



WY-TOPP Writing Exemplars

9th Grade

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Grade 9 ELA Writing - Argumentative

BACKGROUND and PURPOSE

The WY-TOPP ELA test has a Writing portion for grades 3, 5, 7, and 9. Each writing test contains one or more passages that relate to a prompt. Students are required to read passages associated with a topic, and then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. Students do not answer comprehension questions about the prompt.

The responses in this document were scored and annotated by Wyoming teachers who were trained as human scorers. As a basis for developing a common understanding of the scoring criteria, an annotation follows each response to explain the prominent characteristics of the response described in the rubric. Examples of student responses represent some of the various combinations of the score points across the scoring domains. These responses are not intended to provide a full spectrum of examples for every score point in every domain. On the WY-TOPP ELA test, student responses will be scored by an artificial intelligence (AI) engine that has been designed to predict human responses, based on the WY-TOPP Writing Rubrics. More information about the AI scoring engine is available [here](#).

For more information on the rubrics used to score writing responses on WY-TOPP, visit the WY-TOPP website under "[WY-TOPP Assessment Blueprints and Rubrics](#)."

PROMPT

Write an essay arguing which account best represents Susan B Anthony's experiences during the trial. Your essay must be based on the ideas, concepts, and information that can be determined through analysis of the three accounts.

Manage your time carefully so that you can:

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include a claim
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

To view the Grade 9 prompt and passage set click [here](#).

ELA Writing Rubrics for WY-TOPP Summative Assessment - Grades 6-10 - Argumentative

| Grades 6-10 | | | |
|--|--|--|---|
| Argumentation Writing Rubric | | | |
| (Score points within each domain include most of the characteristics below) | | | |
| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric begins at score point 2) |
| 4 | <p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained | <p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility | |
| 3 | <p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained claim, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established | <p>The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure | |

Continued on the following page

ELA Writing Rubrics for WY-TOPP Summative Assessment - Grades 6-10 - Argumentative

| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric) |
|----------|---|---|--|
| 2 | <p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused claim but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion | <p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions | <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1 | <p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Absent, confusing, or ambiguous claim • Missing alternate or opposing claims* • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization | <p>The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions | <p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0 | | | <p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p> |

*Not applicable at grade 6

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Student-1

Score Point 3/3/2

(page 1 of 3)

How was Susan B Anthony represented? The three versions of Susans trial all had the same information but worded differently and explained better than the rest. The third version of her trial had the most to say about what really happened and what was argued. Although the second one did give more information than the first because it did have the arguments that happened between Susan and the court. The first was just saying of what went down no dialogue with their arguments but just a rundown of what happened.

The third version of her trial was the best explanation to what happend. The version went back and forth between her and the court with debates. Starting with giving Susan the permission to speak and say why she believed that she shouldn't be prosecuted. She took the opportunity and explained that from the point of view of the court's verdict that that they had "trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, are all alike ignored." She put into account that because she is a women they removed all rights away from her and she had no say. She continued to go down the path of what she was saying about how they put taxes upon her but she has no right to vote in this world, and them not allowing her to her right of a trial by a jury. Although she continued her debate Judge Hunt wanted no more of the argument about rights the judge had said " the the court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours in presenting." Although Susan made the arguments she the judge would not allow her to go on.

Others may say that the information about her debating her rights was not needed for this trial and that version one was the best for the fact that it is short and sweet she fought these issues. She had to fight the fact that they wouldn't allow her to vote and that it didn't matter within her her rights that she should have been able to. Version one gives no information about the arguments that they went through or the fact that women who wanted their voice heard were charged for that. She was charged \$100 which she also fought because men are able to vote but women get put down.

If we never would have never have seen the debates they had or her fighting for her rights would women have the "rights" that we have now that we should have had at the beginning of our society. We ow women for their long fights even if they were put down for it many times which was explained since they didn't want her to say because it was true. She had to pay taxes like the men, She worked like the men, but just because of her gender they thought she shouldn't have been allowed to vote. Well if you go into today society at times the women do more work than men and which really if you think about the 1800 it hasn't really changed since the women did all of the house work and cook but all the men did was have slaves to do the work for them. Yes there are stay at home moms but that's what they were

Grade 9 ELA Writing - Argumentative

Student-1

Score Point 3/3/2

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then and they still do just as much work. Susan B. Anthony fought others fought and without the explanations of their stories we wouldn't have the life we do today.

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Student-1 Annotation

Score Point 3/3/2

(page 3 of 3)

3- Purpose/Focus/Organization

This response is sustained and generally focused within the purpose, audience, and task. The response adequately maintains a claim (*The third version of her trial was the best explanation of what happened*). Most of the relevant content is found in the body of the essay rather than the introduction, which is unclear (*The three versions of Susans trial all had the same information but wordered differently and explained better than the rest*) or the conclusion, which veers off topic into a discussion of women's rights (*Well if you go into today society at times the women do more work than men and which really if you think about the 1800 it hasn't really changed since the women did all the house work and cook but all the men did was have slaves do the work for them*). An opposing view is mentioned and considered (*Others may say that the information about her debating her rights was not needed for this trial and that version one was the best for the fact that it was short and sweet*). Although the essay loses focus in the conclusion, an appropriate style and tone is adequately established.

3- Evidence/ Elaboration

This response provides adequate support and elaboration for the claim. The introduction provides a general summary of the three sources (*The third version of the trial had the most to say; Although the second one did give more information than the first; The first was just saying of what went down*) The body of the essay elaborates on the information provided in the third version, including direct quotes and detailed paraphrasing. The responses uses appropriate academic and domain-specific vocabulary (*dialogue, prosecuted, verdict, vital*) and contains varied sentence structure.

2- Conventions

While errors in sentence construction are present, the response demonstrates an adequate command of basic conventions.

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Student-2

Score Point 3/3/2

(page 1 of 2)

I believe that account number 3 (The third passage) represents Susan B. Anthony's experiences during the trial. It included lots of in depth details and explains a lot more than the other passages. Although in the second passage they do use direct quotes from the people I still believe the third one is the better passage.

In this passage Miss Anthony argues with the judge saying that this should not be charged on her. She says that they have taken or went against all of her right, and all other womens as well. As she goes on about this the judge orders her to sit down. She then states that this is the first time she or anyone has been able to speak in front of the court and that she should be able to take opportunity of it. Neither of the other article go this in depth about what she says, they only explain small portions of it.

Miss Anthony explain her and other women's right compared to men's. She says no man would have to worry about being in front of the court of men, but she does, because she and men do not have the same privileges. The other articles do mention the compared rights, but once again it isn't as well explained as it is in this passage.

Overall, all three passages contain multiple bits of the same information about Miss Anthony's trial, but the third passage contains more facts than all of the others. This third passage goes more in depth with each and every fact, unlike the other two passages.

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Student-2 Annotation

Score Point 3/3/2

(page 2 of 2)

3- Purpose/Focus/Organization

This response is adequately sustained and generally focused within the purpose, audience, and task. The introduction clearly establishes a claim that is maintained throughout (*I believe that account number 3 (The third passage) represents Susan B. Anthony's experiences during the trial*) and ideas progress logically. References and comparisons to the other versions of the trial occur throughout the response to support the main claim of the third passage's superiority (*Although in the second passage they do use direct quotes from the people I still believe the third one is the better passage; Neither of the other articles go this in depth; The other articles do mention the compared rights, but once again it isn't as well explained as it is in this passage*). The conclusion is adequate and clear (*Overall, all three passages contain multiple bits of the same information; The third passage goes more in depth with each and every fact, unlike the other two passages*). An appropriate tone and style is maintained.

3- Evidence/ Elaboration

The response provides adequate support for the writer's claim. The evidence is generally integrated into the response and includes relevant details (*In this passage Miss Anothony argues with the judge saying that this should not be charged on her; As she goes on about this the judge orders her to sit down; She says no man would have to worry about being in front of the court of men*) but lacks direct quotations or citations, which would have made this a stronger Score Point 3. Without specific details, this response could be considered a high Score Point 2, but the adequate expression of ideas, clear summarization of relevant details, and a general demonstration of language facility allow for the higher score.

2- Conventions

While minor errors are present, an adequate command of basic conventions is demonstrated over the course of this draft response.

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Student-3

Score Point 2/2/2

(page 1 of 2)

I believe that the third version of Susan B. Anthony trial best describes her authentic experiences during her trial. I think this because there is a lot more detail about here thoughts and details about what she is saying and thinking. Some might say the first version of the trial might be the better option because it is more summarized and still says everything that she says in the third version but in my opinion it doesn't give her thoughts as clearly as the the third version.

The third version of Susan B. Anthony's trial is the most detailed version out of all three of the trials. I think this because it gives a lot of her thoughts and i feel that it gives all of what she said the the judge and not just a summary of what she said, the first paragraph doesn't even state that Susan B. Anthony is \$10,000 in debt but the third paragraph does state that. All three of the versions of the trials all state that the judgement of the court is that you pay a fine of one hundred dollars and the cost of the prosecution.

Some might say that the first paragraph is the best one because it is more detailed and easier to read but id doesn't give her thoughts and what she says as well as the first one, it doesn't even say some things like when she says she is \$10,000 in debt but the third version does.

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Student-3 Annotation

Score Point 2/2/2

(page 2 of 2)

2- Purpose/Focus/Organization

This response is somewhat sustained within the purpose, audience, and task. The introduction establishes a claim (I believe that the third version of Susan B. Anthony trial best describes her authentic experiences during the trial) is focused but only vaguely supported (because there is a lot more detail about here thoughts and details about what she is saying and thinking; it gives all of what she said the the judge and not just a summary of what she said). An opposing viewpoint is briefly addressed and refuted in all three paragraphs (*Some might say the first version might be the better option; The first paragraph doesn't even state that Susan B. Anthony is \$10,000 in debt; All three of the versions of the trials all state that the judgement of the court is that you pay a fine of one hundred dollars*). The conclusion is slightly unclear (*Some might say that the first paragraph is the best one because it is more detailed and easier to read but id doesn't give her thoughts and what she says as well as the first one, it doesn't even say some things like when she says she is \$10,000 in debt but the third version does.*) In this response, the style is generally appropriate.

2- Evidence/ Elaboration

This response provides uneven support and evidence to support the claim. References to the source material are often repetitive (*thoughts and details, \$10,000 in debt*) and lack proper citation, but are generally relevant to the claim. The sentences in the response are limited to simple construction and longer sentences tend to lose focus or contain errors.

2- Conventions

While errors in sentence construction are present, an adequate command of basic conventions is demonstrated over the course of this draft response.

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Student-4

Score Point 2/1/2

(page 1 of 1)

In passage number three, it has the best representation of S.B.A, trial. It has the most deadail and gives her the most credit. It explains what she is doing and fighting for, and it also shows how the court handles it. The other passages were nice and detailed to but they didn't give any other feedback on it. Passage 3 really focused on what she was saying, and her purpose for arguing about it. However passage one did talk about why she was in court, it didn't focus much on how the court went. She often would refuse to give up, and she kept fighting for what she new was right. I feel it was the best passage for many reasons and that was only a few.

Student-4 Annotation

Score Point 2/1/2

2- Purpose/ Focus/ Organization

This response is somewhat sustained and consistently focused in the purpose, audience, and task. The response is brief, but still makes a claim (*In passage number three, it has the best representation of S.B.A, trial*), which is minimally developed throughout the text. The writer acknowledges the other versions of the trial (*The other passages were nice and detailed, However passage one did talk about why she was in court, it didn't focus much on how court went*). There is an uneven progression of ideas and a lack of a distinct introduction and conclusion. The final sentence alludes to the elaboration that should have occurred (*I feel it was the best passage for many reasons and that was only a few*).

1- Evidence/ Elaboration

This response provides minimal support for the writer's claim. Evidence from the source material is vaguely paraphrased (*It explains what she is doing and fighting for, and it also shows how the court handles it; Passage 3 really focused on what she was saying; She often would refuse to give up, and she kept fighting for what she new was right*). The author missed opportunities to provide relevant quotations.

2- Conventions:

While there are minor errors present in this response, an adequate command of basic conventions is demonstrated over the course of the essay.

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Student-5

Score Point 1/1/2

(page 1 of 1)

In account #3 Susan B. Anthony states that the laws and government were made and ran by men. Everything women did was either ran by a man or was created by men. Susan B. Anthony went to trial because she wanted to vote and felt that everything should not be ran by men. Women are as equal as men and should not be treated differently. She fought for her rights and wouldn't do anything the court said because she wanted the same rights as men. Everytime the Judge told her to sit she kept going with her statements and stayed true to them. She didn't care how much fine she would have to pay or if she would go to jail again. She wanted to Court, Jury, and Judge to realize that women are as equal as men.

Student-5 Annotation

Score Point 1/1/2

1- Purpose/ Focus/ Organization

This response is related to the topic but does not adequately respond to the prompt, demonstrating little awareness of purpose, audience, or task. There is no clear claim and no mention of counterclaims. The response is too brief to demonstrate knowledge, focus or organization, although it does provide a minimal summary of the information found in version 3 of the trial (*In account #3 Susan B. Anthony states that the laws and government were made and ran by men; She wanted to Court, Jury, and Judge to realize that women are as equal as men*).

1- Evidence/ Elaboration

This response makes an attempt to include evidence from the source material, but provides a minimal summary rather than support for a claim. This response is on the cusp of a score of 2 but is lacking in specificity, and without a claim, the details present are irrelevant. (*Susan B. Anthony went to trial because she wanted to voute and felt that everything should not be ran by men; Everytime the Judge told her to sit she kept going with her statements and stayed true to them.*)

2- Conventions

While there are minor errors present in this response, there are no patterns of errors. An adequate command of basic conventions is demonstrated.

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Student-6

Score Point 1/1/1

(page 1 of 1)

version 1 represents her the best because she could not argue with the judge while she was in trial and if she did they would use it against her. She had to pay a fine of 100 dollars immediately or she would get in even more trouble the reason y i pick version 1 is because that's how it really when you go to court for breaking the law. she still is in trouble until she pays that 100 dollars.

When she started arguing with the judge the other people had to tell them to stop arguing. if she didn't pay that 100 dollar fine she would go to jail for 4 years.when the lady and the judge started to argue the lady slammed her hand on the table. The judge told the lady that the court will not commit until she has paid her 100 dollar fine.

the lady was in debt by 10,000 dollars she told the judge that she would work really hard to get that 10,000 dollars paid so she will not be in debt no more.

Student-6 Annotation

Score Point 1/1/1

1- Purpose/Focus/Organization

This response is loosely related to the topic (*Version 1 represents her the best because she could not argue with the judge while she was in trial and if she did they would use it against her*). . There is not an adequate introduction or conclusion, though a minimal claim is present (the reason y I pick version 1 is because that's how it really when you go to court for breaking the law). The organizational structure appears to be an attempt at a summary, but with few transitional strategies and no alternate or opposing claims.

1- Evidence/Elaboration

The response provides some details found in the three passages (*She had to pay a fine of \$100 immediately, the lady slammed her hand on the table*), but some details are not found in the source material and demonstrate a lack of understanding (*she would go to jail for 4 years, she would work really hard to get that 10,000 dollars paid so she will not be in debt no more*). The ideas within the essay are often confused or unclear (*The judge told the lady the court will not commit until she has paid her 100 dollar fine*).

1- Conventions

Because of patterns of errors in usage (*y for why, not be in debt no more*), poor sentence construction and inconsistent capitalization, a partial command of basic conventions is demonstrated.