting cellphone and the time of day teens are allowed to drive, but also the amount of passengers a teen can drive, in order to prevent distractions and, as a result, ensure safety on the road without raising the legal driving age. Therefore, lawmakers should consider other laws they can implement in order to ensure safety while also allowing teenagers to drive.

Many believe that teenagers are too young and not experienced enough to be able to drive. However, this may not exactly be true for all teenagers. It all comes down to how they learn, and that is through drivers education. Because of this, lawmakers should also ponder the quality of the drivers education courses that are available to teenagers, as it determines whether or not they are able to properly operate a vehicle. As stated in the text, “Doing Driver’s Ed Right”, drivers education is the one way teenagers can learn how to drive properly, and could be the cause of how experienced teenage drivers are when they are on the road, “Still, practicing road skills with supervision from an instructor can only help teen drivers improve...” this confirms that practice is the only way teenagers will be adequate drivers. In addition to this, doing drivers education correctly can have a massive impact on how safe teenagers are on the road. As stated in the passage, “…experts say that the state’s driver’s ed program is responsible for the most improvement in road safety...officials report lower numbers of accidents and tickets since the courses regulations were instated.” It comes to show that teenagers may not be the cause of accidents, but teenagers who haven’t received the appropriate education that prepares them to be on the road are. Furthermore, lawmakers should think about the quality of a teenagers driving education when determining the legal driving age, as it can impact how well a teenager can drive and reduce the risk of traffic accidents. If there is proper driver’s education for teenagers, the legal driving age shouldn’t restrict them from being able to use it.

To conclude, lawmakers should deeply consider the research that has been done in regards to the risks of teenagers being present on the road and how raising the age can help reduce traffic deaths, other ways they can reduce those risks by placing stricter laws on things such as cellphones rather than raising the
age limit, and the quality of the drivers education programs that are available to teenagers, as they have a major impact on how safe teenagers are while on the road. It is crucial to contemplate these things because it can say a lot about how the legal driving age is only part of the matter. It is more about why teenagers are considered dangerous on the road and how risks they seem to impose can be easily prevented if the right laws are in place. This can affect how lawmakers view teenage driving and therefore help them determine whether or not the legal driving age should prevent teenagers from being on the road. Possibly, teenagers can still gain the privilege of being able to drive at 16 if lawmakers take into account these factors.
4 – Purpose and Structure

• A central idea is focused on the task and consistently maintained throughout (Factors that should be put into deep consideration when determining the legal driving age include, the data that presents the argument that teenage drivers put everyone on the road at risk, other causes of accidents as a result of teenage driving as well as stricter laws that could prevent those causes, and the quality of the driver’s education programs available for aspiring teen drivers).

• An organizational structure strengthens the response and allows for the advancement of the central idea. The response proceeds logically from a discussion of studies that show teens are a danger on the road to why that is and concludes with how well drivers’ education courses work to address these concerns. Paragraph topic sentences identify the idea to be addressed and paragraph concluding sentences connect each idea to the central idea (Therefore, lawmakers should consider other laws they can implement in order to ensure safety while also allowing teenagers to drive).

• Purposeful transitional strategies are used to connect ideas within and among paragraphs creating cohesion (In turn, this further; In addition; As the author continues to explain; which also; therefore; Another factor; Although; However; which confirms; not only . . . but also; Because of this; To conclude).

• An effective introduction and conclusion enhance the exposition. Helpful context is provided in the introduction (As teenagers are growing up, learning to handle responsibilities and preparing for adulthood, there is one privilege that lot of teenagers look forward to, and that is driving). The conclusion effectively synthesizes ideas and returns to the controlling idea (Possibly, teenagers can still gain the privilege of being able to drive at 16 if lawmakers take into account these factors).

4 – Development

• Skillful development demonstrates thorough understanding of the topic.

• Effective elaboration includes the appropriate combination of original student writing with paraphrasing, text evidence, and examples to support the central idea. Ideas are thoroughly elaborated explaining what it is about teenagers that uniquely makes them a risk on the road and how drivers education courses can address those issues (Furthermore, lawmakers should think about the quality of a teenagers driving education when determining the legal driving age, as it can impact how well a teenager can drive and reduce the risk of traffic accidents).

• Relevant evidence from multiple sources is smoothly integrated and lends credibility to the exposition. Well-chosen quotes from all of the source materials are provided as support.

• Evidence is appropriately cited by giving author names and titles.
S-1 Annotation

Score Point 4/4/4

Grade 9 2022 B.E.S.T. Writing

4 – Language

- Academic vocabulary is integrated and strengthens ideas (multitude; aspiring; highly probable culprit; ponder; properly operate; crucial to contemplate).
- Varied sentence structure is skillfully used and contributes to the fluidity of ideas (Because of this, lawmakers should also ponder the quality of the drivers education courses that are available to teenagers, as it determines whether or not they are able to properly operate a vehicle).
- The response demonstrates a consistent command of basic conventions. A few minor errors are present in spelling.
- Tone and voice strengthen the overall response, evidenced in the third body paragraph.
Imagine waking up on your sixteenth birthday, anxious to drive that glissening new car out on the blue sky roads, but soon realize the legal driving age has been changed to seventeen! Lawmakers have countless decisions to make when setting the legal driving age, because of how dangerous these motorized vehicles are. Many states believe we should change the age to seventeen, or even eighteen because of the so called “teenage caused accidents”, but it is not just teenagers that cause comotion out on the road. There are many considerations lawmakers should make when determining a legal driving age, like raising the legal driving age and influences or factors that might even hurt teenagers or drivers in general, and how these driving programs help prevent “wrongs” on the road.

As stated above, raising the legal driving age could hurt teenagers because of how long they have been waiting for this opportunity. For example, “Martha Irvine” states, “I would really be upset because I’ve waited so long to drive,” said Diamante White, a 16-year-old in Reading, who got her permit in July. She said learning to drive is a “growing-up experience” (Source 1 Paragraph 5). Today, driving is part of our everyday life, so our children are going to have to learn this skill one day, some way or another. Driving is a privilege, but many people believe teenagers should not have this privilege because being a teenager can be very hard and comes with them just starting to grow up. Teenagers can be a factor on the road, but there are many other factors that may influence them on the road. For instance, “Kate Zernike” adds, “Studies have shown that teenagers tend to overrate their driving skills and underrate risks on the road, and have more trouble multitasking—talking to friends, listening to the radio and texting are particularly hazardous” (Source 3 Paragraph 29). America, now has very advanced technology that many teenagers have, particularly smartphones. Not only can friends or family distract the driver in the car, but now, cellphones have allowed influences from out of the car, like texting or just scrolling through social media. It does not have to necessarily be teenagers that do this, parents, or young adults could do this too, which causes even more danger on the road. Technology or media may influence drivers on the road, but natural conditions cause various situations as well. In addition, “Nika Harris” portrays, “Students need to know what to do in various weather conditions, like fog and heavy rain. They should be prepared for other drivers to make occasional mistakes, especially in difficult driving conditions” (Source 2 Paragraph 20).

Not only does raising the legal driving age and the many factors or influences hurt teenagers or drivers, but many driving programs can help teenage drivers and save lives. Driving programs, like Driver’s Ed for example, may save lives out on the road, so lawmakers should consider this when they think of raising the legal driving age. If teenagers enroll in these types of classes, then may be there will be no point to raising the age, and also this could make the roads safer. To infer, “Nika Harris” puts forth, “These training programs prepare aspiring drivers
to react to real-life situations on the road. Students learn a variety of skills such as turning, accelerating, breaking, and steering in everyday conditions” (Source 2 Paragraph 17). This might be what we just need! If people believe teenagers are the main problem on the road, then we can have them enroll in these classes. Hopefully, this will make them safer drivers and basically learn the basics of driving, instead of having to raise the legal driving age. Not only is there a Driver’s Ed class, but many other classes or programs show the impacts of what driving can do. For example, “Martha Irvine” explains, “Gaines noted that teen drivers in the Pittsburgh area who have committed moving violations must attend a “reality-education” program at her hospital. They tour the intensive-care unit and talk with young drivers who have been in serious crashes” (Source 1 Paragraph 12). When teenagers or drivers go to this program, they will soon see the impacts of driving and how dangerous it may be.

Driving comes with a lot of responsibility and takes lots of skills to do so. Therefore, many of these classes show the basics of driving, and everything that comes with it. For example, “Martha Irvine” states, “The classes also teach teens how to handle other situations that they may encounter as drivers, including checking air pressure, checking oil, pumping gas, and jump-starting a car” (Source 2 Paragraph 19). With the needed skills learned from the classes, teenagers or other drivers, can hopefully be more careful on the road. Driving takes a lot of care and pride to be able to do. Teenagers could be the cause of this problem, but there are many other factors and influences out on the road. Raising the legal driving age could be the answer we need to the on-going problem of driving, or it may be enrolling yourself in a class or program. Overall, many considerations take place when determining a reasonable legal driving age. Lawmakers main focus should be on raising the legal driving age or how influences might hurt teenagers, or drivers in general, and how many of these driving programs help prevent “wrongs” on the road everyday.
S-2 Annotation Score Point 4/4/4 (page 3 of 3)

4 – Purpose and Structure

- A central idea is focused on the task and consistently maintained throughout (There are many considerations lawmakers should make when determining a legal driving age, like raising the legal driving age and influences or factors that might even hurt teenagers or drivers in general, and how these driving programs help prevent “wrongs” on the road).
- An organizational structure strengthens the response and allows for the advancement of the central idea. Ideas are organized as previewed in the introduction. The response addresses the impact on teens and other drivers that increasing the driving age requirement would bring (loss of “growing-up experience” and teenage distractions causing safety concerns) and then on a solution, drivers education programs.
- Purposeful transitional strategies are used to connect ideas within and among paragraphs, creating cohesion (For example; but; For instance; Not only... but now; In addition; not only does... but; To infer; Therefore; Overall).
- An effective introduction and conclusion enhance the exposition. The introduction uses an imaginary scenario to invite the reader to sympathize with teen drivers that had their expectations of driving dashed by new restrictions and emphasizes the importance of this issue by noting how dangerous motor vehicles can be. The conclusion effectively synthesizes ideas without excessive repetition and returns to the central idea.

4 – Development

- Skillful development demonstrates thorough understanding of the topic.
- Effective elaboration includes the appropriate combination of original student writing with paraphrasing, text evidence, and examples to support the central idea. Student commentary builds on the source material, explaining how inexperienced young drivers can be a safety concern (Not only can friends or family distract the driver in the car, but now, cellphones have allowed influences from out of the car, like texting or just scrolling through social media). A thorough analysis of the role driving education courses can provide as a solution is also provided (When teenagers or drivers go to this program, they will soon see the impacts of driving and how dangerous it may be).
- Relevant evidence from multiple sources is smoothly integrated and lends credibility to the exposition. Carefully selected relevant text excerpts from each of the sources are smoothly integrated.
- Evidence is appropriately cited. Both parenthetical and imbedded citations are used throughout.

4 – Language

- Academic vocabulary is integrated and strengthens ideas (commotion; influence).
- Varied sentence structure is skillfully used and contributes to the fluidity of ideas (This might be what we just need! If people believe teenagers are the main problem on the road, then we can have them enroll in these classes. Hopefully, this will make them safer drivers and basically learn the basics of driving, instead of having to raise the legal driving age).
- The response demonstrates a consistent command of basic conventions. There are a few usage and spelling issues (glissering; commotion; privilage).
- Tone and voice strengthen the overall response, evidenced by the clear student voice coming through in the introduction.
The idea of raising the legal driving age is very controversial, and should only be changed with proper evidence to support the benefits while outweighing the drawbacks. Teens always look forward to their 16th birthday, mostly for the reason of having the freedom to drive around as they please. This arbitrary number is a milestone in a teen’s life, although driving at such a young age is very unsafe. The benefits and drawbacks of raising the legal age are very polar, with the benefits advocating for teen safety, and the drawbacks arguing for the teen’s maturity and responsibility development, as well as the family’s overall free time. The effect of raising the legal driving age above 16 for the country would alter the lives of teens greatly, whether for better or for worse.

Teens require a certain amount of freedom to allow for development of their responsibility, skills, and personality. The removal of driving from the list of responsibilities would remove a large part of typical development into a functioning adult. Raising the legal driving age from 16 to 17, or even 18 would be detrimental to the teen’s ability to function properly in the world. Margaret Menotti, a mother from Massachusetts asks, "Do we really want our kids dependent upon parents for virtually everything until they go to college, can vote and serve their country?" This brings up an important question: should teens only be allowed to drive alone right before, or possibly after they graduate, get a job, or seek higher education? The inability to practice and develop skills before being thrown out into the world could prove to be less safe for teens than what has been considered.

The safety of teens is very important, as is the safety of everyone on the road. Teens provide a decently sized percentage of car accidents, which do not only effect the teens themselves, but the others involved in the accidents. Teens are accident prone, and statistics from the National Highway Traffic Safety Administration show that the older they get their license, the less likely they are to receive moving violations or get in accidents. This data is the main reason most people want the age to be raised, as they are more concerned for the safety of the teens than much else. This also brings to light a great point, does it matter if teens seek further education or can drive to their job if they’re crippled or even dead due to a car accident? The irresponsibility of teens is unparalleled by any others, with teens making up for the highest amount of people who are in accidents due to texting and driving, with me being a victim of texting and driving as well, having gotten rear-ended by a teen whose eyes were off the road due to an innate and exaggerated sense of skill, which is more common in young teenagers.

The families of teenagers may suffer heavily if the legal age is raised. Most parents depend upon their children to get themselves places once they turn 16, which allows the parents to partake in more activities, socialize, or work more. If the family is in a monetarily tight situation, and a child cannot drive themself to and from school, sports, activities, and social activities, it may have an adverse effect on the parents’ or students’ social, personal, or academic life due to time
constraints and inability to be able to take part in certain beneficial activities without the entire family being affected. Without teens being slowly weened off of their parents help over the 2 years leading up to their independence, teens may not be prepared enough. The inability to drive oneself may also affect a teen’s ability to get a job at a younger age, therefore impacting the development of their work ethic.

The safety and development of teens is very important to their future as adults. Teens’ tendency to be unsafe on the roads is a large factor in the choice between raising, or not changing the legal driving age. Teens’ overall developing life is also a large factor in this choice. Although nothing changing wouldn’t harm any more people than the year prior, changing the law could help tremendously, or change America and its soon-to-be adults as a whole.
S-3 Annotation Score Point 3/2/4 (page 3 of 3)

3 – Purpose and Structure

- A central idea is focused on the task and generally maintained throughout (*The effect of raising the legal driving age above 16 for the country would alter the lives of teens greatly, whether for better or for worse*).
- The organizational structure is logical and allows for advancement of the central idea. The response is structured around three ideas (freedom for teen development, road safety, and the impact on families that would occur if teens could no longer drive themselves).
- Purposeful transitional strategies are used to connect ideas within and among paragraphs (*This brings up an important question; This data is the main; This also brings to light a great point; therefore, Although*).
- The introduction and conclusion are sufficient and contribute to a sense of completeness. The introduction sufficiently introduces the concepts to be addressed (teen freedom and development, impact on family, and road safety). The conclusion returns to and synthesizes these ideas without excessive repetition (*Although nothing changing wouldn’t harm any more people than the year prior, changing the law could help tremendously, or change America and its soon-to-be adults as a whole*).

2 – Development

- Logical development demonstrates understanding of the topic.
- Adequate elaboration includes the appropriate combination of original student writing with paraphrasing, text evidence, and examples to support the central idea. The impact on teens, drivers and families that would occur if changes occurred to minimum driving age are explained (*Without teens being slowly weened off of their parents help over the 2 years leading up to their independence, teens may not be prepared enough. The inability to drive oneself may also affect a teen’s ability to get a job at a younger age, therefore impacting the development of their work ethic*).
- Relevant, integrated evidence from multiple sources lends credibility to the exposition. Information from sources 1 and 2 is appropriately integrated with student commentary (*Teens are accident prone, and statistics from the National Highway Traffic Safety Administration show that the older they get their liscense, the less likely they are to recieve moving violations or get in accidents*).
- Although the response demonstrates grade-level accomplishment, lack of citation prevents the score from moving beyond a score of 2 in the Development domain.

4 – Language

- Academic vocabulary is integrated and strengthens ideas. Multiple examples of this can be found throughout the response (*milestone; polar; advocating; detrimental; unparalleled; inate and exaggerated sense; partake; monetarily tight situation; adverse effect; tremendously*).
- Varied sentence structure is skillfully used and contributes to the fluidity of ideas (*The irresposnibility of teens is unparalelled by any others, with teens making up for the highest amount of people who are in accidents due to texting and driving, with me being a victim of texting and driving as well*).
- Although a few minor errors in spelling and grammar exist, overall, the response demonstrates a consistent command of English conventions.
- Tone and voice strengthen the overall response, evidenced in the second body paragraph.
Road safety is very important in the U.S, as many accidents happen every year. Lawmakers are deciding whether or not to change the legal driving age to keep teens and other drivers safe. When making this decision, lawmakers should consider the parents of these teenagers opinions on this matter, and how changing the legal driving age will effect the safety of drivers. Changing the age of when teenagers are allowed to drive can greatly effect road safety everywhere.

When considering the driving age, parents have a big part in this. Parents know their children better than anyone. In the article “16 too young to drive? Some say wait till 17” by Martha Irvine, the author states, “Many parents Agree. They also like not having to chauffeur their teens to school, sporting events and any number of other places.” Parents have busy lives and need breaks sometimes, they have been raising a child for sixteen years. Teenagers driving themselves places is a good learning experience, and helps them gain independence and responsibility, which they will need in adulthood. Teenagers will not be able to lean on their parents forever. It is very important for them to learn how to function and be able to adult once they leave their parents nest. In the same text as before, a mother, Margaret Menotti “…argued that keeping teens from driving would only make them less responsible….” and many parents would agree. It is important for teenagers to learn how to be responsible adults early on and gain the skills to be one. Relying on their parents for everything would not be preparing them for the real world, nor driving themselves to work everyday once they are adults. Parents opinion on teenagers driving situations are very important to these laws.

Raising driving ages may increase road safety around the U.S. For example, in the text, “Doing Driver’s Ed Right,” by Nika Harris, says that “Troy E. Costales, an Oregon Transportation Department executive manager said that ‘the kids who take driver education are outperforming kids who didn’t take it.’ Officials report lower numbers of accidents and tickets since the course regulations were instated.” In Oregon, they have bans and rules for teens below the age of 18 to keep them and others safe. This has clearly been working, and the lower accident rates prove it. In “16 too young to drive? Some say wait till 17” by Martha Irvine shows how raising driving age improves road safety. The author shares that, “the bottom line is that when we look at the research, raising the driving age saves lives,” Adrian Lund, a president of the Insurance Institute for Highway Safety says. Clearly these states are doing something right. By raising the driving age, many deaths and injuries can be prevented in the long run, because teenagers will be more matured. One year can make all the difference. When lawmakers are considering whether or not to raise the driving age, they should look at the safety rates and how other states with these laws have had less accidents by increasing the drivers education or raising the legal driving age.

In conclusion, when changing laws on driving age, the lawmakers should look
at two things. Those things would be the safety and accident rates in other states or countrys, and considering guardians opinion’s on the matter at hand. Both of these resources have a great effect on the roads safety, and teenagers themselves. All in all, lawmakers have many things to look at when changing driving laws.
3 – Purpose and Structure

- A central idea is focused on the task and generally maintained throughout *(When making this decision [whether to change legal driving age], lawmakers should consider the parents of these teenagers opinions on this matter, and how changing the legal driving age will effect the safety of drivers)*.
- The organizational structure is logical and allows for advancement of the central idea. The response is organized around the two ideas previewed in the introduction (impact on and input from parents and road safety).
- Purposeful transitional strategies are used to connect ideas within and among paragraphs *(For example, This has, All in all)*. Topic sentences are used to introduce ideas *(Raising driving ages may increase road safety around the U.S.)* and paragraph concluding sentences connect ideas to the central idea *(Parents opinion on teenagers driving situations are very important to these laws)*. Ideas progress from sentence to sentence.
- The introduction and conclusion are sufficient and contribute to a sense of completeness.

3 – Development

- Logical development demonstrates understanding of the topic.
- Adequate elaboration includes the appropriate combination of original student writing with paraphrasing, text evidence, and examples to support the central idea. The impact that raising the teen driving age will have on teens and parents as well as the safety concerns are adequately elaborated with extension *(By raising the driving age, many deaths and injuries can be prevented in the long run, because teenagers will be more matured. One year can make all the difference)*.
- Relevant, integrated evidence from multiple sources lends credibility to the exposition *(In the same text as before, a mother, Margaret Menotti “... argued that keeping teens from driving would only make them less responsible .... “ and many parents would agree)*.
- Evidence is appropriately cited using source titles and author names.

3 – Language

- Appropriate academic vocabulary is integrated, demonstrating clear expression of ideas.
- Varied sentence structure demonstrates grade-appropriate language facility *(Teenagers will not be able to lean on their parents forever. It is very important for them to learn how to function and be able to adult once they leave their parents nest)*.
- The response demonstrates a grade-appropriate command of basic conventions. A few errors are present in spelling *(wether; countrys)*, punctuation (possessive apostrophes), sentence formation (comma splice), and usage *(less for fewer)*.
- Tone and voice are appropriate for the overall response, evidenced in the first body paragraph.
Currently, the age required to have a driver’s license is 16 years old. But now, states are trying to have teenagers wait till they’re 17 or even 18. Teenagers have so much to do, and sometimes their parents aren’t always there when they need them. So they would need to drive themselves, but if they aren’t allowed to drive how are they supposed to get places. But, anybody can see why they would want to bump up the legal driving age. Teenagers can be reckless and not as responsible as an adult would be on the road.

Before making these driving laws final, lawmakers should consider the effect it can have on some peoples lives. “Diamante White, a 16-year-old..who got her permit in July. She said driving is a learning experience” (Irvine 5). What this shows is that when someone becomes 16 they are ready to be independent. If lawmakers change this law there would most likely be so many protests going against it. They have waited 16 years to be finally have some freedom and they’re just going to take that from them. Of course the teens will be upset. This can also effect parents as well. “They also like not having to chauffeur their teens to school, sporting events and any number of places.” (Irvine 6). Taking licenses away from highschool students will make parents not having any free time, if they have to drive their kids around, a consequence. No parents wants their child to constantly be dependent of them, they want their kids to grow up and start being independent. If lawmakers keep licenses away from them, that would only make teens less responsible. But if lawmakers start helping teenagers drive instead of complaining about what they do wrong, there wouldn’t be a problem here. “Teens across the country enroll in drivers education courses offered in classrooms or online.. Students learn a variety of skills such as turning, accelerating,braking, and steering in everyday conditions.” (Harris 17). Instead of keeping them from driving there are many ways that the lawmakers can make them more responsible and smarter on the roads. Classes are a good idea because then they can learn while getting help from an adult.

Teenagers can be irresponsible and stupid sometimes. Which can sometimes cause bad things to happen. If a parent were to put an irresponsible kid out the road, his and others lives would be in danger. “..laws have significantly reduced traffic deaths..” (Zernike 27). Teens are risky and can cause accidents to happen. Taking licenses away from them can prevent them from happening. In particular situations a teenager might not know what to do while an older adult would. “Pennsylvania passed a one-teenage-passenger restriction..” (33 Zernike). This is understandable. If a teenager has their friend in the car with them and they’re having a conversation, it is possible the teen driver could get distracted and swerve off somehow, causing an accident. So if there is only one teenager in the car ,the driver, there wouldn’t be any distractions to cause any accidents. “Studies have shown that teenagers tend to overrate their driving skills and underrate risks on the road, and have trouble multitasking..” (Zernike 29). Most teenagers think
they're better than the majority, creating a big ego. Creating the tendency of “over hyping” themselves and their abilities. They take risks because they think they can do it. But if there is that one time they do something wrong because of that risk they took, they will hurt other people or themselves.

In conclusion, there are many things law makers should look at before they make final decisions. They need to see that teenagers need to be independent and have freedom. But also need to the risks that come with letting them drive at a young age.
3 – Purpose and Structure

- A central idea is focused on the task and generally maintained throughout (Currently, the age required to have a driver’s license is 16 years old. But now, states are trying to have teenagers wait till they’re 17 or even 18).
- The organizational structure is logical and allows for advancement of the central idea. Ideas are organized around the considerations relating to effect on teens and their parents and the propensity for teen recklessness.
- Purposeful transitional strategies are used to connect ideas within and among paragraphs (What this shows; This can also effect parents as well; But; Instead of; So if; In conclusion).
- The introduction and conclusion are sufficient and contribute to a sense of completeness. Ideas are previewed in the introduction and summarized in the conclusion (teen independence versus risk due to immaturity).

3 – Development

- Logical development demonstrates understanding of the topic.
- Adequate elaboration includes the appropriate combination of original student writing with paraphrasing, text evidence, and examples to support the central idea. The impact of a change in driving age on teens and parents is elaborated with explanation of the impact on teen freedom and independence (They have waited 16 years to be finally have some freedom and they’re just going to take that from them). The risks due to teen irresponsibility is also adequately elaborated (Most teenagers think they’re better than the majority, creating a big ego).
- Relevant, integrated evidence from multiple sources lends credibility to the exposition (his and others lives would be in danger. “...laws have significantly reduced traffic deaths”).
- Evidence is appropriately cited (Zernike 27).

3 – Language

- Appropriate academic vocabulary is integrated, demonstrating clear expression of ideas (consequence).
- Varied sentence structure demonstrates grade-appropriate language facility (This is understandable. If a teenager has their friend in the car with them and they’re having a conversation, it is possible the teen driver could get distracted and swerve off somehow, causing an accident).
- The response demonstrates a grade-appropriate command of basic conventions. A few errors are present in usage (parents for parent), punctuation (possessive apostrophe) and spelling (cource; conditions; accelertating).
- Tone and voice are appropriate for the overall response, evidenced in the first body paragraph.
When looking at raising the driving age to higher than 16 just because of the car crashes is really just a bad way of looking at it. Sure when looking at it we may get into car crashes but it isn't just us. There are many there people that cause havoc on the roads. While it may save many lives just think about what the parents and teens have to say about it.

There are so many teens who have waited to drive for their whole life. It can be a growing up experience for us and not surprisingly a lot of teens hate this topic. When looking at the parents they also agree with teens when it comes to this topic. The parents don't have to doing everything for their children. They don't having to chauffeur their teens to school everyday or having them bring their teens to a number of places.

Now think if we follow through with this idea then in the end the teens will become dependent on the parents for almost everything until their adults. It would just make us less responsible. But of course there's this amazing program called drivers education that teaches us the responsibility of how to drive and be safe on the roads. If you do decide to do this program then the more time you spend behind the wheel then the more you start to master your driver skills. You also learn the advance skills in drivers ed like changing lanes, merging, and etc.

Now this program is provided to every state but not all states follow them. This is because of the quality of each states program. some of the states exempt people from certain steps for graduating. Still, you're still practicing you're road skills to help yourself improve. It gives us so much practice.

there are many ways to let us drive. you can give us limitations like. lengthening our permit to a longer time. You can also toughen some laws without having to increase the time limit. While you may think that it's a bad idea for us look at all the solutions for fixing this problem.
S-6 Annotation Score Point 2/2/2 (page 2 of 2)

2 – Purpose and Structure

- Central idea is insufficiently sustained within the task (When looking at raising the driving age to higher than 16 just because of the car crashes is really just a bad way of looking at it).
- The organizational structure is inconsistent and disrupts the advancement of ideas. Some slight progression is present. The response moves from teen and parental expectations to the idea that teens will grow to overly rely on parents if restrictions are created (Now think if we follow through with this idea then in the end the teens will become dependent on the parents for almost everything until their adults). The brief discussion about driver’s education occurs between the second and third body paragraphs without transition.
- Transitions attempt to connect ideas but lack purpose and variety (Sure; While it may; Now; You also; This is because; Still).
- The introduction and conclusion are ineffective. The introduction attempts to set up the response, but the weak expression of ideas leaves the reader unsure as to what is being communicated. The conclusion is similarly confusing, not clearly linking back to the central idea.

2 – Development

- Development demonstrates partial understanding of the topic.
- Elaboration attempts to develop the central idea but provides loosely related information and is ineffective. Ideas are only slightly extended with no detail and little explanation (The parents dont have to doing everything for there children. They dont having to chauffeur their teens to school everyday or having them bring their teens to a number of places).
- Evidence is related to the topic but is disconnected from the exposition.
- The response lacks appropriate citations.

2 – Language

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic (there are many ways to let us drive. you can give us limitations like. lengthening our permit to a longer time).
- Correct conventions are used inconsistently, demonstrating partial command of conventions. Multiple errors in usage (there for their; having for have; you’re for your; advance for advanced), spelling (havic), capitalization (start of sentences), punctuation (commas and apostrophes), and sentence formation are present.
- Tone and voice are inconsistently appropriate for an academic audience.
Raising the age to drive is not going to let drivers handle their responsibility. Lawmakers need to consider the amount of opportunities that they would take away from teenagers. That would affect their parents by changing their schedule. It’s over all a bad idea because for many reasons.

First of all it wouldn’t let teens gain a way to grow up and it teaches teens how to have responsibility. In paragraph 5 of source 1 it a 16 year old driver said “learning to drive is a growing up experience.”. It helps them grow up and she isn’t the only one who thinks that. In paragraph 7 it says “do we really want our kids dependent upon parents for virtually every thing until they go to college, can vote and serve their country?”. That makes a really good point we need to learn how to be more independent since an early age.

Another reason that teenagers should be able to drive at an early age we can stop being dependent by driving ourselves to school and other places we need to be. In paragraph 6 of source 1 it says “many agree. They also like not having to chauffeur their teens to school, sporting events and any number of other places.”. Even parents say that they don’t like taking their teens everywhere we can be more independent if we could drive ourselves to places.

There is an argument that says we should not be allowed to drive until they are 18 or 17 because we are a danger on the road but there are ways to fix that. There are driver’s education courses that prepare the students more for reacting in situations in the real world. They learn multiple skills as said in paragraph 17 in source 2 it says “Students learn a variety of skills such as turning accelerating, braking, and steering in everyday conditions.”. It really helps prepare the drivers for the road and whatever they have to do on the road.

These are many good points that lawmakers should keep in mind they are making laws on driving age. It teaches them how to be independent and to take responsibility. It also helps by letting them take themselves places instead of depending on their parents. We have courses we can take to prepare us even better to be on the road. Those are all the reasons teens should be able to drive.
S-7 Annotation Score Point 2/2/2 (page 2 of 2)

2 – Purpose and Structure

- The central idea is clear but insufficiently sustained within the task (*Raising the age to drive is not going to let drivers handle their responsibility*).
- The organizational structure is repetitive and inconsistent. Although the plan previewed in the introduction (teen responsibility and independence from parental transport) is followed, overall progression is weak.
- Transitions attempt to connect ideas but lack variety (*First of all; Another reason; They also*).
- The introduction and conclusion are simplistic and repetitive. The introduction provides the central idea and previews structural ideas (*opportunities for teenagers; affect their parents by changing their schedule*). The conclusion repeats the points previously made (responsibility, parental dependence).

2 – Development

- Development demonstrates partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources and is repetitive. The idea that learning to drive teaches responsibility is weakly elaborated by repetition (*It helps them grow up and she isn’t the only one who thinks that; That makes a really good point we need to learn how to be more independent since an early age*).
- Evidence from multiple sources is weakly integrated and used sparingly.
- Appropriate source citations (*In paragraph 5 of source 1*) are provided, but this alone does not elevate the Development domain beyond a 2.

2 – Language

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled (some awkward construction and some run-ons) and somewhat simplistic (*It’s over all bad idea because for many reasons*).
- The response inconsistently uses correct conventions, demonstrating partial command of conventions. Errors are present in spelling (*their; responsibility; opportunities; schedule; biend; multipule; leting*), usage (*thier for there; themselfs for themselves’s; point for points*), punctuation (contraction apostrophes and commas surrounding quotes), and sentence formation.
- Tone and voice are inconsistently appropriate for an academic audience.
You should be able to drive when you turn 16. Getting your learners permit at 15 can help you get more experience on the road as to be more responsible. Trying new things at a young age is great experience for you.

Students have been waiting a long time to get their license it’s to for them to move on. In “16 too young to drive? Some say wait till 17” Diamante White stated she “would be really upset because i’ve waited so long to drive”. She goes on talking about that it’s a “growing up experience”. I agree with her thoughts.

Margaret Menotti argued that “keeping teen from driving would only make them less responsible” in passage 1. Learning at a young age can help them develop new skills early on in life. If they are ready to drive at at 16 that means that they are mature. In passage 2 line 23-24 it states “the more time spent driving behind the wheel the more they are beginning to advance skills”. Which means the more you practice it the better you are going to be at that skill.

Many adults think 16 is too young to drive. Lund said “the higher you raise the driving age the more lifes will be saved”. The less younger kids off the road the better. Their brains are less developed. Delaware office of highway safety has made the laws more strict for teens.

Driver ed gives teens more practice that they need in real life situations. Teens are able to learn the skills of “accelerating, braking and steering in everyday conditions” stated in passage 2. They teach teens to check their air pressure. check the oil. pump gas and jump starting cars. So driver ed is a good program that safely guides teens in the right direction of driving.

In conclusion, driving at a young age in life gets you the time needing to drive when you turn 16. I think they have made laws such as banning teens from their cellphones while driving and even make curfews to make the roads safe for young teenagers to drive. Let’s them practice!
S-8 Annotation

Score Point 2/2/2

Grade 9 2022 B.E.S.T. Writing

2 – Purpose and Structure

- A central idea is focused on the task but insufficiently sustained throughout (You should be able to drive when you turn 16. Getting our learners permit at 15 can help you get more experience on the road as to be more responsible).
- The organizational structure is inconsistent and disrupts the advancement of ideas. Some organizational structure is present, moving from the idea that learning to drive is a “growing up experience,” to the need to practice, to concerns adults have about teen immaturity, and returning to driver’s education courses as a solution. The drop-in of the adult concerns about teen immaturity in the third body paragraph limits the advancement ideas due to lack of transitions.
- Few transitions attempt to connect ideas (which means; So; In conclusion). There is also some continuity demonstrated in sentence-to-sentence progression within paragraphs.
- The introduction and conclusion are simplistic and ineffective, doing little more than introducing and reiterating the central idea.

2 – Development

- Development demonstrates partial understanding of the topic.
- Elaboration attempts to develop the central idea but at times relies heavily on the sources (which means the more you practice it the better you are going to be at that skill) and is otherwise ineffective (i agree with her thoughts).
- Evidence from multiple sources is partially integrated (Sources 1 and 2).
- Appropriate citation (In passage 2 line 23-24) is present, but this alone does not elevate the Development domain beyond a 2.

2 – Language

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic (So drivers ed is a good program that safely guides teens in the right direction of driving).
- The response demonstrates inconsistent use of correct conventions, demonstrating partial command of conventions. Errors are present in sentence formation, usage (less for fewer; teen for teens; missing words), capitalization (i for I, beginning of sentences, proper names), and punctuation (commas surrounding quotes).
- Tone and voice are inconsistently appropriate for an academic audience.
Teens should be able to get their driver’s license at the age 16 and not wait until their 17 or 18 to get their driver’s license. Many States have different rules for when they should get their driver’s license at an older age. Due to this, they want teens to know everything about being on the road and know what kind of problems they could be in if it ever happens to them. Also many States also don’t allow teens to be on the road at 6:00pm, or 8:00pm. And some States tell you that you must be with a parent at all time. Also many governors and driver license company say that they don’t trust teens at the age 16 because many of them fail the test and the driving test. And also many teens don’t check on their oil check or their tires or their gas and many other things that it may lead you to a serious problem or maybe lead to death. But teens should be able to get their driver’s license if they really do deserve it and know what could happen do them on the road. And that they are aware of what can happen if they don’t check things in their car like their oil change and gas.
1 – Purpose and Structure

- A central idea is ambiguous. Initially the central idea is unqualified (Teens should be able to get their driver’s license at the age 16 and not wait until their 17 or 18 to get their driver’s license), but after listing some state concerns about teen drivers changes to qualified by the end of the response (if they really do deserve it).
- No discernible introduction or conclusion is present.
- A few transitions are present (Due to this; Also; And; But) but mostly serve to list ideas.
- The organizational structure creates confusion. The response goes from describing that states vary in when one can first get a driver’s license to the claim that states therefore want young drivers to be prepared for all sorts of problems that might occur without explaining the connection (Due to this, they want teens to know everything about being on the road).

 Despite listing several reasons to restrict teen driving (not checking oil or tires, driver’s license company distrust), the conclusion returns to the central idea, but qualified (if they really do deserve it and know what could happen do them on the road).
- The brevity of the response also demonstrates little knowledge of purpose, structure, or task.

1 – Development

- Little understanding of topic is demonstrated, and little development is present.
- Elaboration consists of confusing ideas and demonstrates lack of knowledge of elaborative techniques. The ideas listed (states limiting time on the road, parent passenger requirement, governor and driver license company distrust) are unelaborated.
- Source-derived evidence is lacking. Most of the listed information is not from the source (teens don’t check on their oil check or their tires or their gas and many other things that it may lead you to a serious problem or maybe lead to death).
- No appropriate citation is present, but this alone would not elevate the score point.
- The brevity of the response results in little evidence of knowledge of elaboration, topic, or sources.

2 – Language

- Vocabulary and word choice are basic, demonstrating partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic. Although there is some sentence variety, a few awkward sentence structures are also used (Teens should be able to get their driver’s license at the age 16 and not wait until their 17 or 18 to get their driver’s license).
- The response demonstrates inconsistent use of correct conventions, demonstrating partial command of conventions. Convention errors in usage (their for they’re; time for times; company for companies), spelling (governers; licsense), capitalization (States), and punctuation (repeated contraction apostrophes, commas after introductory elements).
- Tone and voice are inconsistently appropriate for an academic audience.
The driving law limit should allow fifteen and sixteen year olds to drive. In some states you can’t drive until your eighteen the states should lower it to fifteen and sixteen so they can learn young so when they git older they feel confuterbal behiand the weel. In source one passage five it states learning to drive is a growing up experince. Also in some states some require people when they get there drivers permet they can take a drivers school withch teaches them the besects of driving acslerate, breacking and they also teach snareos that you will exprice wile you drive.
1 – Purpose and Structure

- A central idea is present, demonstrating awareness of the task (The driving law limit should allow fifteen and sixteen year olds to drive).
- Little discernible organizational structure is demonstrated. Two ideas are listed: lowering the driving age will make young drivers more comfortable when driving (so when they get older they feel comfortable behind the wheel) and some states have classes on driving (require people when they get their driver’s permit they can take a drivers school).
- Only one transition is used (Also) to separate these ideas.
- The introduction is limited to identifying a central idea and indication of current driving age requirements in some states (In some states you can’t drive until your eighteen). There is no conclusion.
- The brevity of the response also demonstrates little knowledge of purpose, structure, or task.

1 – Development

- Little understanding of topic is demonstrated. Ideas are not developed.
- A listing of source-derived ideas does not demonstrate knowledge of elaborative techniques. The relationship of the ideas about increased comfort behind the wheel or the effectiveness of drivers’ education classes to why we should reduce age restrictions on driving is unexplained. The relevancy of the information from the source that is cited is also unexplained (learning to drive is a growing up experience).
- A citation (In source one passage five) is present, but this alone does not elevate the Development domain beyond a 1.
- The brevity of the response results in little evidence of knowledge of elaboration, topic, or sources.

1 – Language

- Vocabulary and word choice are vague and unclear (learn young so when they get older).
- Sentence structure is confusing (Also in some states some require people when they get there drivers permit they can take a drivers school which teaches them the basics of driving accelerate, breaking and they can also teach scenarios that you will experience while you drive).
- A density and variety of conventions errors are present in this brief draft response. Errors include run-on sentences, usage (your for you’re), spelling (driving; limat; fifteen; stats; intel; eighteen; git; confuterbal; behind; weel; experience; require; people; permit; withch; besects; acslerate; snareos; exprice; wile), and incorrect punctuation (missing commas). Some errors obscure meaning.
- Tone and voice are inappropriate for an academic audience.
There are many considerations lawmakers should make when determining a legal driving age. Getting the highest of the high-risk drivers away from the wheel probably isn’t a bad idea. Keeping teens from driving would only make them less responsible. Many parents agree. They also like not having to chauffeur their teens to school sporting events and any number of other places. Not surprisingly, a lot of teens hate the idea.

First, even New Jersey is considering lengthening the time a young driver has a permit, from six months to 12. Still others say we are worrying too much about teen drivers, and not enough about others who cause serious problems on the road. As stated in Source 1 “16 too young to drive? Some say wait till 17” by Martha Irvine in paragraph 1 sentence 1, it says “Chicago-Taking aim at a long-standing rite of passage for 16-year-olds, an influential auto-safety group is calling on state to raise the age for getting a driver's license to 17 or even 18.”

Next, each day, teens across the country enroll in driver's education courses offered in classrooms or online. Students learn a variety of skills such as turning, accelerating, braking, and steering in everyday conditions. And these are just the basics. The more time they spend behind the wheel, the more teens begin to master advanced skills. Still, practicing road skills with supervision from an instructor can only help teen drivers improve.

Finally, fifteen states and the District of Columbia now prohibit teenagers from driving with another teenager, and all but seven states forbid them from driving with more than one. In South Carolina, teenagers cannot drive after 6 p.m. in winter (8 p.m. in summer), and in Idaho, they are banned from sundown to sunup. Mostly, they are further restricting the number of passengers or tightening curfews. The restrictions generally do not apply to new drivers over 21.

In conclusion, not surprisingly, a lot of teens hate the idea. Adults often feel that teenagers are too young and inexperienced to operate a vehicle on the street. But safety campaigners point to studies showing that the laws have significantly reduced traffic deaths and call them a natural extension for a generation that has grown up protected by sport utility strollers and bicycle helmet laws.
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Copied

- The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code “G” for “Copied,” which becomes an earned 0. A central idea is constructed in the first paragraph (There are many considerations lawmakers should make when determining a legal driving age) by adding words (There are many) to language directly from the prompt (considerations lawmakers should make when determining a legal driving age). The remainder of the introduction directly copies entirely from source one. The body paragraphs each copy from one of the three sources, and the conclusion copies from a mix of all three, but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.

- Although some transitions (e.g., As stated in; First; Next; Finally; In conclusion) and citations (e.g., Source 1 “16 too young to drive? Some say wait till 17” by Martha Irvine in paragraph 1 sentence 1, it says) are present, these additions do not extend or support the statements copied from the sources.