

**Tuesdays for
Teachers**

8/27/2024

Analyzing Writing Samples

Handouts

Daylight Saving Time Stimulus Material

Daylight Saving Time Stimulus Material (Free Practice Test)

Stimulus Passage

An Analysis of Daylight Saving Time

- 1 Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

DST in America

- 2 For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!
- 3 In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

Benefits of DST

- 4 Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.
- 5 Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.
- 6 Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

Arguments against DST

- 7 Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.
- 8 Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.
- 9 The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.
- 10 When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

Daylight Saving Time Prompt

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

Quick Check – GED® Extended Response

Student Name: _____ GED Ready® Topic: _____

Trait 1	Yes	Needs Work	What I Plan to Do!
Is there a clear argument?			
Did the student indicate which side was best supported?			
Are there summaries of the texts, rather than an argument?			
Is it clear that the student read and understood the texts?			
Did the student include evidence that supports his/her argument?			
Is the response based on opinion or facts?			
Does the response include multiple quotes?			
Does the writer stay on topic?			

Trait 2	Yes	Needs Work	What I Plan to Do!
Is the response organized?			
Is there an introduction, body, and conclusion?			
Does the response make sense and have a clear purpose?			
Are there connections between ideas and details?			
Is the response written in a formal style?			
Is the word choice appropriate?			

Trait 3	Yes	Needs Work	What I Plan to Do!
Does the student avoid run-ons and fragments?			
Is the response wordy or awkward?			
Are homonyms used correctly?			
Does the response include proper capitalization and punctuation?			
Do the errors in mechanics and conventions interfere with the reader's comprehension of the response?			

Response 1

Daylight saving time is a practice that have been around for many years, and it have both good and bad aspects. One of the pros of daylight saving time is that it give us more daylight in the evenings. This can help people feel more active and have more energy to do things like exercise or go for a walk outside. Another benefit is that it can save energy because people don't need to use as much artificial lighting.

However, there are also cons to daylight saving time. One of the main drawback is that it can mess up people's sleep patterns. When the clocks are change forward or back, it can disrupt sleep and make people feel tired and groggy. This can lead to decreased productivity and more accidents.

In conclusion, daylight saving time bring benefits like more daylight and energy savings, but also have downfalls like disrupted sleep patterns and decreased productivity. It is a practice that have both good and bad effects on society.

Response 2

Daylight saving time can be good because it gives us more daylight in the evening for outdoor activities. It can make people feel more active and happy. Also, it can save energy when we don't need to use as much artificial lighting. However, it can be bad because the time changes can mess up people's sleep patterns. When people are tired, they can't be as productive. Also, it can be hard for some people to get used to the time changes. This can make them feel grumpy and not well. In conclusion, daylight saving time is good because it gives us more sunlight and saves energy. But it can also be bad because it can mess up our sleep and make us feel tired. Both the good and bad parts should be thought about when deciding if daylight saving time is helpful.

Response 3

Between the two positions in this article, the one against Daylight Saving Time is better supported. Although both positions are well organized and supported with several examples, the evidence supporting the view against DST is more specific and thorough.

The first position makes some valid points, ones that are sure to catch any reader's attention. The writer brings up expenses, safety, and crime rates, all of which are supposedly improved through the use of DST. However, the evidence he uses to support this claim seems general and outdated. In paragraph four, he mentions that one study took place in the 1970s. He also uses phrases such as "many studies" and "other studies." While the points he makes are interesting, there are no specifics. One is left wondering just how outdated or reliable these studies are, and if they even apply to the average American. Had he used less generalized phrases, he may have sounded more convincing.

The second position is much better supported, especially compared to the somewhat lacking arguments of the previous position. The writer's information is precise, and he seems to use more studies than the first author. While the first author used studies from the 1970s, this one mentions a study done in 2007. The specifics of each study also improve the quality and seeming validity of the arguments made. The writer gives the states in which the studies were conducted and the reasons why the researches believed they got those results. Also, like the first author, the issues of which he writes are ones that will catch the reader's attention: energy consumption, safety, and confusion. While they are similar to those points brought up by the first writer, this second position is far better supported through its organization and attention to detail.

Writing Analysis Form

It is important when you analyze your writing that you read your response three times. Each time that you read, you will be analyzing for a different Trait. Remember, your extended response on the GED RLA test will be scored based on three traits.

Trait 1 – Creation of Arguments and Use of Evidence

	Yes	Needs Work	What I Plan to Do!
The argument is based on the text that I read.			
The argument has a clear purpose.			
The argument shows that I have analyzed and evaluated the texts.			
The argument is connected to the prompt.			
Evidence included in the response is from the text.			
Evidence supports the argument.			
There are explanations provided for the evidence that is used.			
The response is not based on personal opinion.			

Trait 2 – Development of Ideas and Organizational Structure

	Yes	Needs Work	What I Plan to Do!
The ideas in the response are well developed.			
The ideas show the reasons for the response.			
The ideas are in a logical order.			
The response is well organized.			
The response is written in a formal style.			
The word choice is appropriate for a high school graduate.			

There are no slang words or text abbreviations in the response.			
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Trait 3 – Clarity and Command of Standard English Conventions

	Yes	Needs Work	What I Plan to Do!
There are different types of sentence structure in the response.			
The sentences vary in length.			
The sentences are not awkward or wordy.			
Transition words were used appropriately.			
There are no run-on sentences.			
There are no sentence fragments.			
Homonyms or easily confused words are used correctly. (its, it's, their, there, they're, etc.)			
There are no subject-verb agreement errors.			
Pronouns are used correctly.			
The response has been edited to ensure no capitalization errors.			
Punctuation has been checked to correct any possible errors with commas and apostrophes.			
It is clear that the response has been edited carefully to ensure there are no careless grammar errors.			