



Emerging | Exemplar Essay

## Investigating Change

### Changing Your Mind



#### Claim and Focus

The central question of the prompt is included and there is a slight mention of the topic, but overall the claim that is made is vague and unclear (“How and why do individuals change their minds? There could be many different reasons for that question.”) No counterclaim is acknowledged in the essay, and the demands of the prompt are not met.



#### Analysis and Evidence

The essay includes zero quoted evidence from the sources. While the writer does attempt to reference some evidence, most of it is irrelevant (“It’s like someone could say they really like cats...”), and the rest is summarized from the source texts (“That’s also like Galileo and Copernicus who changed their minds and each other’s minds about how planets move around each other...”). Summarized evidence that is included is vague and is not accompanied by any analysis.



#### Organization

The relationships between the ideas in this essay are not consistently clear throughout, exacerbated by an absence of transitions. An introduction is attempted (“How and why do individuals change their minds? There could be many different reasons for that question”), but a clear conclusion is not present. Instead, the essay ends with a brief summarization of information from the source texts, leaving readers questioning how it relates to the rest of the essay.



#### Language and Style

This essay does not establish or maintain a formal style, incorporating very informal language that attempts to speak directly to the reader (“I mean, can you read peoples minds?”). The writing lacks variety in sentence structure throughout, and run-on sentences are included (“It’s like someone could say they really like cats then when they might be out on a walk they see a dog they change their mind and decide they like dogs 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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How and why do individuals change their minds? There could be many different reasons for that question. I mean, can you read people's minds? Do you know what everyone is thinking about? You don't, so it's impossible to really know why somebody would change their mind about something.

A lot of times people will decide because of how they feel. It's like someone could say they really like cats then when they might be out on a walk they see a dog they change their mind and decide they like dogs better. It can all change in a moment because of what they see and how they think about it. That's also like Galileo and Copernicus who changed their minds and each other's minds about how planets move around each other. They heard about geocentric but thought it was wrong, so they watched the sky and things were not matching up right so they said other things that were actually right, like heliocentric. They were scared to say it out loud to other people at first though so they had to die before other people knew about it.



### Notes

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