

Directions: Read the passage below and answer the question(s) that follow.

Community Internet Access

We know that student success is tied to online access. Students need the Internet to participate in everything from interactive math lessons to research for history projects. Community access would enable students to do online homework without using up instructional time in the classroom.

People also need access for career training and finding job opportunities. Everything from using social networks to locate job openings to being able to write and revise resumes is made easier and faster with online access.

The staff at my local library has been helpful with assisting library visitors to access the Internet. However, the devices are not always in the best condition, and there is often a long wait to use them. And even if access weren't an issue, a visit to the library is not always possible or convenient.

Ideally, each of our homes would have fast online access, but many areas of our community are not well served by high-speed Internet service. As internet server prices rise, not everyone in the community is able to afford the monthly fees.

1 Write an introduction to this student editorial on the need for community-wide access to the internet. Be sure to introduce and establish a clear claim.

2 The student's editorial does not have a clear conclusion. Write a concluding paragraph for the argument that follows from and supports the argument.

Master ID: 2458489 Revision: 1
 Rubric: 1 Point(s)

2 The response

- establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole
- provides adequate information to frame the argument to put the claim into context
- does more than list arguments to support claim —not formulaic

1 The response

- provides a partial or limited claim
- provides a claim that partially reflects the argument(s) presented in the body of writing as a whole
- provides limited and/or extraneous information to frame the argument to put the claim into context
- may list arguments—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 The response

- provides no claim or provides a claim that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to frame the argument to put the claim into context
- provides no connection to the body paragraph

Standards:
 CCSS.ELA-Literacy.W.8.1.a

Master ID: 2466328 Revision: 2
 Rubric: 1 Point(s)

2 The response:

- provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen)
- does more than restate or summarize the arguments—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

1 The response:

- provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole
- lists, restates, or summarizes the arguments—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

0 The response:

- provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole
- may restate random and/or incorrect arguments or just restate the claim
- provides no connection or progression of ideas

Standards:
 CCSS.ELA-Literacy.W.8.1.e