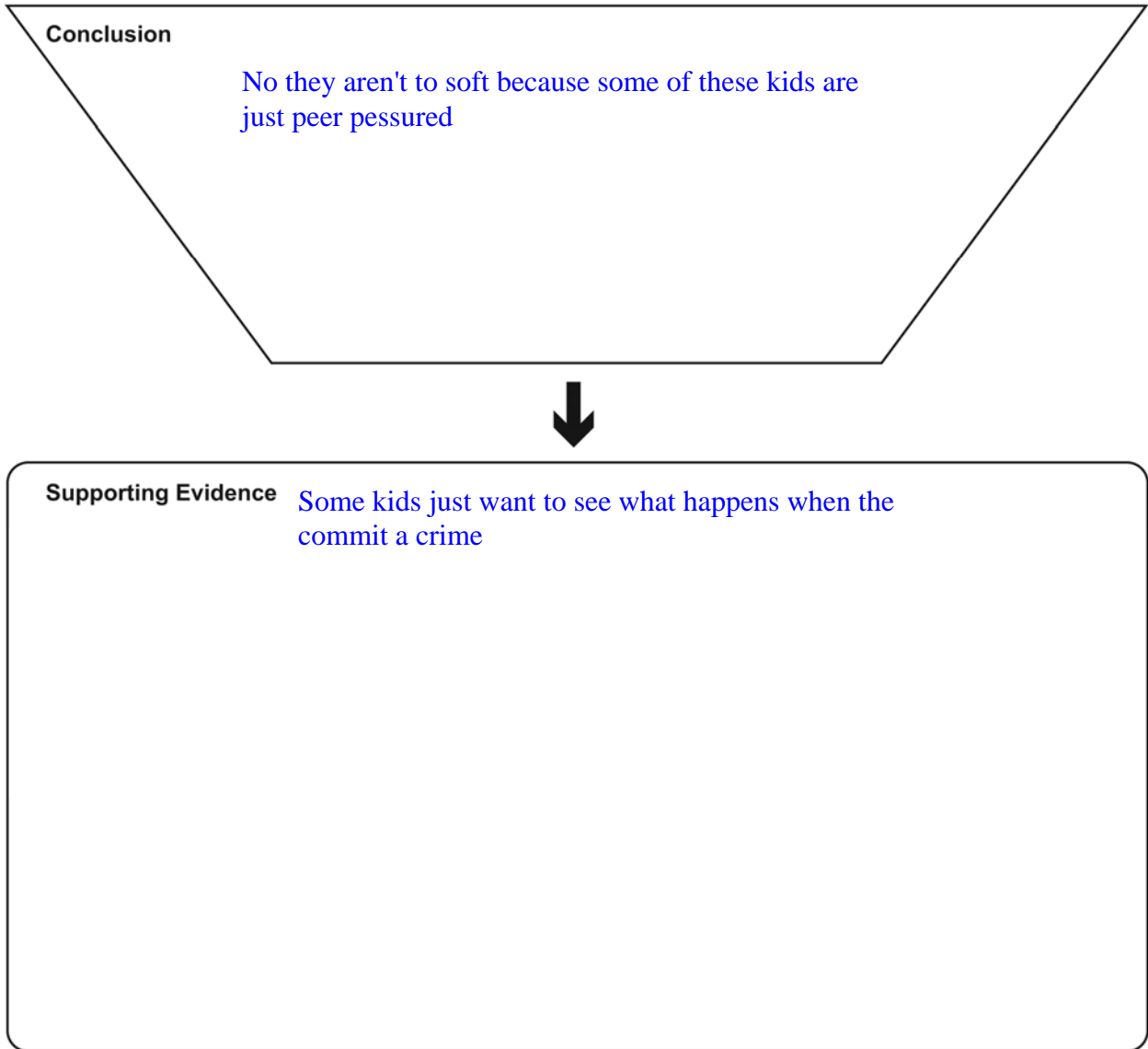


3. The title of this selection poses the question, “Is the law too soft on youth crime?” Using information from the selection, form your own conclusion to this question. Then select only evidence from the selection to support your conclusion.

**LEVEL ONE**

**Example 1**

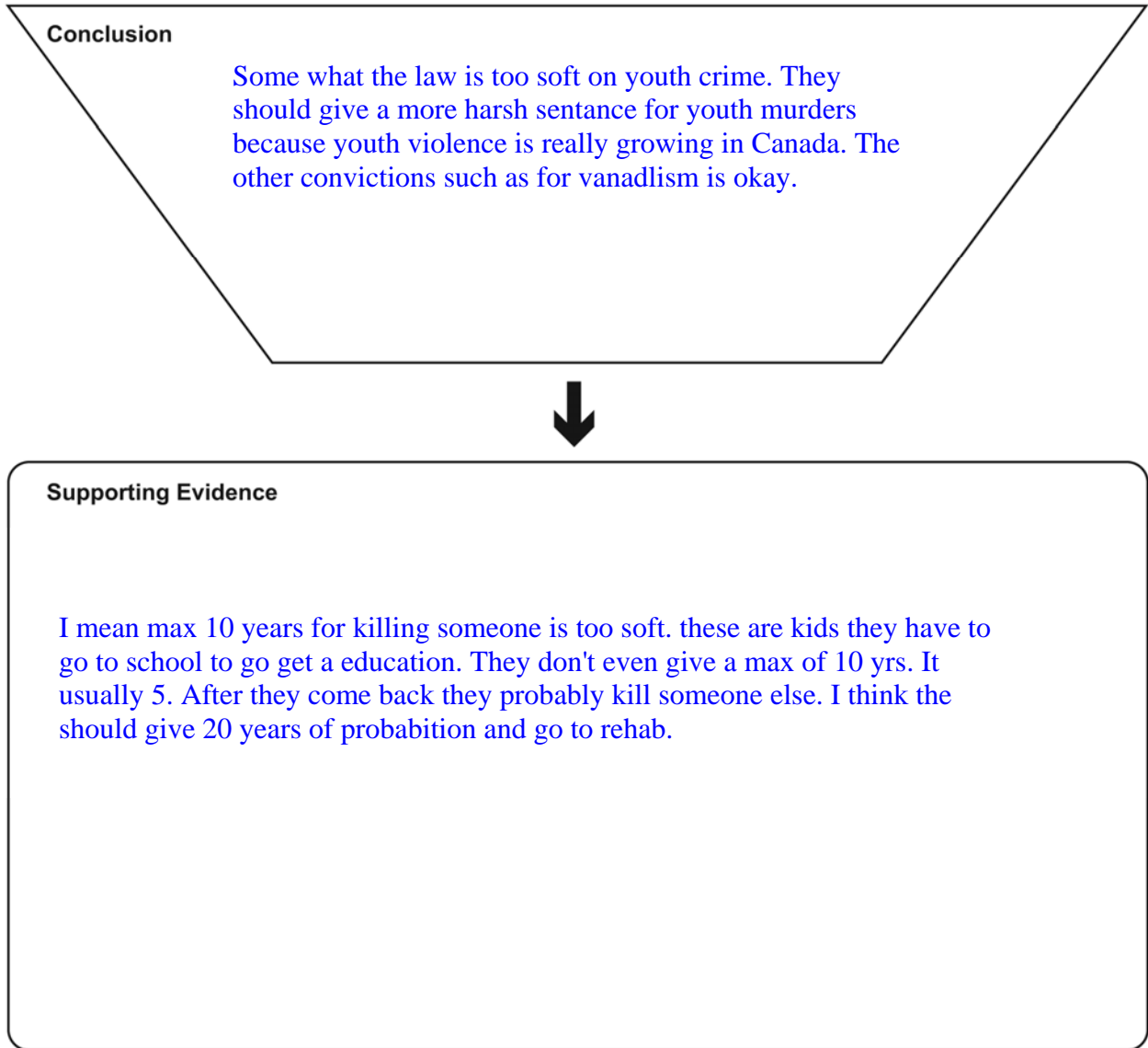


Thinking	Level 1	Level 2	Level 3	Level 4
<i>Making Inferences</i> Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

3. The title of this selection poses the question, “Is the law too soft on youth crime?” Using information from the selection, form your own conclusion to this question. Then select only evidence from the selection to support your conclusion.

**LEVEL ONE**

**Example 2**



Thinking	Level 1	Level 2	Level 3	Level 4
<i>Making Inferences</i> Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

3. The title of this selection poses the question, “Is the law too soft on youth crime?” Using information from the selection, form your own conclusion to this question. Then select only evidence from the selection to support your conclusion.

**LEVEL TWO**

**Example 1**

**Conclusion** Yes, I do think the law is too soft on crime. I think so because even with all of the crime and punishment out there, youth still seem to break the law. The government needs to find away to deal with youth crimes, once and for all.



**Supporting Evidence**

My supporting evidence is the line graph. Even though youth criminals know about all of the punishments out there, they still go off into a life of crime. Though the graph shows that crimes have decreased, it is still a high number of crimes currently happening. Government needs to come up with away to deal with this delinquency once and for all, or crimes will spike right back up again.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Making Inferences</i> Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

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**LEVEL TWO**

**Example 2**

**Conclusion**

I do think that the law is too soft on youth crime. Why should they be let off with a warning - when clearly they did something bad like pick-pocketing or stealing, even selling marijuana. They should know what their getting into, and should be responsible for their doings.



**Supporting Evidence**

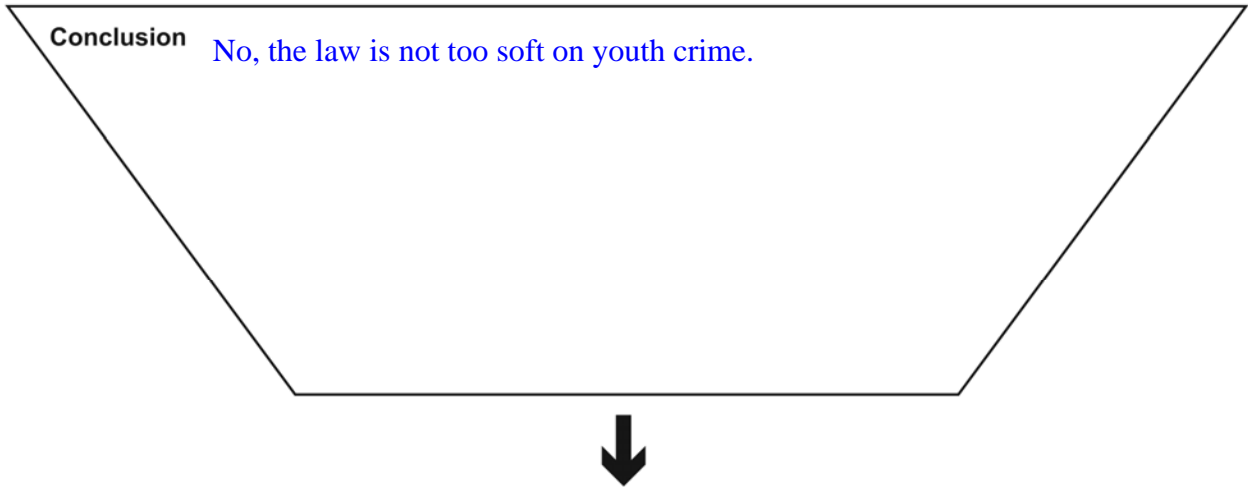
They get influenced by friends/acquaintances  
 They take the law for granted-they think it's cool  
 They were not brought up properly  
 They trust the wrong people  
 Just because you only get a warning when you do something the FIRST time doesn't mean it won't happen again. And it won't be a warning, but something more with punishment

Thinking	Level 1	Level 2	Level 3	Level 4
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**LEVEL THREE**

**Example 1**



**Supporting Evidence**

- if youth do serious offences, their consequences are severe
- they could be sent to jail for 10 years, young people can now be tried as adults for murder
- for less serious crimes like assault or harrasment there are severe consequences that will do them good
- for non violent crimes like vandalism, there are simple punishments like cleaning it up, paying for damages, revitalizing the area and/or community service.
- depending on how bad the crime is, there will always be a suitable punishment, like going to jail, being house arrested, or community service.

Thinking	Level 1	Level 2	Level 3	Level 4
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3. The title of this selection poses the question, “Is the law too soft on youth crime?” Using information from the selection, form your own conclusion to this question. Then select only evidence from the selection to support your conclusion.

**LEVEL THREE**

**Example 2**

**Conclusion** I think that the law is not being too soft on youth crime because youth is too young to understand the consequences of their actions so the law now will help them learn so they understand the consequences.



**Supporting Evidence**

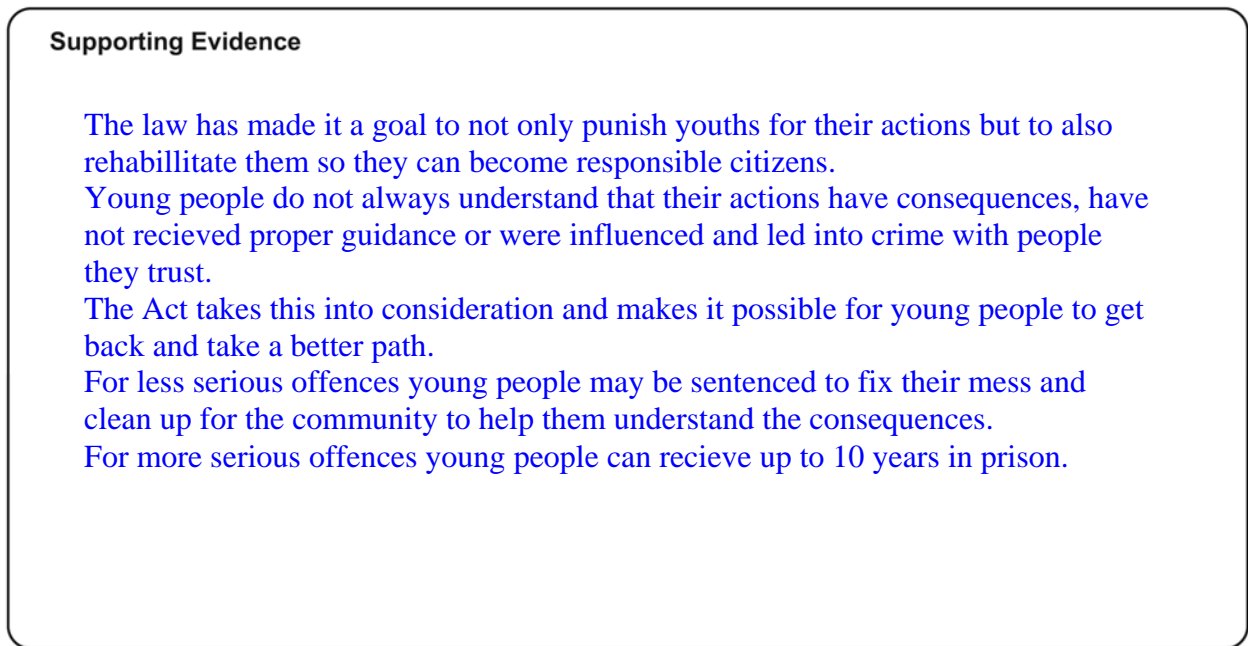
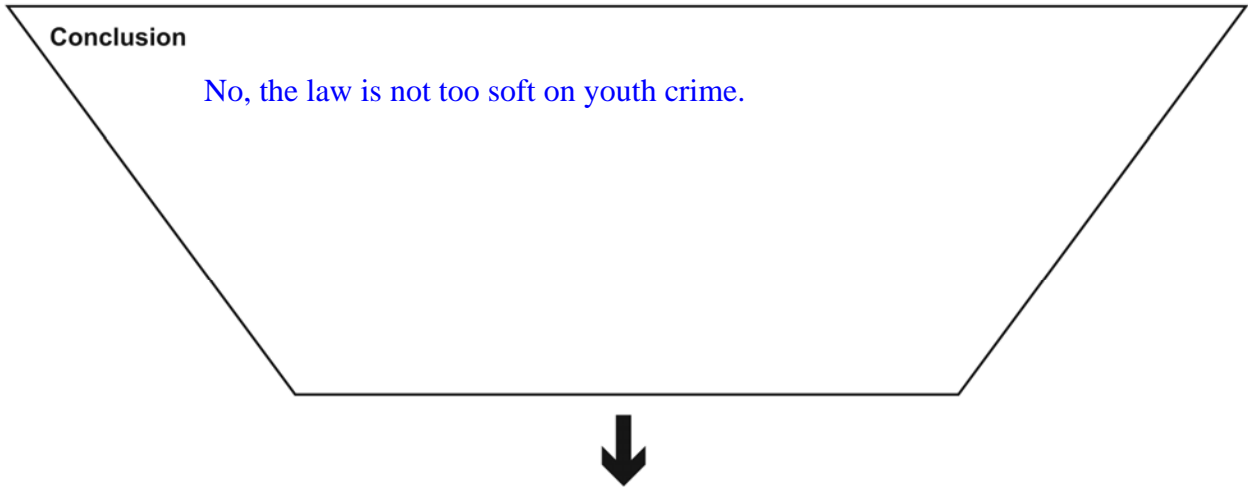
The reason why the law is not being too soft on youth crime is because young people lack the experience needed to understand the consequences of their actions and because they can be easily influenced also teens are often led into crime by adults who they trust and some young offenders may not have had the direction they needed to become responsible citizens.

Thinking	Level 1	Level 2	Level 3	Level 4
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**LEVEL FOUR**

**Example 1**

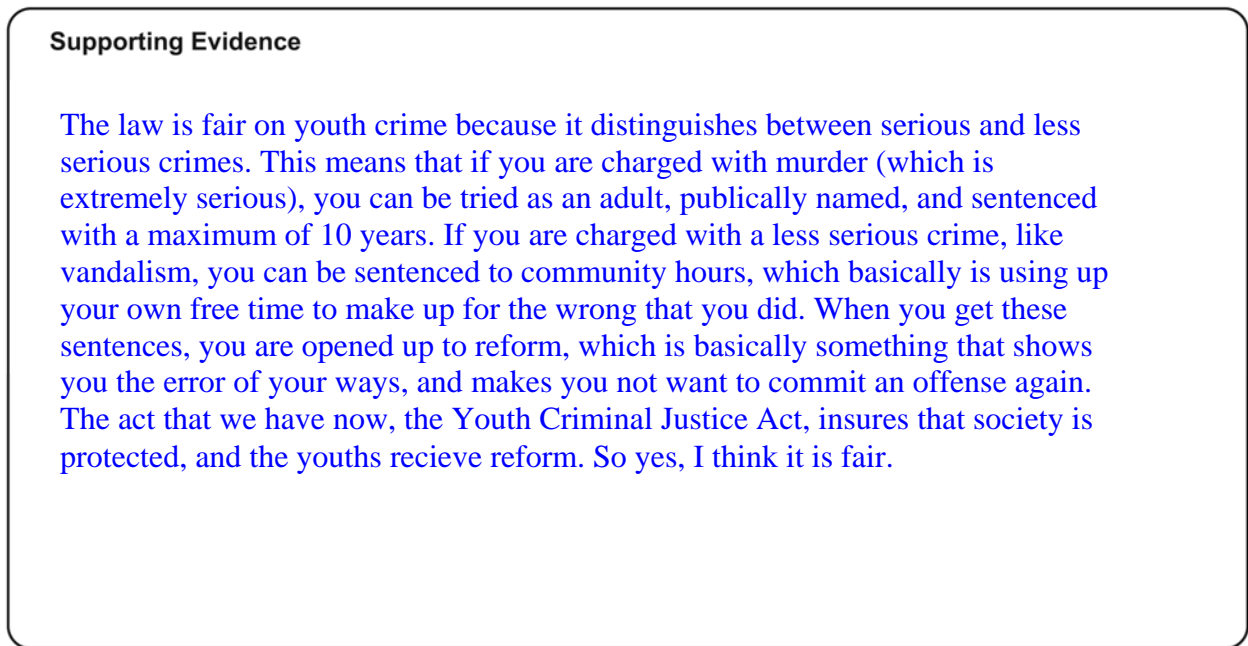
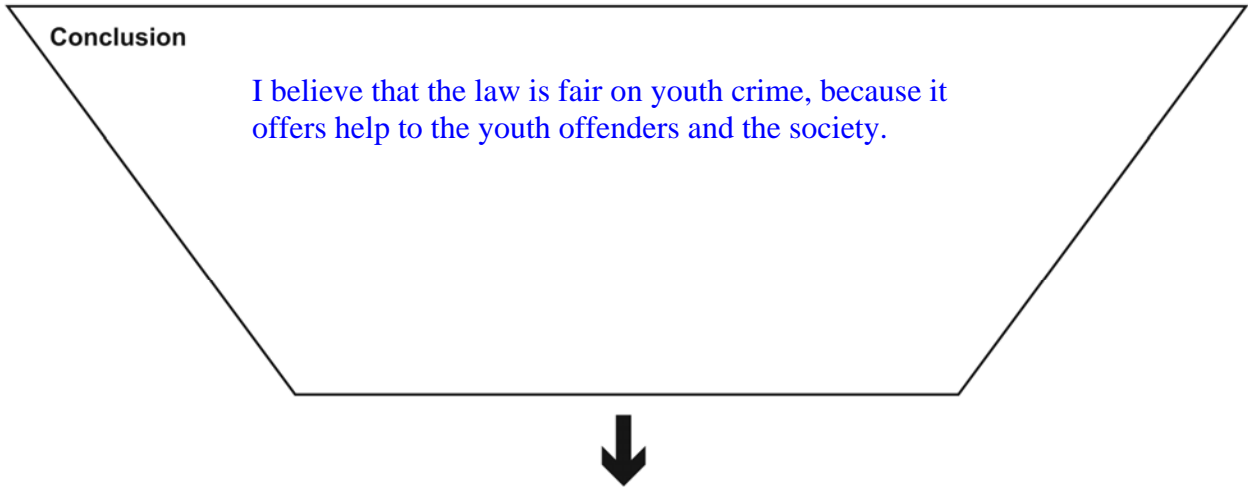


Thinking	Level 1	Level 2	Level 3	Level 4
<i>Making Inferences</i> Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

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**LEVEL FOUR**

**Example 2**



Thinking	Level 1	Level 2	Level 3	Level 4
<i>Making Inferences</i> Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence