

Changing the Age for Getting a Driver's License

When I just want to get out of the house, and just drive somewhere, away from the disagreements at home, Having a driver's license at sixteen prevents me from being chained to my parents for transportation. But right now, I have to be content with my permit until I reach that wonderful age of sixteen. But is that a safe age for kids to take on the major responsibility of driving? Do you feel comfortable on the roads knowing that there is a care-free sixteen-year-old behind the wheel of a car, driving on the same road as you are? If that sixteen-year-old was an eighteen-year-old, would you feel better and would there be fewer accidents because they were more mature or they were more responsible? I think two years make a big difference.

Car accidents happen every day—it is inevitable. Some, just little fender-benders, others, four-car pile ups with a role-over accident and a car fire for good measure. Some you can prevent, others unfortunately, you can't. Percentage-wise, the age group most likely to get into car accidents are beginner drivers, ages sixteen-eighteen. By voting for this new driving age law, you can do your part in preventing fatal car accidents caused by reckless teenagers.

By moving the driving age to eighteen, it will change a couple aspects of the new beginner drivers. For one, generally, eighteen-

year-olds are more mature than sixteen-year-olds are. This will mean that fewer people will be immature about a reckless driver who cut them off and react to his mistake in an irreversible manner that may cause a fatal accident to another innocent driver. Reacting is the worst action someone can take in this situation on such a busy road with cars all around. I believe the average eighteen-year-old will be mature enough not to react, and to think twice before he does anything.

Also, by making the driving age eighteen, a driver who is eighteen will be more responsible than a kid at sixteen. I think that they will realise that speeding is dangerous to themselves, as well as other drivers, and since they are older and more responsible, would manage their time better so they would not be late and have to speed to make an appointment.

All these aspects would contribute to safer roads just by making the beginner driving age two years older. Now, don't you want to feel the satisfaction of knowing you did your part in making the roads safer by just voting for this simple law? The choice is yours; vote yes for the new driving age.

“Changing the Age for Getting a Driver's License” / 9th Grade / Argumentative / Six Trait, 6-Point Rubric
 Prompt: Should the legal driving age be raised to 18 years old? What do you think? Write a persuasive essay to support your stand on the issue of raising the legal age to drive. Consider alternative viewpoints and present strong evidence as you make your stand.

<p><i>Ideas and Content</i> 3/3</p>	<p>The writer takes a clear stand on the issue of raising the legal driving age to eighteen years old. His or her main points—that eighteen year old drivers are less reckless, more mature, more responsible and react faster than sixteen year old drivers, may seem to some readers like variations on the same point. The thesis remains weak without citations from studies, expert opinion or statistics. Other viewpoints are briefly acknowledged, but logical counter arguments, such as the driving younger teenagers do for work, errands, and siblings, are not. Suggestions for improvement: refine the argument, expand the research, investigate other viewpoints—get involved!</p>
<p><i>Organization</i> 4/4</p>	<p>The organization is strong enough to lead the reader through the text without undue confusion-A functional introduction and conclusion are present. Transitions are varied and function to introduce new points.</p>
<p><i>Voice</i> 4/4</p>	<p>Credible support (statistics, citations, expert opinion) is needed to build writer confidence and passion. Glimpses of voice are present when the writer directly addresses the reader in the form of questions (<i>Now, don't you want to feel the satisfaction of knowing you did your part in making the roads safer by just voting for this simple law?</i>)</p>
<p><i>Word Choice</i> 4/4-</p>	<p>The word choice is functional, but needs pruning. Wordiness affects voice, wastes space and the reader's time. By deleting excess words, the writer's position is clarified and strengthened. In some cases in this writing, excess words obscure the meaning: <i>This will mean that fewer people will be immature about a reckless driver who cut them off and react to his mistake in an irreversible manner that may cause a fatal accident to another innocent driver.</i></p>
<p><i>Sentence Fluency</i> 4/3</p>	<p>Sentences are readable and fluent for the most part, although a few cry out for revision.</p>
<p><i>Conventions</i> 4/4</p>	<p>Errors are noticeable, but not troublesome. With the exception of one or two convoluted sentences with missing or misplaced commas, convention errors do not interfere with the message. Consistency is demonstrated in control over basic conventions (capitalization, most spelling, punctuation, paragraph indentation).</p>

“Changing the Age for Getting a Driver's License” / 9th Grade / Argumentative / Common Core Check
 Prompt: Should the legal driving aged be raised to 18 years old? What do you think? Write a persuasive essay to support your stand on the issue of raising the legal age to drive. Consider alternative viewpoints and present strong evidence as you make your stand.

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input checked="" type="checkbox"/>	W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<input type="checkbox"/>	W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<input checked="" type="checkbox"/>	W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<input checked="" type="checkbox"/>	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<input checked="" type="checkbox"/>	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
<input type="checkbox"/>	L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.
<input checked="" type="checkbox"/>	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
•	L.9-10.1a	Use parallel structure.
<input checked="" type="checkbox"/>	L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<input checked="" type="checkbox"/>	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<input checked="" type="checkbox"/>	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
•	L.9-10.2b	Use a colon to introduce a list or quotation.
<input type="checkbox"/>	L.9-10.2c	Spell correctly.

Student Report

Smith, Sarah

Sarah's High School



Teacher: Sample Instructor

Grade: 9

T2 – 2013/2014 – May 7, 2014

Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
3.5	4	4	4	3.5	4

Comments

You take a clear stand and offer supporting points to back up your argument. What will strengthen your claim (that eighteen is a better legal driving age) is the data – the facts, statistics and expert opinion to back you up. What are the leading causes of teen accidents? Take a look at the statistics about drinking and speeding, to be sure you are hitting the main points. Logical counter arguments, such as the driving younger teenagers do for work, errands, and siblings, need to be addressed. Suggestions for revision are: refine the argument, expand the research, investigate other viewpoints.

The organization is strong enough to support the main argument without undue confusion.

Credible support (statistics, citations, expert opinion) is needed to build writer confidence and passion. Glimpses of voice are present when the writer directly addresses the reader: "Now, don't you want to feel the satisfaction of knowing you did your part in making the roads safer by just voting for this simple law?"

A few gangly sentences need work: "This will mean that fewer people will be immature about a reckless driver who cut them off and react to his mistake in an irreversible manner that may cause a fatal accident to another innocent driver." Prune this gangly sentence

Common Core Proficiency Check

Standard		Evaluation or Grade
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Proficient
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Not Proficient
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Proficient
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Proficient
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Proficient
L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.	Not Proficient
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	Proficient

L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Proficient
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Proficient
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Proficient
L.9-10.2c	Spell correctly.	Proficient