



Developing | Exemplar Essay

## Big Data

### Argument in Big Data



#### Claim and Focus

The focus of the essay is unclear. The first part defends the writer's opinion ("My standpoint on this is that it should be outlawed"), yet the second states and attempts to develop a relevant claim ("the authors use different styles...to express their opinions of the license plate scanners. The author with the most convincing argument is...").



#### Analysis and Evidence

Evidence from the text is generally referenced ("Article 1 had quotes, numbers, basically facts about the argument they are writing about," "It also had a few things about a lawsuit and the First Amendment"); however, no clear examples are provided. Support relies more on recall of general points in the texts than analysis of the authors' specific strategies.



#### Organization

An introduction is present with a well-intentioned hook ("You get a speeding ticket..."), but a logical progression to the claim is interrupted by the writer's opinion. A discernable conclusion falls short of offering reflection or significance. Basic transitions are evident ("Meanwhile," "Which is why I say"), but a purposeful organizational structure is not.



#### Language and Style

Sentence structure and word choice tend to be repetitive ("Article 1 had quotes," "Article 2 had quotes," "Which is why I say," "And that is why I said"), though some vocabulary is domain-specific ("convincing argument," "violation of privacy"). Informal language and shifts in point of view create inconsistency in style and tone ("it...didn't have everything all over the place," "this author did better").



### Using Exemplars in Your Lessons

Exemplar essays are tools to take abstract descriptions and make them more concrete for students. One way to use them is to print the clean copies of the essays and allow students to use the rubric to make notes or even find examples of important elements of an essay - thesis statements, introductions, evidence, conclusions, transitions, etc. Teachers can also use exemplars to illustrate what each score point within a trait 'looks like' in an authentic student essay. For additional ideas, please see "25 Ways to Use Exemplar Essays" by visiting the Curriculum Resources page in Help.

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Notes

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You get a speeding ticket. The records are now on file. It has become available for anyone to see and get the information. Public information allows anyone the rights to get ahold of the information. These articles are both about speeding tickets, but related to taking pictures of license plates and giving away private information. My standpoint on this is that it should be outlawed. Companies don't have the rights to take personal information like our license plate and records. This is a violation of privacy. Companies are stealing private information for their own advantage. In both of the articles, the authors use different styles of writing and literary devices to express their opinions of the license plate scanners. The author with the most convincing argument is the author of article 2. It was a great length and didn't have everything all over the place. Meanwhile, the author of the first article made it confusing as to what the argument was. Article 1 had quotes, numbers, basically facts about the argument they are writing about. Article 2 had quotes from a person by the name of Crump. It also had a few things about a lawsuit and the First Amendment. Which is why I say this author did better because he only used a few examples for his argument, unlike the first author. And that is why I said the author with the most convincing argument is the author of article 2. It was a great length and explained what the argument was in a clean way.