

SCORED WRITING BENCHMARK

Informative: GRADES 3-6

Work Sample 1: PROFICIENT

- “Walt Disney”

This student work sample meets the criteria for overall proficiency.

Focus/Opinion –Score: **P**

The response is adequately sustained and generally focused. The student uses linking and transitional strategies throughout the piece. The introduction and body are both clear transitioning into a reflective conclusion. The student demonstrates understanding of the topic.

Organization—Score: **P**

The response has a clear organization and there is support for controlling ideas. Focus is maintained and clear.

Support/Evidence—Score: **P**

The student uses sufficient evidence to support their claim and provides clear explanation of how their position is supported through evidence. Reflections are based on quotes.

Craft—Score: **P**

The student’s ideas are conveyed through use of craft; particularly in the introduction.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary and tone are appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: **P**

The response demonstrates an adequate command of conventions. One text feature included “conclusion.” The sentence structure is varied, and the errors are minimal and do not distract the reader.

Walt Disney

Walter Elias Disney was born in 1901, and he lived a short life but a marvelous one. Walt Disney changed the world. Walt never gave up on his dream, and he had fun doing it. One of his quotes was "All of your dreams can come true if you have the courage to pursue them." And that is what he did. Walt Disney pushed his imagination to the boundaries, and took many risks that sometimes got him in trouble, but in the end led to success and greatness. This is his story.

In 1920 Walt got a job at the Kansas City Film Ad Company. Early that year the Kansas City Film Ad Company started to make cartoons move to show in movie theaters. Walt was not just drawing cartoons there, he was making them move. Walt could not wait to learn more about this fascinating thing. He got books from the library and read night and day. Walt showed his boss about all he had learned about newer and better ways to make cartoons. He hoped that his boss would like these ideas, but his boss did not like Walt's fancy ideas. He said no. But Walt did not give up. Walt went to experiment in his parents' garage. Soon he made his own funny cartoons that he called Laugh-O-Grams. People loved Laugh-O-Grams, they were a hit. Walt took two very large and risky steps next. He first quit his job at the Kansas Company, and started his own company at 20 years old. He was in charge of Laugh-O-Grams Film Inc. Walt and his employees had so much fun making cartoons, but the new cartoons did not make enough money to pay the employees and soon one by one they got tired of not being paid and left. Walt now had very little money and slept in his office to save money. Then finally he called his brother Roy who was living in California. Roy could not do anything, so then Walt realized that Laugh-O-Grams Film Inc. was finished. Walt finally made enough money to get a train to California. Walt got on the train with one suitcase, 40 dollars, one of his films and a big dream.

That one last film was *Alice's Wonderland*, and it was his only hope left. He hoped that someone out there wanted to make it into a series of movies. But no one did. One day a telegram came, and it was from a New York City movie distributor. They had liked the movie and wanted to make a series of 12 *Alice's Wonderland*. It was what Walt had hoped for, but he was terrified. How could he do this alone? He showed the telegram to his brother, Roy. Walt asked Roy to help him with the *Alice's Wonderland*. Roy had never made a movie before, but he could not say no to his brother. Roy said yes. They started right away. Roy took care of the money and the camera, and Walt took care of the pictures. Later they hired employees to help. After the *Alice's Wonderland* series was done, he made a new character. His name was Oswald the Lucky Rabbit. Oswald was an even bigger hit than Alice. Walt went to New York City to talk to his distributor, but by that time a new distributor has taken over, and he had a surprise for Walt. According to the fine print on the contract, the Oswald character was not owned by Walt. It was owned by Walt's

distributor, Charles Mintz. Walt was stunned. Walt decided to make a new character. All the way home he drew and drew and got rid of ideas, but finally he settled on a mouse. Walt very happily introduced to Lillian, his wife, his new star, Mortimer Mouse. Lillian thought that Mortimer was a terrible name. So Walt suggested Mickey and that was how Mickey mouse was born. Mickey Mouse as you know was and still is a hit.

Walt was always busy, but he made time for his family. When his daughters were young he would take them to amusement parks. He would stand there all day long, and watch them ride along on the carousels. He noticed other parents doing the same, and he wondered, why not make a park where parents can have fun too? He started right away. He sent out inspectors to study the rides, how people walked around and Walt talked to the owners of the biggest amusement parks in the world. They all said the same thing, what you are trying to do is impossible. Walt did not listen. Walt started to call the amusement park Disney Land. It stuck. Disney Land grew and grew each day. Walt figured out a way to get money to make Disney Land, he would do a weekly TV show on ABC network. The show was call Disney Land. Later it was changed to Walt Disney's Wonderful World of color. On July 12, 1954, workers started to make Walt's dream park. On July 17, 1955, Disneyland opened. On the first day people came from all over and Walt greeted people by saying, "To all that comes to this happy place: welcome Disneyland is your land. Walt's park was an absolute hit.

Conclusion:

Walter Elias Disney died on December 15, 1966, it was 10 days after his birthday. He was 65. He had smoked much of his life but he did not let kids see him smoke because he knew that it was bad for himself. Walt died before Disney World opened and his brother stayed in the business until Disney World opened. Walt took many chances, and pushed his mind all the way to the end of the earth. Walt loved his family, did you know that he was working so much at his job one Christmas morning he put a dog under the Christmas tree to give to his wife so she would not get lonely. Who was Walt Disney? Was he a boy who loved to play practical jokes or the creator of Mickey Mouse or was he all of the above?

SCORED WRITING BENCHMARK

Informative: GRADES 3-6

Work Sample 1: PROFICIENT

- “Stephen Hawking”

This student work sample meets the criteria for overall proficiency. May be candidate for benchmark.

Focus/Opinion—Score: **P**

The response is adequately sustained and generally focused. The student uses adequate analysis and reflection throughout the piece. The opinion is clearly stated. The student demonstrates understanding of the topic.

Organization—Score: **P**

The response has a clear organization and the student uses linking phrases and transitional words throughout the piece adding to the sense of completeness.

Support/Evidence—Score: **P**

The student uses sufficient evidence to support their claim and provides clear explanation of how their position is supported through evidence. The evidence used throughout the piece is relevant.

Craft—Score: **P**

The student’s ideas are conveyed through use of craft; particularly in the introduction.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary is appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: **P**

The response demonstrates an adequate command of conventions. The sentence structure is varied, and the errors are minimal and do not distract the reader.

Stephen Hawking

Have you ever escaped from the pull of a black hole, well obviously not, it would be physically impossible (you wouldn't be here to read this report), but Stephen Hawking proved that some matter can escape from black holes. Stephen was born on January 8, 1942 in Oxford, England. He grew up in an unusual family, his dad Frank his mother Isobel, his brother sister and himself lived in an old house near London. Stephen went to Oxford University then to Cambridge University. While Stephen was at Oxford he scared his classmates by tumbling down a flight of stairs. Stephen ignored his health, but when he went home for Christmas break, his parents noticed something was wrong with their son. Stephen was having trouble tying his shoes and holding a pen. He went through a series of tests. Finally he discovered he had amyotrophic lateral sclerosis (ALS), otherwise known as the Lou Gehrig's Disease. The doctors told him that he only had a year or two to live. Stephen became depressed. He didn't even know if he could finish his thesis. A thesis is a paper a student needs to get a P.h.D. One thing that helped Stephen was meeting Jane Wilde. Stephen and Jane got married and had three kids Lucy, Tim, and Robert. Now Stephen felt like he really had something to live for. He worked even harder on his thesis. In 1965 Cambridge University awarded Stephen a P.h.D. Stephen is **SMART, FUNNY** and **PERSEVERES** even though he has ALS.

Stephen Hawking is **smart**. An example of him being smart is when Stephen was in Oxford University. He got bored with his studies and even started correcting his teachers. Stephen in high school made a computer out of old electrical equipment. Stephen's theories are mostly about black holes. While in graduate school, Hawking met mathematician Roger Penrose, who introduced him to the concept of black holes, extremely dense objects in space with infinite gravity. The Hawking radiation is a quantum effect of general relativity (relativity is the idea that laws and physics are the same everywhere). English theoretical physicist predicted that a black hole ought to emit **blackbody radiation**, and he eventually formulated a quantum-mechanical mechanism of what is now termed Hawking radiation. While many physicists accept the idea of Hawking radiation, it has not been observed and alternate theories do exist. One thing Stephen thinks may never be answered, is why the universe even bothers exist. He already knew all the answers to tests that he didn't even bother to

study. Another example of Stephen being smart is that he got into Oxford and Cambridge University. Oxford and Cambridge are very hard to get into, but Stephen made both of them. Stephen travels the world giving lectures.

Stephen is playful. As an example of being playful is in 1999 Stephen made a guest appearance on the TV show The Simpsons. Even though Stephen's body wasn't doing well his mind was sharp and clear for making new theories and jokes to tell to his kids. Stephen, Robert and Tim love playing with model black holes together. In 2007 Stephen participated in a zero gravity flight aboard a special aircraft at the Kennedy Space Center in Florida.

Stephen loves teaching, he definitely perseveres. In 1993 Stephen discovered he had ALS, he became depressed he didn't even know if he could finish anything because the doctors said that he only had a year or two to live. Even though Stephen depressed he worked especially hard on his thesis. Even now Stephen works hard to accomplish the things he does. In 1998 Stephen published a A Brief History in Time. Stephen proved that some matter can escape from black holes, that surprised many people. Stephen came up with many ideas that surprised many people. It surprised many people because it was known that nothing could escape from black holes.

As you can see Stephen Hawking is smart, playful and perseveres. Stephen proved that matter can escape from black holes, he also worked on how the universe works and why it began. Today Stephen's work is called The Bekenstein-Hawking radiation. Stephen lives in The United Kingdom and works at Cambridge University. I would like to meet Stephen Hawking and maybe you do to.

SCORED WRITING BENCHMARK

Narrative: GRADES 3-6

Work Sample 1: PROFICIENT

- “Six Flags”

This student work sample meets the criteria for overall proficiency.

Statement of Purpose/Focus—Score: **P**

The response is adequately sustained and generally focused. The student uses linking and transitional strategies throughout the piece. The introduction and body are both clear, transitioning into a reflective conclusion. The student demonstrates understanding of the topic.

Organization—Score: **P**

The response has a clear organization and there is support for adequate sequence and use of transitional strategies. Focus is maintained and clear with a sufficient opening and closure.

Elaboration of Evidence—Score: **P**

Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary and tone are appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: **P**

Lots of use of dialogue: simple but effective. Repetition is effective enhancing visual imagery. Good example of “small moment” writing.

It was a sunny Day in August. My brother Sam and I went to Six Flags with my mom. As we stepped out of the car into the parking lot, my mom said, "David, you hold onto Sam's hand today. I have to watch the twins. Don't you let go even for a second." "Ok Mom, I said." Inside I thought that I was tired of holding Sam's hand. Sam is six and his hands are always sticky. Its like holding warm gum.

My mom took the twins to the baby rides. Sam and I rode all the ones he could ride together. We bought hot dogs and gumballs. Sam chewed his gumball for two hours. His hand got warmer and stickier. Then he stepped in gum. It was like his whole body was becoming a gumboy. "Sam!" I said. "Watch it." "I'm not taking that gum off your shoe." Sam said ok and he blew a bubble.

Then we were there. At the roller coaster. Sam was too small to go on. "Stay here, Sam" I said. "Im going on the roller coaster." Sam said ok and he blew a bubble. I rode the roller coaster. I was scared the whole time. I was scared because

it was scary. I was scared because I knew my mom would be mad if she found out I had left Sam by himself. I was scared that Sam might get lost. I was scared of those kidnapers who take children. But I thought that any kidnaper would take Sam's hand and then let go because it would be too sticky.

When I got off the roller coaster, Sam was there. "Let's find Mom" I said. Sam said ok and he blew a bubble. I looked at him. Inside I was so glad he was there still. I took his hand. It was warm and sticky like gum. I like gum.

SCORED WRITING BENCHMARK

Narrative: GRADES 3-6

Work Sample 1: Beginning

- “Single Chair”

This student work sample is a combination of a beginning and emerging learner.

Focus/Opinion –Score: **E**

The response is adequately sustained and generally focused. The student’s writing is brief but the setting is clear.

Organization—Score: **E**

The narrative, real or imagined, has an inconsistent plot, and flaws are evident.

Support/Evidence—Score: **B**

The narrative, real or imagined, provides minimal elaboration using little or no details, and lacks sensory images.

Craft—Score: **B**

The student displays little evidence of use, or incorrect use of writer’s craft. Student lacks use of sources and analysis.

Language and Vocabulary—Score: **B**

The student’s use of vocabulary is limited for the audience.

Grammar, Usage, Mechanics—Score: **E**

Use of domain specific vocabulary is generally appropriate for the audience and purpose.

Beginning
NarrativeSH
11/10/15

Single Chair

one cold winter day at mad river my mom and I went skiing. Tessa and her mom were there too. we went on the double chair. Tessa and I rode up together our moms rode up together. when we got to the top we went on Tunell woods.

After that my mom wanted to go on the single chair. I wanted to go too but i did not know how to get on the chair. My mom said the man can left me on so i said ok.

Tessa and her mom went on the double chair again they were surprised when they saw me go up after we all got down to the bottom we all went on the single chair and we went on this trail called paradise.

After that we went inside. I had a fantastic time.

SCORED WRITING BENCHMARK

Opinion/Argument: GRADES 3-6

Work Sample 1: EMERGING/PROFICIENT

• “School Uniforms”

This ~~student~~ work sample is a combination of a proficient and emerging learner.

Focus/Opinion—Score: P

The response is adequately sustained and generally focused. The ~~students~~ opinion is clear and concise.

Organization—Score: P

The response has a logical organizational structure and a sense of completeness. ~~Students~~ ideas are organized.

Support/Evidence—Score: E

The student is inconsistent or superficial with use of support/evidence for the argument. The student uses partial or uneven use of sources, facts, and details.

Craft—Score: E

The student displays little evidence of use, or incorrect use of writer’s craft. Student lacks use of sources and analysis.

Language and Vocabulary—Score: P

The student’s use of vocabulary is appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: P

Use of domain specific vocabulary is generally appropriate for the audience and purpose.

School Uniforms

1/29/15

Do you want to express your feelings or not? Well with school uniforms you can't do that. Many people think that Uniforms are a good idea. I think not.

I think that people should be able to show their styles. Not sit around in dull Uniforms. Uniforms don't have many colors. Most Uniforms have gray sleeves, and black tops and pants. Don't you think that's Boring? If you don't have school Uniforms you can wear a shirt with bright colors like pink or yellow.

Parents might have to pay extra money on a school Uniform than a t-shirt and jeggings. ^{but} One of my friends at school says that school Uniforms are a good idea because she wouldn't have to go searching in her drawers for clothes every day.

People may think that Uniforms are one of the greatest ideas in the history of the world some don't. I agree with the second side. I talked with one of the teachers at my school and he said they would be an advantage to not as much teasing.

Uniforms are going to ruin the fun of wearing fun clothes to school. If you don't have school Uniforms you can wear the clothes you love. Hearts, Owls, Footballs, and other cool things may be on your shirts and pants but with school Uniforms you can't show those cool designs. That's why I think that schools should NOT have Uniforms.

SCORED WRITING BENCHMARK

ARGUMENT/OPINION: GRADES 3-6

Work Sample 1: PROFICIENT

- “3 Reasons Why Kids Should NOT Have Homework”

This student work sample meets the criteria for overall proficiency.

Focus/Opinion—Score: **P**

The response is adequately sustained and generally focused. The student uses adequate analysis and reflection throughout the piece. The opinion is clearly stated. The student demonstrates understanding of the topic.

Organization—Score: **P**

The response has a clear organization and the student uses linking phrases and transitional words throughout the piece adding to the sense of completeness.

Support/Evidence—Score: **P**

The student uses sufficient evidence to support their claim and provides clear explanation of how their position is supported through evidence. The evidence used throughout the piece is relevant.

Craft—Score: **P**

The student’s ideas are conveyed through use of craft; particularly in the introduction.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary is appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: **P**

The response demonstrates an adequate command of conventions. The sentence structure is varied, and the errors are minimal and do not distract the reader.

3 Reasons Why Kids Should NOT Have Homework

Well, I bet that whenever a kid says that they don't want to have homework, adults think that the kid just doesn't want to do extra work, or is lazy, and yes part of that is true, but there are bigger threats behind homework than most people think. I know that lots of people say that homework brightens your future, and "improves" your learning ability, but Alfie Kohn, author of *The Homework Myth*, is an outspoken critic of at-home assignments. He asserts, "Homework is frequently the source of frustration, exhaustion, family conflicts, a lack of time for kids to pursue other interests and, perhaps most disturbingly, less excitement about learning," he insists. "It may be the greatest single extinguisher of children's curiosity." I agree with Alfie Kohn and think that kids should NOT have homework because kids have too much school and not enough free time, it affects kids health negatively, and messes up and takes away time from family.

To begin with, kids have too much school and not enough free time. John Spencer, a full time professor says, *"If a child cannot learn what needs to be learned in a six hour day, we are expecting too much of a child."* To add onto that he also say that kids are very busy and to add hours onto their already busy day is absurd. After a whole day of school, kids are already restless and itching to go outside. But instead of going outside, exploring their neighborhood, reading, writing, or drawing, kids are stuck inside doing schoolwork at *home!* From the article *Kids Should Not Have Homework: 5 Arguments To Support Your Point*, it says. *"Something that they could do in thirty minutes if fully rested and energized will drag on for four hours if they're restless and can't focus because they left seven hours of school to directly jump into three hours of homework."*

Furthermore, homework also affects kids health negatively. One way that homework can cause negative health effects is that it can cause kids' heads to hurt, they won't listen to anything, and then they start to hit themselves. From the magazine company *Teen Ink*, an article called *Students Should NOT Have Homework* says, *"Homework can affect kids' health by turning them into "couch potatoes" as they spend more time studying than playing outside."* Another way that homework can be bad for your health is that sun and exercise are very important for your body. When you are cooped up all day in school and then come home to another good hour of homework you can't get the exercise and sun that you need. An article called *Kids Should Not Have Homework: 5 Arguments To Support Your Point* states, *"Getting sun and exercise is crucial for your health. If you're cooped up in school during the day, then have to do your homework when you get home, you'll develop poor health."*

Lastly, homework messes up and takes away time from family. Having a social and family life is very important. When you are at school for 7 hours you are also away from your family. Afterschool should be a time to hang out with friends and family, not to do homework! Another thing that we should consider, is that some kids have a hard time at home. Some kids have to babysit their younger siblings while their single parent works a double shift. Some kids don't have the resources, (such as electricity, a computer). To pile homework onto that is cruel. Most people

say that parents enjoy helping you with your homework, and that they can help you. But, believe it or not, it can stress your parents out! School has changed since they were in school, and when you ask for help they might not be able to help you, because they don't really know what the homework means. That leaves a kid with unfinished homework and a stressed and frustrated parent.

In conclusion, I think kids should not have homework because, kids have too much school and not enough free time, it can affect kids health negatively, and it messes up and takes away time from your family. Overall, people think that homework "helps" children but after reading this I hope that I have convinced you that homework is not good.

Benchmark
for
Advanced

SCORED WRITING BENCHMARK

Informative: GRADES 3-6

Work Sample 1: PROFICIENT

- “Colorado and the Rockies”

This student work sample meets the criteria for overall proficiency. May be candidate for benchmark.

Focus/Opinion—Score: **P**

The response is adequately sustained and generally focused. The student uses adequate analysis and reflection throughout the piece. The opinion is clearly stated. The student demonstrates understanding of the topic.

Organization—Score: **P**

The response has a clear organization and the student uses linking phrases and transitional words throughout the piece adding to the sense of completeness.

Support/Evidence—Score: **P**

The student uses sufficient evidence to support their claim and provides clear explanation of how their position is supported through evidence. The evidence used throughout the piece is relevant.

Craft—Score: **P**

The student’s ideas are conveyed through use of craft; particularly in the introduction.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary is appropriate for the audience and works to enhance the writing.

Grammar, Usage, Mechanics—Score: **P**

The response demonstrates an adequate command of conventions. The sentence structure is varied, and the errors are minimal and do not distract the reader.

Colorado and the Rockies

Have you ever visited Mount Elbert in Colorado? It is 14,431 feet high! Colorado is in the west of the United States. It was the 38th state to be part of the United States. It is the 8th biggest state in area in the United States. Denver is the capital and it has 554,636 people in this city. Denver is sometimes called "Queen City of the Plains" because it is the cultural, shopping, and entertainment capital of the region. Colorado has amazing skiing and has drawn famous explorers there and still draws people there.

There are 30 Rocky Mountains in Colorado. Mount Elbert is 14,431 feet tall! Whenever it snows it snows a lot. Colorado gets an average of 392 inches of snow every year! They also hold World Cup races at Aspen and Beaver Creek. World cup races are ski races when lots of countries' ski racers come to race. There are lots of trails and the trails are very long. The powder snow is very soft and is perfect for skiing. Lots of the lifts hold 4, 5, and 6 people. This makes it so you can go up with all your friends. There are also amazing woods trails with lots of trees which makes it hard to avoid the trees. The Rocky Mountains are a mountain range. Even though the mountains are $\frac{1}{3}$ of Colorado it's one of Colorado's most natural features. Colorado has the highest altitude in the United States of America and it's about 6,800 feet!

European and American explorers checked out Colorado. The first European explorers were the Spanish. In 1540 a governor of a province in Mexico named Coronado heard of gold cities Colorado. Coronado searched but never found gold. Coronado's group left without anymore searching. French explorers also arrived. In 1682 Cavelier arrived and claimed a huge area of land for France and named it Louisiana after king Louis of France. In 1706 another Spanish explorer came and claimed a land named San

Luis. It wasn't until 1803 that the Eastern and central part of Colorado became part of the United States in the Louisiana Purchase because the United States did not think the French would use it. In 1858, William Green Russell discovered gold in Cherry Creek. You could buy food with pinches of gold. The food was a lot of money. You could buy a sack of potatoes for 60 pinches of gold. One egg was four pinches of gold. Lots of people came to the United States to try to become rich. Colorado later became part of the United States on August 1, 1876.

As you can see Colorado has unbelievable skiing and awesome explorers. Colorado is a great place to visit because of all the outdoor activities. Colorado also has amazing views and crazy good hiking on the Rocky Mountains. Colorado also has many stores and malls in Denver. There are many outdoor activities and indoor activities. My favorite place to ski there is Vail. If you like the outdoors and also indoors then Colorado is a great place for you!

SCORED WRITING BENCHMARK

Informative: GRADES 3-6

Work Sample 1: Beginning

• “Cell Phones”

This ~~student~~ work sample is a combination of a beginning and emerging learner.

Focus/Opinion—Score: E

The response is adequately sustained and generally focused. The ~~student's~~ lacks depth in text but has text structure.

Organization—Score: E

The narrative, real or imagined, has an general summary but no analysis.

Support/Evidence—Score: E

The narrative, real or imagined, provides weak elaboration using little or no details.

Craft—Score: E

The student displays little evidence of use, or incorrect use of writer's craft. Student lacks a necessary conclusion.

Language and Vocabulary—Score: E

The student's use of vocabulary is limited for the audience.

Grammar, Usage, Mechanics—Score: E

Use of domain specific vocabulary is generally appropriate for the audience and purpose.

6/8/15

Cell Phones

Introduction

There are many inventions that have made my life easier. The cell phone is one of them. The first cell phone was shown in 1973, and cell phones have developed a lot over the years since they were invented. The cell phone is also called the “hand phone, the phone, the cellular phone, and the mobile phone”; that’s a lot of names! The cell phone makes it possible to communicate with someone far away almost anywhere, at any time.

How it Works

The cell phone works by connecting to a cellular network, getting access to the “public phone network”. The more recent phones often include not only phone calls, but texting, a camera, access to the internet, and other such services. They also have a battery, and either a keypad or a touch screen.

The Inventor

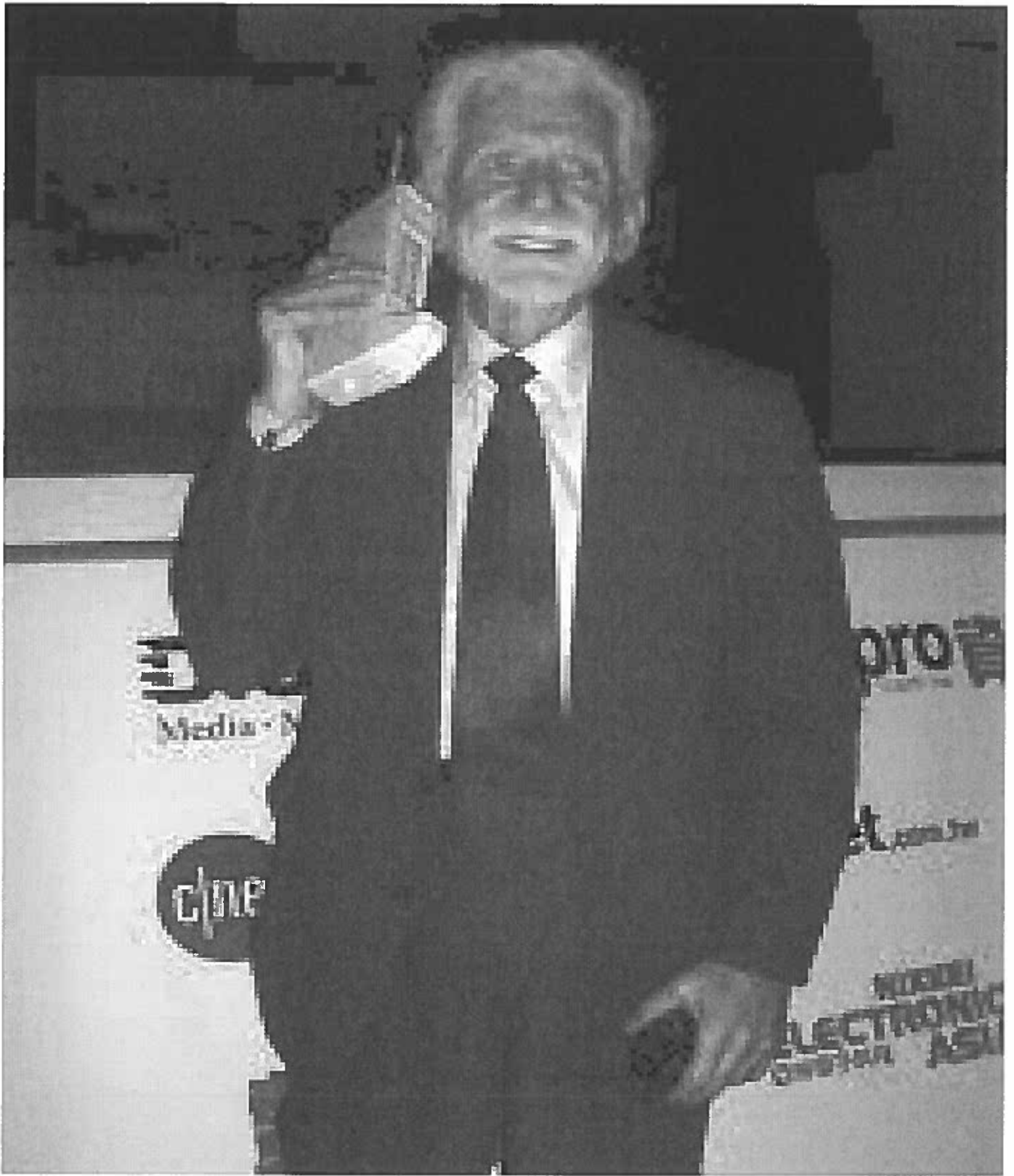
The main inventor of the cell phone was Martin Cooper. He was born on December 26, 1928 in Chicago, Illinois. In 1950, he finished Illinois Institute of Technology. In 1957, Martin got his “Master’s degree in electrical engineering” from IIT.

The First Cell Phone

The first cell phone available was the “DynaTAC 8000x”. It was first available in 1983, but that was not the first time people had seen a cell phone. In 1973, Martin Cooper had demonstrated the first cell phone. Now, cell phones are much smaller, lighter, and much more portable.

Conclusion

The cell phone has absolutely made my life easier. Without it , it would be much harder to communicate with people that you don’t see every day. Martin Cooper definitely invented an invention that makes my life easier.



“In 1973, Martin Cooper demonstrated the first hand-held cell phone.”