

Based on the conversation at our department meeting, I've revised Option E and also thrown in a new option based on a quote sent to me by Randy. I've also deleted the "use of the text" criteria on a draft of this scoring guide:

<https://docs.google.com/document/d/1yYonVaK2isgDLHtg4m8ZL8Qdg3UlcJpkAp4D16IMcSw/edit?usp=sharing>

SAMOHI BASELINE ESSAY 2022

"Ethics is knowing the difference between what you have a right to do and what is right to do."

– Potter Stewart, U.S. Supreme Court Justice

Directions: You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say.

Your essay should be as well organized and as carefully written as you can make it.

"You must always remember that the products of your mind can be used by other people either for good or for evil, and that you have a responsibility that they be used for good."

— **Dean Llewellen M. K. Boelter**

As new technologies emerge, we discover ways to implement them in society. The utilization of these products often sways from their original purpose. The Internet began as a method of communication for scientists and researchers but has constantly evolved to what we see today. Dean Llewellen M. K. Boelter says, "You must always remember that the products of your mind can be used by other people either for good or for evil, and that you have a responsibility that they be used for good." What Boelter means to say is that you need to realize that while you may have an intended use for your discovery, other people may find ways to abuse this technology. When making a breakthrough, you have a responsibility to make sure that your products are used for good. This approach holds value as it assures that new technology won't be used for "evil" purposes.

We can see examples of this approach both throughout history and on the big screen. Albert Einstein is often incorrectly associated with developing nuclear weapons. While his equation $E=mc^2$ demonstrates the energy released in atomic bombs, it does not describe how to build one. In the case of Einstein and the nuclear age, his research fueled the development of destructive technology. Whereas Einstein regrets some of his actions in regard to atomic bombs, it serves as a lesson in understanding the drastic implications that can arise from new discoveries. While Einstein's situation brings individual ethic and moral values, a

clear-cut example when looking at good versus evil is superhero movies. The first Iron Man movie presents us with an obvious good guy and a villain. Tony Stark invented his Iron Man suit in order to first escape captivity and then protect the world. What he didn't realize was that his technology could be used for nefarious purposes. Whereas Tony Stark's lack of safeguard for his technology didn't prove costly, it provides a reminder about the dangers of technological misuse.

Write a multiparagraph essay in which you do the following:

- Explain Boelter's argument above in your own words.
- Discuss the degree to which you agree or disagree.
- Support your position by providing reasons and examples from your own experience, observations, and reading.

Rubric for Grading

| Scoring Criteria | 6: Exemplary | 5: Exceeds Proficiency | 4: Proficient | 3: Developing Proficiency | 2: Standards Not Met | 1: Standards Not Met |
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| Response to the Task (meaning you understand what is being asked of you and follow the directions) | Addresses all aspects of the task clearly and effectively | Addresses the task clearly, but may respond to some aspects of the task more effectively than others. | Addresses the task, but may slight some aspects of the task | Neglects aspects of the task. | Indicates confusion about the task or responds in a tangential way | Demonstrates lack of comprehension of the task and/or doesn't respond to the task |
| Claim Statement (meaning you have a | Effectively states a position on the topic, offering sophisticated | States a clear position on the topic, offering insight to the discussion | Adequately states a position on the topic | Inadequately states a position on the topic. | Little success in stating a position on the topic, repeating much of what | Does not state a position on the topic |

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| thesis statement or claim statement) | insight to the discussion | | | | has already been said in the passage. | |
| Organization (meaning transitions, flow, sequencing of thought, etc) | Demonstrates a thorough and critical understanding of the subtlety and nuance of the text in developing an insightful response | Demonstrates a complete and critical understanding of the text in developing a well-reasoned response | Demonstrates a generally accurate understanding of the main ideas of the text in developing an adequate response | Demonstrates some understanding of the main ideas of the text, but may misread OR misconstrue parts of it OR make limited use OR neglect parts of it in developing response | Demonstrates little understanding of the main ideas of the text, or does not use the text appropriately in developing a response. | Demonstrates a lack of understanding of the text and/or does not refer to the text at all in developing a response |
| Development of the Argument & Support of the Claim (meaning you understand how to support your claim and do it effectively) | The essay is effectively organized, including all points listed for score 5. Additionally, the organization intentionally builds to a conclusion | The essay is well organized, including clear topic sentences, coherent paragraphing, and effective transitions | The essay is adequately organized, including topic sentences, coherent paragraphing and transitions | The essay is inadequately organized, lacking one of the key elements listed for score 4 | The essay shows little success in organization \, lacking two of the key elements listed for score 4 | The essay is disorganized, undeveloped and/or too short to assess |
| Grammar, Style, & Mechanics (meaning you do not submit without spell checking and proof reading) | Effectively develops and supports position using a variety of relevant and specific evidence with insightful analysis | Develops and supports position using at least two pieces of specific evidence with effective analysis | Adequately develops and supports position using at least two pieces of relevant evidence and adequate analysis | Inadequately develops and supports position using only one piece of specific evidence OR only hypothetical evidence and weak analysis | Little success in developing and supporting position, providing generalizations without specific evidence and little or no analysis. | Serious flaws in developing and supporting position, providing little or no evidence |
| Response to the Task (meaning you understand what is being asked of you and follow the directions) | Is generally free from errors in grammar, usage, and mechanics (but not flawless); uses sophisticated diction and syntax | May have a few minor errors in grammar, usage, and mechanics, but uses less sophisticated diction and syntax | May have some errors that do not interfere with meaning, but demonstrates control of grammar, usage, and mechanics | Has an accumulation of errors in grammar, usage, and mechanics. | Is marred by numerous errors in grammar, usage, and mechanics that may interfere with meaning | Has serious and persistent errors in grammar, usage, and mechanics that frequently interfere with meaning |