A Regular Allowance for Doing Chores

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and how to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible is for them to have the chance to make “safe” mistakes. For example, it is better to miss out on going to a movie when you’re young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can’t buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!
Allowance as a Reward

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.

According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.
Item 10

Selected-Response: 1 point

What is the MAIN disagreement between the authors of “A Regular Allowance for Doing Chores” and “Allowance as a Reward?”

A. The authors disagree about how often allowances should be given.
B. The authors disagree about how much money is given for hard work.
C. The authors disagree about how old kids should be to receive an allowance.
D. The authors disagree about the importance of working hard.

Item 11

Selected-Response: 1 point

Read this sentence from “Allowance as a Reward.”

For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying.

Which word is closest in meaning to encourages as it is used in this sentence?

A. requests
B. forces
C. promises
D. inspires
English Language Arts (ELA)

Item 12

Constructed-Response: 2 points

Explain a lesson that is shared by BOTH passages.

Use details from BOTH passages to support your answer. Write your answer on the lines on your answer document.
Item 13

Extended Writing-Response: 7 points

WRITING TASK

People have different ideas about giving and receiving allowance. Think about the ideas in BOTH passages. Then write an opinion essay in your own words that explains whether or not children should receive a regular allowance.

Be sure to use information from BOTH passages in your opinion essay.

Writer’s Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.
Items 14–18

Item 14

Selected-Response: 1 point

Which sentence uses the underlined relative pronoun correctly?

A. Our class is going to a concert on Friday, which is good news for kids who like music.
B. Our class is going to a concert on Friday, whom is good news for kids who like music.
C. Our class is going to a concert on Friday, that is good news for kids who like music.
D. Our class is going to a concert on Friday, who is good news for kids who like music.

Item 15

Selected-Response: 1 point

Read the fragment.

Yesterday, before I went to play at the park, _________________.

Which phrase should be added to the fragment to form a complete sentence?

A. I tried to look for
B. all I could do
C. I helped my brother
D. and I got my coat

Item 16

Selected-Response: 1 point

Where should a comma be added to correctly write this sentence?

Aiden wanted to go to the movie but first he had to finish his chores.

A. after wanted
B. after movie
C. after first
D. after finish
Item 17

Selected-Response: 1 point

Read the paragraph.

1 On Tuesday afternoons, I go with my big brother to a pet shelter. 2 We do different jobs like play with kittens, puppies, and other animals. 3 We do lots of other stuff too. 4 Last week I helped keep a dog calm while the vet trimmed its nails. 5 The week before that, I cleaned a rabbit cage. 6 Each week I do something different, but I always enjoy it.

Which revision BEST helps to make the paragraph clearer?

A. In sentence 2, change “different jobs” to “lots of things.”
B. In sentence 3, change “do lots of other stuff” to “brush dogs and feed cats.”
C. In sentence 4, change “trimmed its nails” to “helped it.”
D. In sentence 5, change “cleaned a rabbit cage” to “helped with cleaning.”

Item 18

Selected-Response: 1 point

When would a writer MOST LIKELY use this sentence?

After the band concert on Friday night, students are welcome to go to the cafeteria for a snack.

A. when writing morning announcements for school
B. when writing a note to a friend
C. when writing an entry in a private journal
D. when writing a report for class
| 10 | ELAGSE4RI6 | 3 | A |

The correct answer is choice (A) The authors disagree about how often allowances should be given. This answer is correct because Passage 1 ("A Regular Allowance...") argues for "earning a regular allowance" while Passage 2 ("Allowance as a Reward") argues for "an occasional special allowance." Both passages agree with the concept that some kind of allowance can be good. Choice (B) is incorrect because the amount of allowance given for hard work is not discussed in detail. Choice (C) is incorrect because the age of children receiving an allowance is not specified. Choice (D) is incorrect because both authors agree on the idea of teaching the value of hard work.
<table>
<thead>
<tr>
<th>Item</th>
<th>Standard/Element</th>
<th>DOK Level</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>ELAGSE4L5c</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) inspires. The word <em>inspires</em> is closest in meaning to <em>encourages</em> as it is used in the sentence pulled from the passage. Choices (A), (B), and (C) are incorrect because <em>requests</em>, <em>forces</em>, and <em>promises</em> are not synonyms for <em>encourages</em>.</td>
</tr>
<tr>
<td>12</td>
<td>ELAGSE4RI9</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and exemplar responses on page 49.</td>
</tr>
<tr>
<td>13</td>
<td>ELAGSE4W1, ELAGSE4L1, ELAGSE4L2</td>
<td>4</td>
<td>N/A</td>
<td>See exemplar responses on page 50 and the seven-point, two-trait rubric beginning on page 56.</td>
</tr>
<tr>
<td>14</td>
<td>ELAGSE4L1a</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) Our class is going to a concert on Friday, which is good news for kids who like music. This sentence uses the relative pronoun <em>which</em> correctly. Choices (B), (C), and (D) are incorrect because the relative pronouns <em>whom</em>, <em>that</em>, and <em>who</em> are not correct relative pronouns to use in the sentence.</td>
</tr>
<tr>
<td>15</td>
<td>ELAGSE4L1f</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) I helped my brother. This phrase correctly completes the sentence. Choices (A) and (B) do not form a complete sentence. Choice (D) does not make logical sense in the context of the sentence.</td>
</tr>
<tr>
<td>16</td>
<td>ELAGSE4L2c</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) after movie. A comma is needed before the conjunction <em>but</em> because it serves as a coordinating conjunction that combines two independent clauses into one sentence. Choices (A), (C), and (D) are incorrect because a comma does not belong after <em>wanted</em>, <em>first</em>, or <em>finish</em>.</td>
</tr>
<tr>
<td>17</td>
<td>ELAGSE4L3a</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) In sentence 3, change “do lots of other stuff” to “brush dogs and feed cats.” This phrase provides the greatest clarity as to what the writer does at the shelter. Choices (A), (C), and (D) are vague and simply restate more general ideas from their corresponding sentences.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>18</td>
<td>ELAGSE4L3c</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) when writing morning announcements for school. The situation that would require such matter-of-fact presentation of school-related information would be morning announcements. Choice (B) is incorrect because a student writing a note to a friend could use informal language and also the writer would most likely not address a larger audience (students are welcome . . . ). Choice (C) is incorrect because in a personal journal one might note an event, but the information would be for personal use and no larger group (students) would be addressed. Choice (D) is incorrect because a report for class would most likely not require specific details of an upcoming school event.</td>
</tr>
</tbody>
</table>
Item 12

Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The response achieves the following:  
  - Gives sufficient evidence of the ability to integrate information from two texts on the same topic  
  - Includes specific examples/details that make clear reference to the texts  
  - Adequately integrates information from two texts on the same topic with clearly relevant information based on the texts |
| 1      | The response achieves the following:  
  - Gives limited evidence of the ability to integrate information from two texts on the same topic  
  - Includes vague/limited examples/details that make reference to the texts  
  - Integrates information from two texts on the same topic with vague/limited information based on the texts |
| 0      | The response achieves the following:  
  - Gives no evidence of the ability to integrate information from two texts on the same topic |

Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Both passages talk about how kids can learn the lesson that hard work is important. The first passage talks about how if kids work hard, then they can earn an allowance. The second passage also teaches the lesson that hard work is important. It says that kids should learn that working hard to do something well is &quot;a reward in itself.&quot; Knowing the value of hard work is more important than the value of money. Hard work makes you successful.</td>
</tr>
<tr>
<td>1</td>
<td>&quot;A Regular Allowance for Doing Chores&quot; and &quot;Allowance as a Reward&quot; teach an important lesson in a different way. The lesson the passages share is that hard work is important. When kids work hard, they can earn an allowance as a reward.</td>
</tr>
<tr>
<td>0</td>
<td>The passages have different ways of talking about hard work. They also talk about earning an allowance.</td>
</tr>
</tbody>
</table>
The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based opinion response on pages 56 and 57 to see why these examples would earn the maximum number of points.

Many kids get an allowance for doing chores around the house. I agree with the writer in Passage 1 that giving kids an allowance is a good idea.

Earning an allowance helps kids learn about money. They will think about their money and find out how much things cost. They will know how to save up for things they really like instead of spending all their money right away as soon as they get it.

An allowance also helps kids learn about hard work. They will learn that they have to work to get the things they want, not just get them for free.

In Passage 2, the writer says that allowance can be a reward for good grades. I do not think this is a good idea. Some kids might work hard but still get a bad grade. It is better to get your allowance for being a good helper every day than for being a star student.

In the end, allowance can be a good thing but parents have to decide how they want to give it. In my opinion, kids should get allowance for helping with chores. They will work hard and learn about money at the same time.

OR

People have different opinions about whether kids should receive an allowance. I do not think that parents need to give their kids an allowance.

First of all, the writer in Passage 1 says that allowance for activities like chores can help kids learn to be responsible with money. They can learn to be patient and save up for what they want. That might be true, but I agree more with the writer in Passage 2. Getting money for doing things like chores does not make sense.

As it says in Passage 2, kids are part of the family. They should do work around the house because they want to help out and not just because they want money. Instead of paying kids an allowance every week, it could be a better idea to reward them in another way for something special they did. One example might be that if a student receives a good grade, that student might be allowed to choose what is for dinner that night. That would make the reward a lot more special too.

In conclusion, giving kids money can help them learn to save up and be responsible. But parents do not need to pay them an allowance for everything they do. Kids should work hard for their family without being paid and get rewarded for things that are truly special.
# Seven-Point, Two-Trait Rubric

## Trait 1 for Opinion Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Idea Development, Organization, and Coherence | 4 | The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.  
- Effectively introduces a topic and clearly states an opinion  
- Creates an effective organizational structure that logically groups ideas and reasons to support the writer's purpose  
- Provides clear reasons that are supported by facts and details  
- Uses linking words and phrases effectively to connect opinions and reasons  
- Provides a strong concluding statement or section related to the opinion presented |
| | 3 | The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.  
- Introduces a topic and states an opinion  
- Provides some organizational structure that groups ideas and reasons to support the writer's purpose  
- Provides reasons that are supported by facts  
- Uses some linking words to connect opinions and reasons  
- Provides a concluding statement or section related to the opinion presented |
| | 2 | The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.  
- Attempts to introduce a topic and state an opinion  
- Attempts to provide some organization, but structure sometimes impedes the reader  
- Attempts to provide reasons that are sometimes supported by facts  
- Uses few linking words to connect opinions and reasons; connections are not always clear  
- Provides a weak concluding statement or section that may not be related to the opinion |
| | 1 | The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.  
- May not introduce a topic or state an opinion  
- May not have any organizational structure evident  
- May not provide reasons that are supported by facts  
- May not use any linking words to connect opinions and reasons  
- Provides a minimal or no concluding statement or section |
| | 0 | The student will receive a condition code for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |
Seven-Point, Two-Trait Rubric
Trait 2 for Opinion Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Language Usage and Conventions | 3 | The student’s response demonstrates full command of language usage and conventions.  
- Has clear and complete sentence structure, with appropriate range and variety  
- Shows knowledge of language and its conventions when writing  
- Any errors in usage and conventions do not interfere with meaning* |
| | 2 | The student’s response demonstrates partial command of language usage and conventions.  
- Has complete sentences, with some variety  
- Shows some knowledge of language and its conventions when writing  
- Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | The student’s response demonstrates weak command of language usage and conventions.  
- Has fragments, run-ons, and/or other sentence structure errors  
- Shows little knowledge of language and its conventions when writing  
- Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | The student will receive a condition code for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.