

Regents Examination in English Language Arts (Common Core) — Part 2

TEACHER'S PACKET

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engage^{ny}

Our Students. Their Moment.

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ARGUMENT

Directions: Closely read each of the **four** texts provided on pages __ through __ and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Is the impact of social media on an individual beneficial or harmful?

Your Task: Carefully read each of the **four** texts provided. Then, using evidence from at least **three** of the texts, write a well-developed argument regarding the impact of social media on an individual. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding the impact of social media on an individual
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – A Word about Social Networking

Text 2 – Impact of Social Media on Adolescent Behavioral Health in California

Text 3 – The Flight from Conversation

Text 4 – Solitude and Leadership

Text 1

A Word About Social Networking

5 The Internet has significantly changed the way our society connects with one another, does business, and socializes. Today's youth have never known a world without the Internet, which is a piece of information adults must put into context when they think about and compare, generationally, social networking to face-to-face communications. According to the Pew Internet & American Life Project, more than 93% of both teens (12–17) and young adults (18–29) in the United States use the Internet regularly, and more than 70% use social networking sites. Furthermore, among online
10 teens, 62% use the Internet to get news about current events and politics, 48% use it to make purchases (books, clothing, and music), and 31% use it to get health, dieting, or physical fitness information. ...

ADVANTAGES OF SOCIAL MEDIA:

- 15 • **Social skills.** Social networking allows people to keep up with current friends and make new ones. When used in the right way, social media can increase self-esteem and help someone feel less isolated.
- 20 • **Independence and self-expression.** Creating your own “home page” allows people to express themselves and discuss their interests. They can join groups and support fan pages, and find out about other people’s interests.
- 25 • **Digital competence.** Technology is evolving faster than ever before. As teens and young adults learn to adapt to new technologies (or new applications of existing technologies), they will be better equipped to adapt to future technology.
- **Educational development.** Young adults in secondary and post-secondary education will often use social networking to discuss schoolwork and share discussions about assignments.
- 30 • **Research.** Young adults can gather information about topics that are hard to discuss with others, such as drug use and sexual health. ...

RISKS OF SOCIAL NETWORKING:

- **Sharing one’s personal information with the wrong crowd.** Young adults need to be aware that information given out online

35 could also put them at risk of victimization. People looking to do harm could use posted information to identify them or gain their trust. They can also be deceptive by pretending to know a young person. Encourage young people to privatize their online social networking accounts (such as Facebook and Twitter).

40 • **Bullying.** Harassment may occur online only (cyberbullying), or it may spill over to offline bullying committed by a person who has located his victim online. Cyberbullying can cause significant emotional harm resulting in depression, anger, school avoidance, violence, and suicide.

45 • **The permanency of online profiles.** Once information has been shared on the Internet, it's out there — forever! Retrieving information that others have read and captured is nearly impossible. Inappropriate pictures, captions, and comments could come back to haunt youth as they start applying to colleges or looking for jobs.

50 • **Disclosure.** People tend to be far bolder and less discretionary with information shared online versus in person. This means there is a greater risk of giving out information including the presence of a disability that, given a second thought, we might not have wanted to disclose. ...

(excerpted)

Text 2

Impact of Social Media on Adolescent Behavioral Health in California

Teenagers throughout the country regularly use the internet, cell phones, and video games to gather information and communicate with each other. This *ability to interact with others* is the unique feature of **social media** which provides powerful new ways for teens to create and navigate their social environments. ...

5

Most Commonly Used Social Media by Teens

TYPE	EXAMPLE	% TEENS WHO USE NATIONALLY
Text Messaging	Cell phone feature	75% of all teens own a cell phone 88% of cell phone-owning teens text 72% of all teens use text messaging
Social Networking Sites	Facebook, My Space	73% of online teens have used a social networking site
Online video sites	YouTube.com	63% of online teens watch online videos
Online gaming	SecondLife.com	61% of online youth play games online, including multiplayer online games
Blogging within social networking sites	Facebook or MySpace feature	52% of online teens have commented on a blog

Source: (Lenhart, 2010) except for Online Video sites (Nielsen, 2009) & Online gaming (McAfee, 2010) ...

What Teens Do Online: Protective Aspects

ACTIVITY	% OF TEENS (N=760-763)*
Join an online community or a “group” on Facebook or MySpace in support of a cause	54
Post creative writing or artwork that you’ve done	53
Post or share videos or music that you’ve created	50
Organize or invite people to an event using a social networking site like Facebook or MySpace	45
Volunteer for a campaign, nonprofit organization, or charity	34
Participate in online study groups	26

Available from <http://www.common sense media.org/sites/default/files/Social%20Networking%20Poll%20Summary%20Results.pdf> ...

(excerpted)

*number of teens sampled

Text 3

The Flight from Conversation

...In today's workplace, young people who have grown up fearing conversation show up on the job wearing earphones. Walking through a college library or the campus of a high-tech start-up, one sees the same thing: we are together, but each of us is in our own bubble, furiously connected to keyboards and tiny touch screens. A senior partner at a Boston law firm describes a scene in his office. Young associates lay out their suite of technologies: laptops, iPods and multiple phones. And then they put their earphones on. "Big ones. Like pilots. They turn their desks into cockpits." With the young lawyers in their cockpits, the office is quiet, a quiet that does not ask to be broken.

In the silence of connection, people are comforted by being in touch with a lot of people -- carefully kept at bay. We can't get enough of one another if we can use technology to keep one another at distances we can control: not too close, not too far, just right. I think of it as a Goldilocks effect.

Texting and e-mail and posting let us present the self we want to be. This means we can edit. And if we wish to, we can delete. Or retouch: the voice, the flesh, the face, the body. Not too much, not too little -- just right.

Human relationships are rich; they're messy and demanding. We have learned the habit of cleaning them up with technology. And the move from conversation to connection is part of this. But it's a process in which we shortchange ourselves. Worse, it seems that over time we stop caring, we forget that there is a difference.

We are tempted to think that our little "sips" of online connection add up to a big gulp of real conversation. But they don't. E-mail, Twitter, Facebook, all of these have their places -- in politics, commerce, romance and friendship. But no matter how valuable, they do not substitute for conversation. ...

FACE-TO-FACE conversation unfolds slowly. It teaches patience. When we communicate on our digital devices, we learn different habits. As we ramp up the volume and velocity of online connections, we start to expect faster answers. To get these, we ask one another simpler questions; we dumb down our communications, even on the most important matters. It is as though we have all put ourselves on cable news. Shakespeare might have said, "We are consum'd with that which we were nourish'd by."

And we use conversation with others to learn to converse with ourselves. So our flight from conversation can mean diminished chances to learn skills of self-reflection. These days, social media continually asks us what's "on our mind," but we have little

45 motivation to say something truly self-reflective. Self-reflection in conversation requires trust. It's hard to do anything with 3,000 Facebook friends except connect. ...

(excerpted)

Text 4

Solitude and Leadership

5 ...“Your own reality – for yourself, not for others.” Thinking for
yourself means finding yourself, finding your own reality. Here’s the
other problem with Facebook and Twitter and even *The New York*
Times. When you expose yourself to those things, especially in the
constant way that people do now — older people as well as younger
people — you are continuously bombarding yourself with a stream of
other people’s thoughts. You are marinating¹ yourself in the
conventional wisdom. In other people’s reality: for others, not for
yourself. You are creating a cacophony² in which it is impossible to hear
10 your own voice, whether it’s yourself you’re thinking about or anything
else. That’s what Emerson meant when he said that “he who should
inspire and lead his race must be defended from travelling with the souls
of other men, from living, breathing, reading, and writing in the daily,
time-worn yoke of their opinions.” Notice that he uses the word *lead*.
15 Leadership means finding a new direction, not simply putting yourself
at the front of the herd that’s heading toward the cliff.

So why is reading books any better than reading tweets or wall
posts? Well, sometimes it isn’t. Sometimes, you need to put down your
book, if only to think about what you’re reading, what *you* think about
20 what you’re reading. But a book has two advantages over a tweet. First,
the person who wrote it thought about it a lot more carefully. The book
is the result of *his* solitude, *his* attempt to think for himself.

Second, most books are old. This is not a disadvantage: this is
precisely what makes them valuable. They stand against the
conventional wisdom of today simply because they’re not *from* today.
25 Even if they merely reflect the conventional wisdom of their own day,
they say something different from what you hear all the time. But the
great books, the ones you find on a syllabus, the ones people have
continued to read, don’t reflect the conventional wisdom of their day.
30 They say things that have the permanent power to disrupt our habits of
thought. They were revolutionary in their own time, and they are still
revolutionary today. And when I say “revolutionary,” I am deliberately
evoking the American Revolution, because it was a result of precisely
this kind of independent thinking. Without solitude — the solitude of
35 Adams and Jefferson and Hamilton and Madison and Thomas Paine —
there would be no America.

So solitude can mean introspection, it can mean the concentration of
focused work, and it can mean sustained reading. All of these help you
to know yourself better. But there’s one more thing I’m going to include
40 as a form of solitude, and it will seem counterintuitive: friendship. Of

¹ marinating — soaking

² cacophony — harsh sound

course friendship is the opposite of solitude; it means being with other people. But I'm talking about one kind of friendship in particular, the deep friendship of intimate conversation. Long, uninterrupted talk with one other person. Not Skyping with three people and texting with two others at the same time while you hang out in a friend's room listening to music and studying. That's what Emerson meant when he said that "the soul environs itself with friends, that it may enter into a grander self-acquaintance or solitude."

Introspection means talking to yourself, and one of the best ways of talking to yourself is by talking to another person. One other person you can trust, one other person to whom you can unfold your soul. One other person you feel safe enough with to allow you to acknowledge things — to acknowledge things to yourself — that you otherwise can't. Doubts you aren't supposed to have, questions you aren't supposed to ask. Feelings or opinions that would get you laughed at by the group or reprimanded by the authorities.

This is what we call thinking out loud, discovering what you believe in the course of articulating it. But it takes just as much time and just as much patience as solitude in the strict sense. And our new electronic world has disrupted it just as violently. Instead of having one or two true friends that we can sit and talk to for three hours at a time, we have 968 "friends" that we never actually talk to; instead we just bounce one-line messages off them a hundred times a day. This is not friendship, this is distraction. ...

(excerpted)



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**New York State Regents Examination in English Language Arts (Common Core)
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

1 The effects of social media upon an individual, though
2 often believed to be negative, are in reality overwhelmingly beneficial to
3 one's psychological, social, and mental health. The internet provides
4 an unprecedented platform for creativity, and though some insist
5 that the sometimes impersonal nature of the web can be stifling,
6 the exact opposite is the case. These critics believe that the
7 complex, interconnected nature of social media heralds the death of
8 intellectual reflection, when, in fact, (given proper
9 and creative usage) the web can just as easily foster intelligent
10 dialogue. At the heart of the controversy surrounding increased
11 use of social media lies the substantial age gap between
12 the youth who regularly use the internet and the older
13 adults who criticize them for it.

14 When it comes to freedom of expression, the internet
15 provides a medium like no other. The majority of teens
16 with an approximately 760 sample size
17 have shared artwork or other creative media on the web (Text
18 2, 2nd table) which refutes the author of Text 3, who argues that
19 internet-users are incapable of "self-reflection" (Text 3 lines 42-43). By
20 its very definition, creative works embody self-reflection. One's art is,
21 at its core, an articulation of oneself: one's thoughts, passions,
22 and beliefs. By suggesting that social media users are incapable
23 of self-reflection, the author demeans and underestimates the
24 internet's ^{youths'} abilities and potential for thought. The
25 internet does not prevent self-expression; it encourages
26 it by providing a platform and by allowing users to
27 ~~the~~ connect with others who share their interests (Text 1, line 20).

28 The internet is a hub of communication and connectivity
29 but despite the opportunities for meaningful social interaction that

30 It offers, the authors of text 3 and 4 insist that such interaction
31 is somehow of lesser value than a conversation Face-to-face.
32 Text 3 speaks of the alienating effect of the internet's anonymity (line 4)
33 and condemns the user who has 3000 "friends" but no
34 real social skills. This argument is flawed in that it naively
35 bases its conclusions on the internet teens'
36 stereotype. This author assumes that every teen is going
37 to have 3000 friends on Facebook, that every teen is
38 going to be vapid and devoid of any meaningful thought.
39 In doing so, the author takes a stance that is every bit
40 as simplistic as the teens they claim to understand.
41 By lumping all teens into a single, one size fits all
42 category, the author lacks the clear thinking and
43 self-reflection they wish teens would express. The author of
44 Text 4 shows similar inability to imagine teens
45 complexity; they generalize that all tweets are meaningless
46 and shallow, and that most books are not. (Text 4, lines 20-22)
47 The author makes blanket statements that all
48 books are written with more thought than all tweets,
49 and even goes so far as to state that books hold value
50 based solely upon their age. It is true that older
51 works often hold interesting world views and wisdom, but
52 the implication that ~~the only value~~ the only value
53 of a literary work is directly related to its age
54 is troublesome. By demonstrating only a simplistic
55 knowledge of the internet and its value and uses,
56 both the authors of texts 3 and 4 display a
57 bias against the internet that undermines the
58 validity of their arguments. They say that the internet

59 cannot foster healthy social interaction, but they make such
60 statements based on what appears to be only a rudimentary
61 knowledge of the subject they write on. Text 1 makes a
62 much more compelling argument that the internet encourages
63 a unique form of perfectly valid and substantial
64 communication (Text 1 lines 15-17).

65 The cause of the discrepancies within Text 3 and
66 4 can be more easily understood when viewed through
67 an age-conscious lens. Both authors are presumably beyond
68 their own teenager years and are not a part of
69 the teens they write on. It is often the case that
70 a member of one generation will bemoan the faults of the
71 generation that will follow it; it is the nature of cross-
72 generational interaction. However, it is important to realize that
73 the youth of today ~~are~~ ^{is} not any more or any less intelligent
74 than the youth of years past. They are just as naive,
75 but also just as complex and diverse. It is not that social
76 media cannot be used for bad reasons, but it is also not
77 that it cannot be used for good. The wider, more conventional
78 media tends to focus on the negative side of on-line
79 social interaction while dismissing the intellectual, the innovative,
80 and the bold. The overall effects of social media on an
81 individual is positive not because it is never negative,
82 but because it allows for new and exciting ways for people
83 to connect in a tangible, positive way.

The essay introduces a precise and insightful claim stating that *the effects of social media upon an individual, though often believed to be negative, are in reality overwhelmingly beneficial to one's psychological, social, and mental health*, and demonstrates in-depth and insightful analysis of the texts, centering on the identification of, and response to, beliefs held by critics of both the internet and teens (*At the heart of the controversy surrounding increased use of social media lies the substantial age gap between the youth who regularly use the internet and the older adults who criticize them for it*). The essay presents ideas fully and thoughtfully (*By demonstrating only a simplistic knowledge of the internet ... texts 3 and 4 display a bias ... that undermines the validity of their arguments*), making highly effective use of a wide range of specific and relevant evidence (*The majority of teens with an approximately 760 sample size have shared artwork or other creative media on the web*) and demonstrates proper citation of sources [*Text 2, 2nd table; Text 4, lines 20-22; Text 3 speaks of ... anonymity (line 4)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, identifying social media as *beneficial*, then logically organizing complex ideas by identifying the internet as *an unprecedented platform for creativity*, recognizing its critics, addressing their negative arguments, and supplying a summative conclusion. It establishes and maintains a formal style, using sophisticated language and structure. (*This author assumes that every teen is going to have 3000 friends on Facebook, that every teen is going to be vapid and devoid of any meaningful thought*) and demonstrates control of conventions with essentially no errors, even with sophisticated language.

1 Social media corrupts interpersonal communication
2 and provides a public medium for inappropriate content
3 and behavior. The art of face-to-face communication
4 is quickly diminishing due to constant texting, updating,
5 and tweeting. Furthermore, when young people sign
6 onto sites on the internet, they do not realize the
7 harmful effects that one post could have. Web sites,
8 as well as many people who use them, can be
9 deceiving.

10 Although the internet does offer some benefits, its
11 negative aspects are much heavier. Yes, the internet
12 is an accessible way to achieve breaking news and to
13 catch up on other current events, but the television and
14 radio have been doing this for years longer. Some
15 supporters of social media claim that it promotes
16 "educational development" and "research" (Text 1, lines
17 26 and 29). However, only twenty-six percent of teens
18 online say that they "participate in online study
19 groups" (Text 2, graphic).

20 When people hear the phrase "social media," they
21 usually immediately think "connection." However,
22 there are different types of connection, and the connection
23 that social media provides is a superficial one. When
24 a person types a message or sends a text to someone,
25 the recipient of his or her message can deduce no
26 emotions from the typed print. One cannot tell if
27 a person is being sarcastic or serious, enthusiastic
28 or dull, supportive or uninterested. This blur in

29 communication leads to problems on and off of the
30 web. If someone perceived another's attitude incorrectly,
31 misunderstandings and fights can occur. Furthermore,
32 when people sign off the web and have to interact in
33 person, reality hits them like a pile of bricks. When is
34 eye contact appropriate? Am I making too many
35 hand gestures? How can I end the conversation without
36 being able to simply type "g 2g"? Moreover, with social
37 media comes an absence of self-reflection. How can one
38 express his or her feelings with 3,000 pairs of eyes
39 watching his or her every move from the other side of the
40 screen? (Text 3, lines 39-45). Social media weakens the
41 connection one has with others and his or her self.

42 In addition, the internet leaves its users vulnerable
43 to attacks and abuse. One can never really know who is
44 viewing his or her Facebook page. A young girl could post a
45 picture of herself on the beach in a bikini, and, only minutes
46 later, an eighty year old man posing as an eighteen year
47 old boy could be printing it out and doing with it what
48 he will. With social media also comes the problem of
49 cyberbullying. It is often easier to say something over
50 a text than face-to-face. Therefore, online users are
51 more susceptible to hateful comments. These hateful
52 comments can often have harmful effects on the victim,
53 such as "depression, anger, school avoidance, violence,
54 and suicide" (Text 1, lines 42-43). Indeed, the internet
55 is in many ways a danger zone.

56 However, it is also very easy for people to harm

57 themselves on the Internet. When someone attends a
58 party, he or she is almost guaranteed to be tagged in
59 a picture the next morning. What is the worst part?
60 College admission officers know what is in the red
61 cup. Social media can spoil one's chances at his or her
62 first choice college or ruin his or her opportunity to
63 play a varsity sport if pictures get into the wrong
64 hands, or rather, onto the wrong screens. Moreover,
65 once a picture enters cyberspace, it stays in cyberspace
66 for good (Text 1, line 32-38 and 44-48). The only truly
67 fool-proof way of avoiding harmful pictures and posts
68 online is to never log on in the first place.

69 The internet receives too much credit. People often
70 deem it as a great way to connect and share, but it is
71 really just a way to avoid reality. There is no connection
72 in sitting in a room by oneself, no matter what some
73 may claim. Furthermore, the Internet allows deception
74 and harmful behavior. Ultimately, the internet leaves
75 many people wishing that they had never clicked "send,"
76 hit "open," or even selected "sign up."

The essay introduces a precise and insightful claim, as directed by the task stating, *social media corrupts interpersonal communication and provides a public medium for inappropriate content and behavior* and demonstrates in-depth and insightful analysis of the texts as necessary to support the claim and distinguish the claim from the alternate or opposing claims affirming *yes, the internet is an accesible way to achieve breaking news and to catch up on other current events, but the television and radio have been doing this for years longer*. The essay presents ideas fully and thoughtfully (*If someone perceives another's attitude incorrectly, misunderstandings and fights can occur*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*These hateful comments can often have harmful effects on the victim, such as "depression, anger, school avoidance, violence, and suicide"*). There is also a proper citation of sources (*Text 2, graphic and Text 3, lines 39-45*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, recognizing the supposed benefits of social media and reacting to them, discussing connections, different areas of vulnerability, and the existence of *deception and harmful behavior*. Although the essay establishes and generally maintains a formal style, using fluent and precise language (*However, there are different types of connection, and the connection that social media provides is a superficial one*), some vocabulary is informal (*heavier*) and (*like a pile of bricks*). The essay demonstrates control of conventions, exhibiting occasional errors in spelling (*accesible* and *acheive*).

1 It is an undeniable fact that this world is changing. It is undergoing
 2 an inevitable metamorphosis into a digital butterfly, expanding its
 3 wings to each point on the globe through cellular devices, websites,
 4 and gadgets. However, this alteration has been ^{heavily} questioned. The doubts
 5 of the positive ~~outcomes~~ ^{outcomes} of social media ~~are~~ ^{are} in the news daily. But
 6 it is simple, the use of social networking sites, devices and tech-
 7 nologies ~~have no~~ ^{have no} detrimental effects, so long as they are used properly. When in
 8 ^{a healthy state of equilibrium,} they can have positive impacts on social skills, self-expression, and
 9 intelligence and awareness raising.

10 The argument regarding the status of ^{the} youth's social skills after the
 11 introduction of social media resources has been hotly debated. The older
 12 generations almost always play the card that social media actually leads
 13 to an absence of social ability. On the other hand, the younger
 14 generations praise the new technology at their fingertips. ~~Both~~ Both
 15 are right. The true effect contains pieces of both ideologies. The danger is
 16 that as ^{teens and} young adults become consumed in the digital, manipulative
 17 world of communication, they distance themselves from ~~the~~ true face-to-face
 18 conversation. These kids won't know how to hold true conversation
 19 which will hurt them later in life ^{when they go for their first job interviews.} But this can be so easily combated!
 20 One just has to know the balance of "talking" (texting, "posting", messaging)
 21 to someone and actually talking to someone. Social networking sites offer
 22 a whole new way to become social. ~~They are~~ ^{They are} a more direct way to interact
 23 with a larger number of people over a larger distance ~~something~~, something
 24 that can't always be done in reality. Text 1 illustrates the positive
 25 impacts of social media on social skills: "Social networking allows people
 26 to ~~keep up with~~ current friends and make new ones. When used in the
 27 right way, social media can increase self-esteem and help someone feel
 28 less isolated."

29 Without a doubt, one of the ~~major~~^{major} attractions of social media
30 is the ability to express one's self. In this way, one can convey his
31 or her own tastes, desires and aspirations, as well as his or her thoughts
32 and beliefs. This is good! Especially so in the modern world where diversity
33 and tolerance are constantly preached. However, one must know the
34 limit to his or her expression. It is dangerous to have the power to
35 update a status or upload a photo in ten seconds. This power, in the
36 hands of impulsive, outspoken young people is not always a good mix. Some-
37 times, they might not think before they act and write crude, provocative,
38 ~~awful~~ awful things. They become less discrete, less mindful. As long as someone
39 can control ~~his or her~~^{his or her} thoughts, — and frequency of updating — there should be
40 no problems.

41 Another advantage of social media is that it feeds the need for human
42 curiosity. Humans are nosy and desire to be informed on what's going
43 on around them. So long as one doesn't ~~overstep~~^{overstep} the boundaries, social
44 media allows for constant exchange of information. As expressed in the second
45 table of Text 2, people can join a group to support a good cause or
46 invite people to an event in the community, ~~and they can also~~
47 Because of this technology, someone can support a page for a teenage
48 girl battling leukemia, or learn of a charity event going on the next
49 weekend to stop drunk driving. It also allows for the spreading of
50 daily news (weather, sports, and local stories) and updates on "current
51 events and politics" [Text 1, line 10-11].

52 With all that is now available, care must be taken not to get caught
53 up in the quick pace of the world. ~~The~~ The sixth paragraph [lines 31-48]
54 of Text 3 expresses the increased speed of communication. People desire
55 faster questions and faster answers. But, take a second. Think. Take a break.
56 Do not become absorbed in the computer screen, or the iPhone screen, or
57 the screen of whatever device is coming out next. The benefits of

58 Social media are there, but can only be achieved through a balanced
59 system. A more connected, social world can be created this way, but
60 it is important not to abandon the old ways before the technological era.
61 So sit down. Go out for coffee with friends, and leave the phone at
62 home.

The essay introduces a precise and insightful claim, as directed by the task (*the use of social networking sites, devices and technologies have no detrimental effects, so long as they are used properly*) and demonstrates an in-depth and insightful analysis, as necessary to support the claim, (*As long as someone can control his or her thoughts – and frequency of updating – there should be no problems.*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Text 1 illustrates the positive impacts of social media ... “When used in the right way, social media can increase self-esteem and help someone feel less isolated”*) and demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*As expressed in the second table of Text 2*). The essay exhibits a logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, three supporting paragraphs which at times address both the claim and counter claim using specific examples from the text, and concluding with a strong reiteration of the introductory claim (*The benefits of social media are there, but can only be achieved through a balanced system*) and establishes and maintains a formal style, using fluent and precise language and sound structure (*The true effect contains pieces of both ideologies and So long as one doesn’t overstep the boundaries, social media allows for a constant exchange of information*). The essay demonstrates control of the conventions, exhibiting occasional errors (*hold true conversation; so easily combatted!;* and *provacative*), only when using sophisticated language.

1 In today's society, social^{media} is the basis of how people live
2 their lives. People are trying to advance as fast as they
3 can, but people don't see that, even if there are benefits
4 to this rise of social media, the harmful effects are
5 evident and show up much worse than^{the} benefits of social
6 media. Social media is drastically changing how we
7 treat other people and not for the good ways.

8 Social media has inflicted harm in a number of
9 ways to society such as cyberbullying, the loss of
10 face-to-face conversation, and having friends that aren't
11 really friends but, instead, people you do not know at all.
12 Bullying has always been a struggle in society where one
13 party says or does things to bring another party down.

14 With the growth of social media, there has also been
15 the growth of cyberbullying. (Text 1, line 40) Cyberbullying
16 happens everyday and everyday someone takes their
17 own life because of the things that were said about
18 them. Cyberbullying is just as bad as face-to-face
19 bullying, if not worse. A lot of times people want
20 revenge for being bullied. This means that they become
21 a bully too because they think bullying will make
22 themselves feel better. Another harmful effect
23 of social media is that it's causing face-to-face
24 communication to slowly fade. Why would people possibly
25 take the time to have a conversation when it is so much
26 easier and faster to just send a text message?

27 This is just like the example "When we communicate on
28 our digital devices, we learn different habits. As we

29 ramp up the volume and velocity of online connections, We
30 start to expect faster answers." (Text 3, line 32-34)
31 This shows how we have become so accustomed to the speed
32 of today's technology, nobody wants to be bothered with
33 having to strike up conversation. A Face-to-Face
34 conversation is the best way to communicate
35 because you are able to feel the emotion of the
36 other person and you start to be able to trust that
37 person when you've shared the same things with
38 each other. Being able to trust one another allows
39 you to self-reflect which brings two individuals
40 closer as friends. (Text 3, line 39-41) Society has
41 developed to where you can be "friends" with thousands of
42 people, but in reality you don't know a single one
43 of these friends. (Text 4, line 60-62) This is pointless
44 because being friends with so many people isn't going
45 to make someone popular or whatever they hope to
46 achieve. Only the people that you truly know can
47 be called friends because they are the ones that
48 can be the judge of your character. This comes
49 back to how a face-to-face conversation is by
50 far the best way to make friends because you
51 actually get to know the person. Having thousands of
52 fake friends does nothing except boost self-esteem
53 levels. If that's what it takes to boost self-esteem
54 then that person has much more wrong with them
55 than the lack of ability to make conversation. Social
56 media is causing today's generations to look for an

57 easy way out of socializing, meaning that they
58 never get the chance to build the fundamental
59 skills of having a "straight-up" conversation.

60 Modern society is constantly advancing and,
61 along with that, the social media. These improvements
62 help the world immensely, but it is truly important
63 to not let social media completely grasp your life.
64 If you let it get out of control in your life,
65 social media can have harmful and grave
66 effects^{as} to how you live your life.

The essay introduces a precise and thoughtful claim as directed by the task (*People are trying to advance as fast as they can, but people don't see that, even if there are benefits to this rise of social media, the harmful effects are evident and show up much worse than the benefits of social media*) and demonstrates a thorough analysis of the texts (*Social media has inflicted harm in a number of ways to society such as cyberbullying, the loss of face-to-face conversation, and having friends that aren't really friends but, instead, people you do not know at all*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Cyberbullying happens everyday and everyday someone takes their own life* and *Society has developed to where you can be "friends" with thousands of people, but in reality you don't know a single one of these friends*) and demonstrates proper citation of sources [*With the growth of social media, there has also been a growth of cyberbullying. (Text 1, line 40)* and *"When we communicate on our digital devices ... we start to expect faster answers." (Text 3, lines 32–34)*]. The essay exhibits a logical organization of ideas and information to create a cohesive and coherent essay by supporting the claim with three negative issues dealing with social media and addressing how each one contributes to its *harmful effects*. The essay also establishes and maintains a formal style, using fluent and precise language and sound structure (*Social media is causing today's generations to look for an easy way out of socializing, meaning that they never get the chance to build the fundamental skills of having a "straight-up" conversation*). The essay demonstrates control of the conventions, exhibiting occasional errors (*Someone takes their own life, will make themselves, person has ... with them*).

1 In today's society, technology has grown dramatically. One thing that
 2 connects the majority of the population today is social media. People say
 3 that it ~~is~~ is distracting and blocks ~~the~~ face-to-face communication, but
 4 if you delve deeper, peeling away the layers of an onion, isn't it
 5 true that social media is beneficial overall? After all, the way the
 6 ~~our~~ technological world is ~~constantly~~ constantly and rapidly advancing,
 7 it is inevitable that there will always be social media and ~~it~~ it should
 8 be used to its ~~best~~ advantage. There are many positive outcomes
 9 from using social media.

10 In Text 1, it talks about the advantages ^{and} disadvantages
 11 of social media. However, if it is used in the right way, the benefits
 12 will surely outweigh the ~~negative~~ risks. One ~~thing~~ positive thing
 13 is that people are able to be more independent and show more
 14 self-expression using social media. Being able to customize and
 15 design ~~a~~ a profile or create events online allow people to
 16 freely express their interests and likes. It is also good because
 17 it ~~can increase~~ social media can increase self-esteem. Furthermore,
 18 ~~when~~ technology advancement allow teens to be able to learn
 19 how to use new technologies and be better at adapting to
 20 technology. ~~This~~ This can create ^{many} jobs ~~to~~ ~~that~~ because technology is
 21 so ubiquitous and if teenagers are able to learn how to do
 22 things with technology, it can be a benefit for an individual looking
 23 for a job later on. Research can also be another ~~factor~~ advantageous
 24 factor ~~because~~ because it gives more ease of access in finding
 25 information.

26 Text 2 is ^{also} supportive of social media because
 27 it shows how popular a bunch of different types of social
 28 media is. Text messaging, facebooking, ~~watching~~ watching YouTube

29 videos, ~~gaming with~~ ^{online gaming}, and blogging all clearly show how widespread
30 they are used throughout the world. They all help provide different
31 and new ways for individuals to connect with others, create their
32 own social environments, and ~~do~~ to do what they want with
33 certain limitations. In Text 4, the passage undermines the use of
34 technology and social media. It discusses how people ~~can~~ do not
35 have intimate friendships with one or two people ~~but rather how~~
36 ~~we are people are~~ and that ~~we~~ ^{teens} follow conventional standards
37 because ~~people~~ other people's thoughts are constantly being consumed,
38 not our own. In text 4, lines 66-63, it says that we have
39 "968 friends" that we never actually talk to; meaning that we have
40 all these ~~fake~~ ^{fake} friends that we aren't really fond of.
41 ~~But~~ Rather, we should have a few close relationships in which
42 everything can be shared without criticism or being mocked at.
43 However, ~~just~~ just because we ~~have~~ may have "968" friends on
44 Facebook, it doesn't mean that we don't have those few intimate
45 friends outside of the Internet world. Social media should be viewed
46 as something where people can see what is going on with
47 other people and being up-to-date with many things. Outside
48 of the technological world, people still have close friends ~~who~~
49 and people can confide in each other.

50 Social media is overall beneficial to an individual
51 because it ~~find~~ creates ~~new~~ ways to express yourself
52 and provides ease of communication and seeing what is happening
53 with fellow classmates. Social media can also be used for finding
54 long lost friends. I believe that if social media is used ~~of~~
55 appropriately and there is a ~~balance~~ balance between the
56 "real" ~~and~~ and "social media" world, it ~~is~~ ^{can} truly have a positive
57 impact on an individual.

The essay introduces a precise and thoughtful claim, as directed by the task, (*People say that it is distractful and blocks face-to-face communication, but if you delve deeper, peeling away the layers of an onion, isn't it true that social media is beneficial overall*) and demonstrates a thorough analysis as necessary to support the claim (*if teenagers are able to learn how to do things with technology, it can be a benefit for an individual looking for a job later on*) and to distinguish the claim from alternate or opposing claims (*just because we may have "968" friends on Facebook, it doesn't mean that we don't have those few intimate friends outside of the Internet world*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*One positive thing is that people are able to be more independent and show more self-expression using social media and It discusses how people do not have intimate friendships ... and that teens follow conventional standards because other people's thoughts are constantly being consumed*) and demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 4, lines 60-63, it says...*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with a clear concluding paragraph that states *I believe that if social media is used appropriately ... it can truly have a positive impact on an individual*. The essay establishes and maintains a formal style, using precise language and structure (*In Text 4, the passage undermines the use of technology and social media.*) The essay demonstrates control of the conventions, exhibiting occasional errors (*self esteem, advancement allow, ubiquitous and*) only when using sophisticated language.

1 As technology and social media continues
2 to develop, so does our society, due to ~~the~~
3 technology's impact. Although social media, the
4 internet, and other technological advances were
5 created to help ~~it~~ ^{people}, they evidently destroy
6 important qualities of society.

7 Some researchers may argue the
8 benefits of technology. For example, in text
9 1, lines 14-17, the author expresses how
10 social media helps social skills and can
11 boost self-esteem. ~~Some~~ researchers also claim
12 that social media ~~can~~ can be used for
13 supporting ~~of~~ charities and raising awareness
14 for important causes. Although social media
15 has helped in many education systems
16 and can be ~~be~~ extremely useful, ~~it~~ ~~can~~ ~~also~~
17 people are starting to rely on social media
18 and technology too much. This reliance for
19 technology is spreading to younger and
20 older generations and is leading to
21 the destruction of our society.

22 Even though technology can be useful,
23 it can be very harmful. Social networking
24 can lead to victimization and cyberbullying,
25 leaking of personal information, ~~etc~~ and exposure
26 of an alternate ego, (text 1, lines 33-50). Social
27 networking seems to connect people, however,
28 it actually destroys basic communication
29 skills. It may seem like it is bringing

30 us together but in reality it puts each
31 of us "in our own bubble" (text 3, lines 4-5).
32 Also ~~the~~ social networking effects us
33 psychologically. ~~We~~^{People} can portray themselves as
34 whatever they may want to be like. It also
35 helps ~~us~~ to create an online image for
36 ourselves, which may be unrealistic. (text 3, lines
37 17-20). Texting, emailing, and social media
38 has also caused people to dumb down
39 information and expect fast or even immediate
40 responses (text 3, lines 34-36). Lastly, people may
41 claim that the social networking has
42 helped people express individuality, but
43 in reality it does not. "You are ^{continuously} bombarding
44 yourself with a stream of other
45 ~~yourself~~ with people's thoughts" (text 4, line 6-7).
46 Other people's expressions influence ^{and impact} people on
47 a daily basis and begin to overwhelm
48 and disrupt personal thoughts.

49 Moreover, social networking and technology
50 has not helped society. On the contrary,
51 it ~~is working to destroy~~ contradicts its
52 purpose. "Social media" actually destroys
53 social skills. ~~and~~ Instead of connecting
54 people, it distances us from each other.

55 Researchers who support the use of technology
56 only focus on its benefits, ~~is~~ but in reality,
57 ~~the~~ technology also comes with many
58 negative consequences

The essay introduces a precise claim (*Although social media, the internet, and other technological advances were created to help people, they evidently destroy important qualities of society*) and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claims (*It may seem like it is bringing us together but in reality it puts each of us “in our own bubble”*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis [*It also helps to create an online image for ourselves, which may be unrealistic (Text 3, lines 17 through 20)*] and uses proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 3, lines 17-20*). The essay exhibits acceptable organization of ideas starting with an opening paragraph which states the claim, two supporting paragraphs which address both the claim and counter claim using specific examples from the text (*For example, in text 1, lines 14 – 17, the author expresses how social media helps social skills and can boost self-esteem*) and concludes with a strong re-affirmation of the introductory claim (*Researchers who support the use of technology only focus on its benefits, but in reality, technology also comes with many negative consequences*). Appropriate transitions are used (*Even though technology, Lastly, Moreover*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Other people’s expressions influence and impact people on a daily basis and begin to overwhelm and disrupt personal thoughts*) and demonstrates control of conventions exhibiting occasional errors in usage (*reliance for* for “reliance on”) and punctuation (*people, however and together but*) only when using sophisticated language.

1 _____ In today's society, children, teenagers
2 and young adults have been brainwashed
3 by their newest past-time, social networking.
4 While some people believe social media
5 and networking have an advantage on the
6 social skills, independence, self-expression,
7 digital competence, ^{and} educational development,
8 ~~and the~~ ~~real~~ research of a person (text, lines
9 14-31), it is actually pulling humans away
10 from the actual world. Social media
11 and networking causes teenagers to
12 get themselves into trouble by them sharing
13 too much information. It is a cause of
14 the newest ~~o~~ type of bullying, cyber-bullying.

15 _____ Social media and networking, in a
16 way has taken over the lives of many
17 teenagers and young adults. Over 72%
18 of teens use text messaging. 73% use
19 online social networking sites. (text 2, graphic
20 1). 54% of teens join online communities.
21 45% use social networking sites to
22 plan an event. ~~##~~ (text 2, graphic 2). All of
23 these statistics show that social networking
24 is used to share and receive information
25 more than any other way.

26 _____ Furthermore, social networking has
27 caused people to stray from real human
28 conversation. (text 3). ~~##~~ Social networking

29 allows people to get things just
30 the way they want them by being
31 able to edit every text, post or status
32 they make. This takes away from the
33 value of human to human conversation.
34 Face-to-face conversation takes time.
35 (Text 3, line 31). While having a
36 formal conversation you can not
37 dumb it down by using shorthand
38 such as "idk," or "g2g", meaning
39 I don't know or got to go.

40 Social networking and media have
41 had an overwhelming affect on the
42 human population. Although it may
43 come off as the most useful concept
44 ever, it is a huge burden that shuns
45 people from real life.

The essay introduces a precise claim (*In today’s society, children, teenagers and young adults have been brainwashed by their newest past-time, social networking*) and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*While some people believe social media and networking have an advantage ... it is actually pulling humans away from the actual world*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis. (*Over 72% of teens use text messaging. 73% use online social networking sites — text 2, graphic 1*), although it demonstrates some inconsistency in citations. The essay exhibits acceptable organization of ideas with an introductory paragraph which states the claim, two supporting paragraphs which concentrate on the harmful effect of social networking (*Social networking allows people to get things just the way they want them by being able to edit every text, post or status they make. This takes away from the value of human to human conversation*) and a conclusion, reiterating the original claim (*Although it may come off as the most useful concept ever, it is a huge burden that shuns people from real life*). Appropriate transitions are also used (*Furthermore*). The essay establishes and maintains a formal style, using precise and appropriate language (*It is a cause of the newest type of bullying, cyber-bullying*) with one language error (*effect* for “affect”). The essay demonstrates partial control exhibiting occasional errors in grammar (*causes* for “cause” and *by them* for “by”), punctuation (*way has* and *conversation you*), and spelling (*recieve*) that do not hinder comprehension.

1 The impact of social media on an individual is
2 beneficial. Social media can harbor a place for
3 people to go and talk to friends, family, ~~and possibly~~
4 that maybe they can't talk face-to-face to. Also
5 social media is great for self expression. You can do
6 whatever you want; post whatever, decide what pictures
7 you want. ~~and~~ Without social media people would
8 feel lost, they would feel that they are lonely and
9 have no one to talk to.

10 Social media places like Facebook and Twitter are
11 good sites for people to connect with one another.
12 Maybe a good friend moved away and you can't see
13 them everyday, Facebook them. You will be able to
14 communicate with them frequently even though they aren't
15 physically close to you anymore. Keeping in touch with
16 friends is a good way to up keep social skills. In
17 text 1 they say that "social networking allows people to
18 keep up with current friends and make new ones." I agree,
19 you can make new friends through current friends and
20 expand your friend list. Texting is also a great way
21 to communicate with people. In text 2, ^{1st} graphic
22 they say 75% of all teens own a cellphone and 88%
23 of cellphone owning teens use texting. Texting is just
24 another way to communicate with one another

25 Self expression is ^a ^{factor} key to anyone. Social
26 media, like Facebook, allows people to do so. They can express
27 ~~themselves~~ themselves freely and it can be a healthy
28 outlet to show what they like. In text one they

29 Say "Creating your own "homepage" allows people
30 to express themselves and discuss their interests." When
31 people have the freedom to do so they have fun creating
32 their own personal space with everything they like.

33 Many people feel lonely when they don't talk
34 to anyone, that's where the social media can help. Having
35 sites where you can go and talk to anyone anytime gives
36 people a sense of security. A sense that they are
37 never alone and will always have someone to talk
38 to. People "are comforted by being in touch with a lot of
39 people." (text 3) This is totally true, without being
40 in touch with people we are lost.

41 Social media has major benefits to individuals.
42 whether ~~the~~ whether it's granting us security, friendships or
43 comfort, it is positively impacting us.

The essay introduces a reasonable claim (*The impact of social media on an individual is beneficial*) and demonstrates some analysis of the texts (*I agree, you can make new friends through current friends and expand your friend list*), but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*In text 2, 1st graphic they say 75% of all teens own a cellphone and 88% of cellphone owning teens use texting*) and demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 1 they say that “Social networking...”* and *In text 2, 1st graphic*). The essay exhibits acceptable organization of ideas with an introductory paragraph stating a basic claim and three paragraphs supporting the claim. The concluding paragraph reiterates the original claim (*Whether its granting us security, friendships or comfort, it is positively impacting us*). The essay establishes and maintains a formal style, using precise and appropriate language (*They can express themselves freely and it can be a healthy outlet to show what they like*) and demonstrates partial control, exhibiting occasional errors in punctuation (*Also social; media people; so they*) that do not hinder comprehension.

1 Children today have grown up with the internet and
2 social media for their entire life. They use this to talk to friends,
3 watch videos, and look things up. However, the internet and social media
4 are very harmful to today's youth.

5 The internet allows you to be whoever you want without
6 anyone knowing the truth. This allows the person to alter who they
7 are and become the person they want to be (Text 3). This allows them to
8 make ~~high~~ ~~standards~~ ~~very~~ standards ~~very~~ that they will never be able
9 to achieve. ~~and~~ By not living up to expectations they may become
10 depressed and further isolate themselves, maybe even commit
11 suicide. Other ways ~~it may negatively~~ being able to be
12 anyone is negative is cyber-bullying (Text 1). By being hidden
13 people will be more inclined to insult and harass others
14 because they won't know who did it. By being insulted
15 or embarrassed by others, someone's ego will most certainly
16 be lowered and sometimes also lead to death.

17 The internet also makes people lose their people skills.
18 Consistently being behind a screen people forget how to
19 converse and be patient with one another (Text 3). All
20 they know is how to talk in small bursts and
21 never really get to know the other person. Also, ~~people~~
22 the internet makes people lose self-identity (Text 4).
23 Constantly being overwhelmed by other people's thoughts
24 they never have their own and never express themselves
25 in their own way (Text 4). The internet doesn't allow
26 people to get to know themselves or others.

27 The internet is a very negative thing. It makes
28 cyber bullying a possibility and makes it

29

impossible for people to express themselves or truly

30

make connections with others.

The essay introduces a reasonable claim stating that *the internet and social media are very harmful to todays youth* and demonstrates some analysis of the texts, connecting the idea that by *being insulted or embarrassed by others someone's ego will most certainly be lowered and sometimes also lead to death*, but the essay does not distinguish the claim from alternate or opposing claims. It presents ideas briefly, making use of some specific and relevant evidence to support analysis (*By being hidden people will be more inclined to insult and harass others*) and demonstrates inconsistent citation of sources [*never express themselves in their own way (Text 4)*]. The essay exhibits acceptable organization of ideas and information with a clearly stated introductory paragraph, two body paragraphs and a conclusion, but fails to maintain a formal style, using awkward sentence structures (*Other ways being able to be anyone is negative is cyber-bulling*). It also demonstrates partial control, exhibiting occasional errors in spelling (*acheive* and *consistantly*) and possessives (*todays*) that do not hinder comprehension.

1 The impact of social media on an individual is beneficial.
2 social media help people with there everyday lives. But also
3 harm people in the process. Many people would agree that social
4 media helps them get throughout their day, and help them
5 plan for the rest of the week. The social media is a tool
6 for people to use and it is up to them if they want to
7 help or harm people with it

8 The social media is beneficial because text 1 says
9 "Advantages of social media" social skill - It can help increase self-
10 esteem and help someone feel less isolated. Research - young adults can
11 gather information about topics that are hard to discuss." ~~They~~ The social
12 media also help people meet other people, and they can either
13 become friends ~~or~~ or ~~or~~ enemies.

14 Social media is used all around the world. From text
15 2 it shows the different types of social media and how much
16 percent of people use it. For example 85% of cell phone owning
17 teens text every day. In text 3 it says "texting and email and
18 posting lets us present the self we want to be. Also relationships
19 can start using social media texting. ^{what text 4} ~~text 4 says~~ is trying to
20 say is social ~~media~~ media helps find who you are.

21 Social media helps people everyday. It can either
22 be texting, emailing, or posting something. But it keeps us on a
23 straight line to complete our day. But social media can
24 harm us
25 ~~by~~ bullying, and posting personally things about
26 you can hurt you. But it all depends on how you use it.

The essay introduces a reasonable claim stating that *the impact of social media on an individual is beneficial* and demonstrates some analysis of the texts (*The social media Als help people meet other people, and they can either become friends or enemies*). Although there is an attempt to distinguish a counter claim (*But social media can harm us ... But it all depends on how you use it*), it is done insufficiently. The essay presents ideas briefly, summarizing material from all 4 texts (*What text 4 is trying to say is social media helps find who you are*) but demonstrates inconsistent citation, referring to texts by number only. The essay exhibits some organization of ideas and information to create a mostly coherent essay through the repetition of *social media*, but the conclusion ends with an ambiguous attempt to address a counterclaim. The essay establishes a formal style in the introduction but fails to maintain it, using basic language (*how much percent of people use it*) and demonstrates emerging control of conventions, exhibiting occasional errors in punctuation (*social media help people with there everyday lives. But also harms people and Bullying, and posting personally things about you can hurt you*) that hinder comprehension.

1 Is the ^{Impact of} Social Media or social media on an
 2 individual beneficial or harmful? I believed
 3 Social has benefit many individual life
 4 because we now have a chance to create businesses,
 5 research papers, and social networking sites to
 6 talk to people online. My statement is proven in text
 7 1 A word about social networking, text 2 - Impact of
 8 Social Media on Adolescent Behavioral Health in
 9 California, and it found in text 3 The Flight from
 10 Conversation.

11 Social media help the world create a
 12 better place for us. The internet is a good source
 13 to read current events or developed a business.
 14 In text 1, it says "According to the Pew Internet
 15 and American Life Project, more than 93% of both teens
 16 12-17 and young adults 18-29 in the United States
 17 use internet regularly, ~~and~~ more than 70% use social
 18 networking sites." This mean most of teenagers and
 19 adults used all their freetime being in the internet
 20 which can lead to being more organized with their
 21 works. In text 2, it says "54% of online teens
 22 joined a online community on Facebook or MySpace
 23 in support of cause." This is great because Facebook
 24 can open a lot of people eyes to see the problem
 25 in the world. Another way social media benefit
 26 individual in text 3, it says, "Texting and email
 27 and posting let us present the self we want to be."
 28 This mean we used internet to show the world

29 the type of person we are and the way ~~of~~ we think of
30 certain topics. Internet is the best way to express
31 ourselves because you can influence others to agree
32 on your ideas and be able to create a community.
33 This is why I believe social media benefits us
34 it leads to friendships, business, and knowledge.

The essay introduces a reasonable claim, stating that *I believed social has benefit many individual life ... to talk to People online* and demonstrates some analysis of the texts (*This mean most of teenagers and adults used all their free time*) though the essay does not distinguish a counter claim. The essay presents ideas briefly, making use of some specific and relevant evidence (*In text 3 it says, "Texting and email and posting let us present the self we want to be"*) but demonstrates inconsistent citation of sources that does not include line numbers (*in text 3 it says*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, using three paragraphs which include an introductory paragraph and a concluding sentence in the last paragraph, and establishes but fails to maintain a formal style, (*This is great and the way we think of certain topic*) with basic language and structure. The essay demonstrates a lack of control with frequent errors in grammar (*many individual life, to read current events or developed a business, This mean most*) and spelling (*California and alot*) that hinder comprehension.

1 Social media is having a
2 positive effect in people's
3 lives. For example, in text
4 1, line 4, it states that one advantage
5 to social media is that people are
6 acquiring social skills from it. Also
7 in text 3, line 31 it says, "Face
8 to face conversation unfolds slowly.
9 It teaches patience." Social media
10 nowadays is teaching children
11 patience. Another good thing about
12 social media is that it gives a person
13 someone to talk to. In text
14 4 line 50, it says, "One of the best
15 ways of talking to yourself, is talking
16 to other people". Social media
17 helps us talk to others. I believe
18 that the benefits of social media
19 far outweigh the harmfulness of
20 it.

Anchor Paper – Part 2 – Level 2 – A – Annotation

The essay introduces the claim that *Social Media is having a positive affect in peoples lives* but demonstrates unclear analysis of the texts (*people are acquiring social skills from it*) and fails to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis (*One of the best way of talking to yourself, Is talking to other people*) yet demonstrates proper use of citations (*text 3, line 31*). The essay exhibits inconsistent organization with basically one paragraph presented and lacks a formal style, using some language that is inappropriate (*I Believe that the benefits of Social Media far out weigh the harmfulness of it*). The essay demonstrates emerging control, exhibiting occasional errors in punctuation (*peoples*), spelling (*aquiring* and *out weight*), and capitalization (*People* and *Believe*) that sometimes hinder comprehension.

1 Social media has impact world
2 and the way we use the computer
3 sites like Facebook and twitter gets us
4 to know current events. Social media
5 can be beneficial.

6 (Text 4) Social media can let us be
7 ourselves. We can say anything we want
8 ~~we~~ ^{with} texting a friend. We can be ourselves
9 on Facebook or twitter. Social media keeps
10 us updated on what's going on.

11 (Text 1) Social networking keeps us
12 connected with friend and family.

13 (Text 3) When we e-mail use Facebook
14 or twitter were able to edit or delete,
15 what we say before it happens. FACE-TO
16 -FACE conversation unfolds slowly. It teaches
17 us patience.

Anchor Paper – Part 2 – Level 2 – B – Annotation

The essay introduces the claim that *social media can be benifical*, but demonstrates an unclear analysis of the texts (*Sites like Facebook an d twitter gets us to know current events*) and fails to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis and demonstrates little use of specific citations to deal with textual references [(Text 4) *Social media can let us be ourself*]. The essay presents ideas inconsistently, using three brief paragraphs with no conclusion and lacks a formal style, using some language that is imprecise (*Social neworking keep us connected with friend and family*). The essay demonstrates a lack of control, exhibiting frequent errors in spelling (*benifical, ourselves, happends*), agreement (*keep us connected*), and punctuation (*whats*) that make comprehension difficult.

1 Social media has a terrible effect on
2 today's society. Every one nowadays has
3 some sort of social media. There are
4 many bad things that can come out of social
5 media, there is cyber bullying that comes
6 out of it. Also ~~you~~ you are displaying
7 your home personal life with everyone
8 who wants to see what's going on in your life.
9 Social media is taking over the
10 world. Personal lives will no longer be a thing
11 with the way social media is rising. Every
12 day more and more people are getting
13 cyber bullied. bullying used to only be a thing
14 at school but with social media

15 bulbes can take it to the next level

16 and keep it up out of school.

Anchor Paper – Part 2 – Level 2 – C – Annotation

The essay introduces the claim that *social media has a terrible effect on today's society* and demonstrates confused or unclear analysis of the texts (*every one nowadays has some sort of social media*) and fails to distinguish the claim from alternate or opposing claims. The essay presents little or no evidence from the texts and does not make use of citations. It exhibits inconsistent organization of ideas and fails to create a coherent essay. There is no conclusion. The essay lacks a formal style, using some language that is imprecise (*Personal lives will no longer be a thing*) and demonstrates a lack of control, exhibiting frequent errors in usage, punctuation, and spelling (*media, terrible, effect*) that make comprehension difficult.

1 The impact on Social media is harmful
2 to other people. Like on a cell phone. People
3 spy on other people. That will lead to bad doings.
4 Or how people treat other people.

5 By using a cellphone you can put your life
6 in danger. Like if someone wants to hurt you they
7 could look up on a signal of where your location is.
8 Or if you have a camera on the phone they could take pictures
9 or even use video tape you. They are good in some way. Like
10 if you are lost you can call for help. And it depends on
11 who you call.

12 Some people treat each other differently. ~~or~~
13 For example they could treat you with respect or they will
14 just be a jerk to you. The ones that stick up for you
15 and is always there for you that is a friend. The one that
16 calls you names or hurts you that's called a bully. Choose
17 who you hang with if you don't you will be just someones
18 punching bag.

19 So in social media can happen anywhere.
20 It doesn't matter what you think about it. Either
21 you agree about it or not it is up to you. Everyone
22 is different in their own way.

Anchor Paper – Part 2 – Level 1 – A – Annotation

The essay introduces a claim (*The impact on schoehal media is harmful to other people*) but there is no analysis of the texts and no evidence from any text that requires citations. The essay is a personal response about social media that exhibits some organization of ideas, but also lacks a formal style and demonstrates a lack of control in conventions, exhibiting frequent errors in spelling, (*wors, schoehal, useing*), punctuation (*Like on a cell phone*), and grammar (*the ones that sticks up for you*). Although this essay exhibits some criteria that appear to score higher than a 1, it is a personal response about social media and does not address the task of analyzing the texts. Therefore, the score falls under a condition code and can be scored no higher than a 1.

1 Thousands of people participate in today's social
2 media. Accounts such as Twitter, Facebook, Instagram
3 are ways people can socialize via internet. Some people
4 take social media serious which impacts their life more than
5 others. It's also a way of meeting new people and even
6 get in contact with a long lost friend.

Anchor Paper – Part 2 – Level 1 – B – Annotation

There is no claim nor an analysis of any text. There is no evidence from the texts nor citations. Although there are four sentences which follow in logical organization and the language is coherent and the style formal, the amount of writing is minimal, making assessment unreliable.

1 We are tempted to think that our little "sips" of
2 online connection add up to a big gulp of real conversation.
3 But they don't. E-mail, Twitter, Facebook, all of these
4 have their places. But no matter how valuable, they
5 do not substitute for conversation.

6 As we ramp up the volume and velocity of online
7 connections, we start to expect faster answers. To get
8 these, we ask one another simpler questions; we dumb
9 down our communications, even on the most important
10 matters. The Internet has significantly changed the way
11 our society connects with one another, does business,
12 and socializes. Once information has been shared
13 on the Internet, it's out there - forever! Retrieving
14 information that others have read and captured is
15 nearly impossible. Texting and e-mail and posting
16 let us present the self we want to be. This means
17 we can edit. Or retouch: the voice, the flesh, the face,
18 the body. Human relationships are rich; they're messy
19 and demanding. We have learned the habit of cleaning
20 them up with technology. But it's a process in which
21 we shortchange ourselves. Worse, it seems that over
22 time we stop caring, we forget that there is a difference.

Anchor Paper – Part 2 – 0 – Annotation

A claim is alluded to but not clearly stated. There is no analysis of the texts and the evidence is copied directly from the texts. There is no original student writing anywhere within the essay and therefore meets a condition code for a 0.

29 people feel it will hinder people's social skills.
30 Because face-to-face contact has ~~been~~ drastically
31 ~~reduced, people~~ reduced due to the use of online
32 communication, the excessive use of social networks
33 has often been viewed negatively. (Text 3, line 31-35)
34 It is clear that people do ~~not~~ ^{give} a lot of their attention
35 to ~~computer~~ computer screens, rather than people, but
36 the internet offers a fast and easy way to connect.
37 In such a fast paced business-world the use of
38 social networks allows people to communicate at the same
39 rate the business world moves.

40 The effects of social networking prove to be
41 quite positive. The aspects that offer a positive impact typically
42 outweigh the negative. Social networks allow quick, easy
43 communication, and ^{offer} ~~give~~ an immense availability of
44 information, for ~~real~~ research or otherwise. Although some
45 people view it as too consuming and a negative effect
46 on social interaction, ~~the~~ ~~provides~~ the benefits of social
47 networks prove to help the flow of interaction. It is natural
48 that some may be avert to the excessive use of social networks,
49 but ~~it~~ it is, ~~in~~ reality, a very positive tool that should be
50 taken advantage of in the modern, technological age.

1 In my opinion, the overall impact of the
2 social media on individuals is harmful.
3 It's safe to say that this generation
4 relies greatly on using shortcuts
5 to everything, even our relationships
6 and friendships with others.
7 Despite the few beneficial outcomes
8 of the internet specifically, there
9 are many reasons why the
10 advancement in technology has
11 somewhat impaired our abilities to
12 ~~just~~ distinguish ways to form
13 relationships with friends and maintain
14 it. ~~too~~

15 As referred to in Text 1, 93% of
16 teens and young adults use the
17 internet. This greatly astonishing
18 percentage is proof that our generation
19 is being consumed by cyber gadgets.
20 Computers shouldn't play such
21 a huge role in our everyday
22 lives. Reason being that they
23 simply take away ~~the~~ from
24 the experiences we are supposed
25 to be learning from. For example
26 through social networks it's easy
27 to possess many friends but I

28 In many cases, the people with
 29 all these cyberfriends don't have the
 30 appropriate social skills to gain
 31 friends in real life. ~~As~~ ~~stated~~

32 As stated in text 4 lines 41-53

33 ~~As~~ we all need a real life
 34 companion that shares similarities
 35 with us which help us acknowledge
 36 what it's like to be a young
 37 soul to someone else. ~~The~~ The internet

38 is a barrier because like stated
 39 in lines 63 and 64, the cyber
 40 world is simply a 'distraction.

41 Other than the disadvantage
 42 of real life ~~is~~ companionships,

43 the internet also extract our
 44 grammar knowledge. The shortcuts

45 the internet and publishing programs
 46 offer give the average lazy teen

47 a way to work less hard. People
 48 who handwrite and peer edit

49 essays are more likely to do
 50 good ~~at~~ academically as

51 opposed to those who may
 52 just be accustomed to "google it."

53 People would now rather read
 54 online modern books than actually

55 go out their way and a physical
 56 copy of a classic. Text 4

57 discusses the importance of being
58 able to read a book from a time
59 period other than present day.
60 It opens your mind to another
61 form of life parallel to the one
62 you live. Its something other
63 than what you already know
64 which in theory, can make you
65 a brighter person overall.

66 In conclusion, ~~the~~ the advantages
67 of the internet are minimal
68 in comparison to the defects it
69 may bring you. Sure it can be
70 of use when needing a shortcut
71 but the more you use it the
72 more it becomes addicting. The
73 overall outcome of not being
74 an internet addict ~~is~~ gives you
75 an advantage over those who live
76 their life glued to a computer.

1 It seems as though today's youth are
2 constantly bombarded with the thoughts and lives
3 of their peers. Nearly every teenager has a cell
4 phone, a laptop, a Facebook account, and every other
5 form of the newest technology at their finger tips.
6 They hear about who's on vacation, who just broke
7 up, and even what their acquaintances are eating.
8 For the most part, this seems to be useless information,
9 especially with a 1000 person friends list. Previous
10 generations can't relate to this new life style because
11 they simply weren't exposed to such technology. Our
12 parents and grand parents met up with the other
13 kids in the neighborhood and maybe made the
14 occasional phone call. Today, that sort of communication
15 is replaced by typed short hand and superficial friendships.
16 In the end, social networking does have its perks, but
17 it can be harmful to individuality and communication.

18 When we think of how far the world has
19 come technologically just over the past few decades,
20 the progress is astounding. Today we hear the latest
21 news almost the minute it happens. We have the
22 ability to share photos, videos, music, and words
23 in a matter of seconds. As shown in Text 1, social
24 networking allows people to share their interests,
25 feel more connected to their peers, and learn the
26 ropes of new technology. Yet on the other hand,
27 many people, especially teenagers, may feel embarrassed
28 to show the real them online. Peer pressure is even

29 more prominent online where we have less of a
30 choice about who views our information. This ties in
31 with feeling less isolated when we are engaged in social
32 media. If we are creating a false impression of ourselves
33 ~~and don't think really~~ then these connections we are
34 making are much more superficial. This loss of individuality
35 through technology can also damage our social skills.
36 In Text 4, we are reminded that social media
37 provides us with the thoughts and feelings of hundreds
38 and even thousands of people. Such influences can severely
39 damage our sense of self. Text 3 also shows us that
40 communication through texting and instant messages
41 is far different than talking face-to-face. We often
42 modify our words and make our statements simpler
43 because our conversation partners can not see our
44 expressions or hear our tone of voice. We also can't see
45 their reaction, making communication much more
46 surface level and superficial.

47 Perhaps the most unnerving part of social media
48 is the fact that we can never truly take anything back.
49 A Facebook can only be deactivated, not deleted, and
50 everything we post is actually their property. Never
51 before have our thoughts and photos been property of
52 a major corporation, or even at the finger tips of people
53 we don't trust. In Text 1, we see that social networking
54 can even lead to harassment and bullying. "Cyberbullying"
55 is a part of daily life for many teens which has
56 been proven to lead to depression and even suicide.
57 Many can argue that being safe online and making

58 smarter choices can erase this problem, but that is not
59 always the case. At times victims are completely innocent,
60 just like in real-life bullying, and even for those who
61 aren't, mistakes should never be an excuse for violence.
62 Perhaps this rise in cyberbullying even stems from inadequate
63 communication. As shown in Text 4, social media
64 truly lacks trust which is, of course, a major component
65 in sharing our lives with others.

66 Technological advances are what has evolved
67 humanity for thousands and thousands of years.
68 It is amazing the things we can achieve, share, and
69 learn from others with such little effort. But perhaps
70 making communication so easy and vital at all times
71 is setting us back. Such a large percentage of people are
72 hooked on opportunities to socialize with out addressing
73 the consequences. I think it's time to see if social
74 media really is improving our lives.

1 The internet has significantly
2 changed the way we connect with one
3 another, does business, and socializes. The world
4 revolves around technology. Kids who have grown
5 up in the technology do not know what life
6 is without it. The technology has its advantages
7 and its disadvantages. (text 1) Shows the advantages
8 and disadvantages that social media has. All around
9 the nation kids ~~rather~~ play ~~video~~ video games
10 than play outside. In almost every category in
11 (text 2) at least 50% if not more are kids
12 owning a cell phone, texting, playing online games.
13 Kids become absent due to lack of exercise.
14 A huge problem from this is kids don't
15 know how to talk, or work, and have any
16 respect. They don't know how to fill out job
17 applications or talk / dress in an interview. (text
18 3) supports this. Kids are too dependent on
19 their technology and is doing no good for
20 their future. We must do something to change
21 this.

1 How does social media impact an
2 individual? There are many different
3 perspectives on the answer to this
4 question. Some people may argue that
5 social media creates a beneficial
6 impact on the individual because
7 it helps people to expand their int-
8 erests and share with people. Others
9 may say that it is harmful to ind-
10 ividuals because it keeps them from
11 forming their own thoughts and opinions.
12 Social media definitely has a negative
13 impact on individuals.

14 Although social media allows people
15 to express themselves, it also allows
16 them to be ridiculed for what they
17 do and say. The Internet allows peop-
18 le to bully someone quickly and
19 easily and from the comfort of
20 their home. The number of people
21 being bullied has skyrocketed since
22 social networking sites have become
23 popular. "A Word About Social Networking"
24 displays this fact. It helps to show
25 that social media allows for cyber-
26 bullying and sharing your information
27 with the wrong people. Overall, social
28 media can be harmful to the

29 individual because it allows for
30 more opportunities to be ridiculed,
31 Another reason why social ~~med-~~
32 ~~media~~ is harmful to the individ-
33 ual is that it depletes their
34 ability to talk to people in
35 person. Instead of having actual
36 conversations with people, indiv-
37 iduals have increasingly relied
38 on technology such as cell phones
39 and computers to help them com-
40 municate with other individuals.
41 "The Flight From Conversation" points
42 out that people do not have face
43 to face conversations with people
44 anymore. It shows that they have
45 trouble communicating without tech-
46 nology. Social media is harmful to
47 the individual because it hants their
48 ability to communicate with other
49 people.

50 One last reason why social
51 media is harmful to the indivi-
52 dual is that it bombards people
53 with others thoughts. When some-
54 one goes on a social networking
55 site they are instantly bombard-
56 ed with other people's thoughts.
57 They cannot even think for them-

58 selves because they are constantly
59 being bombarded by an influx of
60 information. "Solitude and Leadership"
61 displays how this happens to an
62 individual each time they go on
63 line. Social media is harmful
64 to the individual because it
65 does not allow them to think
66 for themselves.

67 Overall, social media has a
68 harmful effect on individuals,
69 not only in obvious ways, such as
70 allowing sexual predators ~~to~~
71 access to people more easily, but
72 also in subtle ways such as
73 not letting a person think for
74 themselves. Social media can
75 have detrimental effects on the
76 individual.

Level 4 Essay

The essay introduces a reasonable claim (*Some view the growing use of social networking as negative, but it can prove to be very beneficial when used appropriately*) and demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*It is clear than people do give a lot of their attention to computer screens, rather than people, but the internet offers a fast and easy way to connect*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Many students take advantage of social networking sites as a way to get help with school work or find and research information neccessary for assignments*) and uses proper citation of sources to avoid plagiarism (*Text 1, line 26 through 31 and Text 2, graphic*). The essay exhibits acceptable organization of ideas with an introductory paragraph stating a specific claim, three supporting paragraphs which at times address both the claim and counter claim using specific examples from the text (*Because face-to-face contact has drastically reduced due to the use of online communication, the excessive use of social networks has often been viewed negatively*), and a conclusion with a strong reiteration of the introductory claim (*It is natural that some may be avert to the excessive use of social networks, but it is, in reality, a very positive tool that should be taken advantage of in the modern, technological age*). It occasionally uses appropriate transitions (*A second positive aspect*). The essay establishes and maintains a formal style, using precise and appropriate language (*Social networks can be utilized as a learning tool*). The essay demonstrates partial control, exhibiting occasional errors in punctuation (*peoples'* and *business-world the*) and spelling (*neccessary* and *acess*) that do not hinder comprehension.

Level 3 Essay

The essay introduces a reasonable claim (*In my opinion, the overall impact of the social media on individuals is harmful*) and demonstrates some analysis of only two texts, insufficiently distinguishing the claim from an opposing claim. (*Despite the few beneficial outcomes of the internet specifically and the advantages of the internet are minimal*). Both references to a counter claim are vague. The essay presents ideas briefly making use of some specific evidence (*It's safe to say that this generation relies greatly on using shortcuts and Computers shouldnt play such a huge role in our everyday lives*) and demonstrates inconsistent citation of sources (*Text 4 discusses*). The essay exhibits acceptable organization of ideas by using an introductory paragraph, three body paragraphs and a concluding paragraph to create a coherent essay and the essay establishes yet fails to maintain a formal style (*Sure it can be of use*) and uses basic structure with occasional awkward sentences (*impaired our abilities to distinguish ways to form relationships with friends and maintain it*). The essay demonstrates emerging control with errors of grammar (*people who... are more likely to do good*), punctuation (*Reason being that they simply take away and dont*), and spelling (*experiences, posses, avareage*). The essay addresses fewer texts than required by the task and therefore, the score falls under a condition code and can be scored no higher than a 3.

Level 5 Essay

The essay introduces a precise and thoughtful claim, as directed by the task (*In the end, social networking does have its perks, but it can be harmful to individuality and communication*) and demonstrates a thorough analysis of the texts (*It is amazing the things we can achieve ... making communication so easy and vital at all times is setting us back*), as necessary to support the claim, while summation is evident, the summaries are worked into the text. Alternate or opposing claims are somewhat addressed (*Yet on the other hand* and *Many can argue*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In Text 4, we are reminded that social media provides us with the thoughts and feelings of hundreds and even thousands of people* and *In Text 1, we see that social networking can even lead to harrassment and bullying*). The essay cites sources to avoid plagiarism when dealing with direct quotes and paraphrased material, although no line numbers are given. The essay exhibits a logical organization of ideas and information to create a cohesive and coherent essay (*For the most part this seems, As shown ... yet on the other hand, Perhaps the most unnerving part*). The essay establishes and maintains a formal style, with the exception of the use of the word *Kids*, using fluent and precise language and sound structure (*When we think of how far the world has come technologically just over the past few decades, the progress is astounding*) and demonstrates control of the conventions, exhibiting occasional errors (*aquaintances, short hand, different than talking*) only when using sophisticated language.

Level 2 Essay

The essay introduces the claim that the Internet has *changed the way we connect with one another, does business, and socializes* and demonstrates confused or unclear analysis of the texts (*The technology has its advantage and its disadvantages*), failing to distinguish the claim from the counterclaim. The essay presents ideas inconsistently in an attempt to support analysis [*In almost every category in (text 2) at least 50% if not more are kids owning a cell phone, texting, playing online games.*] and demonstrates little use of citations to deal with quotes and paraphrased material (the first sentence is predominantly copied from Text 1). The essay exhibits inconsistent organization of ideas and information, using only one paragraph and presenting no formal conclusion, and lacks a formal style, using some language that is inappropriate/ imprecise (*Kids are too dependent on their technology and is doing no good for their future* and *too for too*). The essay demonstrates a lack of control, exhibiting frequent errors in usage (*has its advantage*), punctuation (*don't*) and spelling (*socializes, technology, category, obesity*) that make comprehension difficult.

Level 4 Essay

The essay introduces a precise claim (*Social media definitely has a negative impact on individuals*) and demonstrates appropriate and accurate analysis of texts while distinguishing the claim from opposing claims (*Some people may argue that social media creates a beneficial impact on the individual*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence, focusing on cyberbullying, the decrease in ability to communicate with others, and the inability to think for oneself. The essay demonstrates inconsistent citation of sources by citing the full text but not citing specific lines (“*Solitude and Leadership*” displays). The line (*They are instantly bombarded with other people’s thoughts*) is a direct quote from Text 4 yet there are no quotation marks used. The essay exhibits an acceptable organization of ideas and information with an introduction, three body paragraphs and a conclusion. It establishes and maintains a formal style, using precise language and structure (*but also in subtle ways such as*). The essay demonstrates control of conventions, exhibiting occasional errors in spelling (*opportunities*), punctuation (*with others thoughts*), and usage (*letting a person think for themselves*).