

1           Exam week is a very stressful week for college students. We tend to cram a lot and use  
2 all the time we can to make sure we know all the material from the term. The only thing  
3 different from each college student is how our brain reacts to the amount of stress we put on it.  
4 The peripheral nervous system, also known as PNS, is the part of the central nervous system  
5 that is used to gather and store information (Myers, 2014). Everyones body and mind react  
6 different. There are three different types of neurons though that can carry information through  
7 your body to your brain, these are the sensory neurons, motor neurons and interneurons (Myers,  
8 2014).

9           Sensory neurons transmit messages from the tissue in our body to the receptors on the  
10 spinal cord and in our brains (Myers, 2014). This is used a lot when we are in pain and when  
11 we have to use our senses and things of that sort. Motor neurons run our muscles (Myers,  
12 2014). This helps us move our fingers toes and do our basic everyday duties. Then  
13 interneurons basically are the place where all these actions are processed. There are billions  
14 and billions of interneurons throughout our nervous system (Myers, 2014). These all play an  
15 intricate role in the way our bodies react to things. This would explain the way that people  
16 take tests. How someone sits in their seat, to how they write with a pencil and so on. This  
17 explains how I touch the paper with the pencil and fill in the correct answer.

18           The way people study is all through the brain and how it holds different information.  
19 There are about six different parts in the brain that can affect the holding of information and  
20 our actions (University of Alberta, Department of Psychology. 1999). The medulla oblongata  
21 is one of the main parts of the brain that controls our emotions (University of Alberta,  
22 Department of Psychology. 1999). This has a heavy affect on how people can react to a  
23 subject. If someone is not so interested in it then it may cause them to become angry or not  
24 interested in the stuff they

1 are studying, therefore it will not be retained as well as it needs to be. Another part of the brain  
2 that is going to be affected is the reticular formation, this affects our wakefulness and regulates  
3 it (University of Alberta, Department of Psychology. 1999). This will cause us to get tired later  
4 on in the night and the more we study. If we are not used to a heavy amount of studying for  
5 exams then we will become tired easier and not be able to retain information (University of  
6 Alberta, Department of Psychology. 1999). If people are tired they can't retain information as  
7 well as when they are fully awake, this could affect the way they do on the test. The thalamus  
8 will also play a big role in our brain, it is relied on to transfer the sensory signals sent to the  
9 nervous system into the brain (University of Alberta, Department of Psychology. 1999). This  
10 can help a lot with our studying habits and the way we can retain our information. Perhaps the  
11 more we write down the more we will be able to remember. It all will go back to the sensory  
12 issues and how one person can relate and can not. Some people are more of a visual learner and  
13 rely more on the cerebellum (University of Alberta, Department of Psychology. 1999). The  
14 cerebellum works ore with visual cues and how to see information and relay it to the brain. The  
15 more you use the cerebellum perhaps the more reading and graphs you do the more it will help  
16 you with the information.

17           These are the things that would help me pass my test. All those parts of the brain will  
18 help me remember the information that I have studied. Also all the sensory issues will help  
19 with how I react to writing stuff on the paper to answer the questions that are being presented.  
20 Each action I take helps me pass the exam. Thats what I believe it will take for me to pass it.

21

## 22 Works Cited

23 Myers, D. G. (2014). Exploring psychology. New York: Worth.

24 University of Alberta, Department of Psychology. (1999). Midsagittal structures study module.

## Work Sample Evaluation

**Subject Area:** Psychology

**Task Title:** Your Brain: Don't Leave Home Without It

**Student Work Sample Title:** N/A

The document was scored using the *CCR Task Bank Rubric*. The final scores are indicated in the following chart.

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation		X			
Ideas and Content		X			
Reading and Analysis		X			
Communication		X			
Organization		X			
Accuracy		X			

**Annotations:** The following evidence from the work sample and the reviewer’s comments support the scores above. Page and line numbers refer to the original work sample.

Scoring Criteria	Page #	Line #	Commentary about the work sample
<b>Research and Investigation:</b> <i>Locating resources independently and/or identifying information within provided texts</i>	1	5	The author makes reference to material in the textbook.
	1	20	The author refers to the website that was previously provided as part of the task.
<b>Ideas and Content:</b> <i>Presenting a thesis and understanding concepts</i>	1	2-3	The author hints at the connection between biology and behavior, but does not provide a clear thesis statement.
	2	12-16	The paper does not demonstrate a full understanding of the concepts (e.g., cerebellum).
<b>Reading and Analysis:</b> <i>Evaluating sources and selecting evidence to support the central idea</i>	1	6-9	The author neglects to provide the appropriate rationales for the brain structures identified as being important to the scenario (e.g., identifies sensory neurons and interneurons, but does not connect them to the scenario).
	2	2-3	The author uses the website to support the descriptions of brain structure functions.
<b>Communication:</b> <i>Using subject-appropriate language and considering audience</i>	2	2	The paper includes discipline-appropriate language (e.g., reticular formation).
	1	20-24	There are some errors with vocabulary (e.g., the student seems to confuse the medulla oblongata with the limbic system).
	ALL		The overall tone of the paper seems to take it for granted that the reader knows the assignment, instead of truly introducing the subject and logically walking through the different brain structures.
<b>Organization:</b> <i>Structuring main ideas and supporting information</i>	1	1-8	The work sample does not provide a strong unifying opening statement that connects the brain to behavior.
	2	17-20	The work sample lacks a strong conclusion. The author does not summarize the main points of the essay.
<b>Accuracy:</b> <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>	2	3	The paper’s in-text citations are not consistently formatted correctly.
	2	12-14	Issues with grammar and readability distract from the content of the essay.
	2	22-24	The Works Cited section is incorrectly formatted.