



## 7th Grade Baseline Writing

### Baseline Writing: School Nutrition

**Writing Prompt:** Do the authors present enough evidence to support their claim that kids should have the right to choose their own lunches? Support your claim with evidence from the text.

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#### *Student A*

The authors present good evidence to convince readers that student choice is important for healthier eating. I know this because the best piece of evidence is We found that simply placing chocolate milk in that line along with the other foods attracted far more kids, and therefore decreased the less nutritious foods (such as French fries and cookies) on cafeteria trays by 28 percent and increased healthful choices by 18 percent, as the author says.

I know that I will eat healthier when I have more choices. I think my friends feel the same way. Like the article, we don't like chocolate milk.

This author made a strong argument for students who don't have this choice because as they say: Children at the first school were served 60 percent more fruit, but we found that kids only consumed 1 percent more than those at the school where it was optional

So in conclusion, I think that choice is important and that students should be allowed to choose in order to eat healthfully.



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#### *Student B*

Children should have the right to choose their own lunches at school. Every day we are tasked with many choices. We choose what outfit we're going to wear each morning. We choose whether or not to get up when our alarm goes off or hit the snooze button one more time. When schools begin micromanaging students by deciding what they can and cannot have for lunch, problems arise. Healthy eating habits are something schools should strive to teach, but not mandate. Students cannot and should not be bullied into eating healthy foods.

Research from Cornell University shows that "when given the choice of either carrots or celery, 89 percent of children will choose and eat carrots." In comparison, the same study shows that if kids are given only carrots without a choice, just 69 percent will eat them.



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#### *Student C*

Students that get to pick what they eat ended up making healthier picks.  
Everyone wants to decide what to eat.  
Most adults think kids whill just eat fries and cookies but sometimes they will eat salads.  
Everyone should be offered chocolat milk. I agree that kids should be given choices.  
Most kids will make a better choices than adults think they will.

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Rubric Section	Score	Rationale
Claim/Counterclaim	4	Clear response to prompt about author's ability to present evidence. Does not fully address a counterclaim.
Evidence	4	Provides two citations (though incorrect) as evidence from the article, acknowledges it is from the author.
Reasoning	5	Provided a piece of reasoning before or after each piece of evidence.
Conclusion	4	Could have been stronger summary of their points, but did include a conclusion.
Audience-Appropriate Language	3	Does not attend to expectations of a piece for an academic setting, but does include some (though inconsistent) language for academic audience.
Conventions of English	3	Inconsistent command of conventions of English.

**A good resource is our [What Is the Difference Between Reason and Reasoning?](#) blog post!**



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Rubric Section	Score	Rationale
Claim/Counterclaim	4	Clear claim but lack of clear counterclaim.
Evidence	5	Two clear pieces of evidence from the article in the second paragraph.
Reasoning	3	Paragraph one attends to how the evidence (in para 2) fits to the claim, but is not obviously or clearly tied to each other.
Conclusion	1	No conclusion.
Audience-Appropriate Language	2	Multiple different voices here, no formal style.
Conventions of English	4	Conventions of English are generally strong.

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Rubric Section	Score	Rationale
Claim/Counterclaim	3	Does acknowledge both a claim and a counterclaim.
Evidence	2	Does not clearly state evidence, though does allude to it in paragraphs 1 and 3.
Reasoning	2	Argument does attend to the question at hand and shows some understanding of the question, but does not clearly address reasoning.
Conclusion	3	Includes a conclusion, but does not fully support or reference the evidence and claims.
Audience-Appropriate Language	2	Minimal formal writing style.
Conventions of English	2	Inconsistent conventions of English.

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