

# FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

# CCE

## ENGLISH LANGUAGE ARTS (Common Core)

Tuesday, January 26, 2016— 1:15 to 4:15 p.m., only

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department’s web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts (Common Core). More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)*.

#### Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. The scoring key for this exam is provided below. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Correct Answers				
Part 1				
1 ..... 4 .....	6 ..... 1 .....	10 ..... 4 .....	15 ..... 1 .....	20 ..... 1 .....
2 ..... 3 .....	7 ..... 1 .....	11 ..... 1 .....	16 ..... 4 .....	21 ..... 4 .....
3 ..... 1 .....	8 ..... 3 .....	12 ..... 2 .....	17 ..... 2 .....	22 ..... 4 .....
4 ..... 2 .....	9 ..... 4 .....	13 ..... 3 .....	18 ..... 1 .....	23 ..... 2 .....
5 ..... 3 .....		14 ..... 1 .....	19 ..... 2 .....	24 ..... 1 .....

## Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

### *Introduction to the Tasks*

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

### *Introduction to the Rubric and Anchor Papers*

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

### *Practice Scoring Individually*

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

**Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)  
Part 2 Rubric

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
<b>Content and Analysis:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim  -do not demonstrate analysis of the texts
<b>Command of Evidence:</b> the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts  -do not make use of citations
<b>Coherence, Organization, and Style:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
<b>Control of Conventions:</b> the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Our world is plagued by hunger and disease. Nature, itself, creates devastation: droughts and floods, extreme heat and cold. Humans pollute the air and the environment. At times our human existence seems very fragile. Some scientists believe they can solve many of these formidable problems through genetic engineering of organisms that will produce crops resistant to disease and drought, simultaneously increasing production of food to end world hunger. However, the risks and uncertainties of the unknown, future effects of GMOs make those assumptions a bitter and possible deadly consequence. Many Americans and other world citizens and governments strongly object to GMOs.

An original benefit of GMOs was to create a crop, such as corn or soybean, that was capable of producing its own pesticide (Text 1, lines 2-4). However, according to a 2009 report, "overall pesticide use ~~has~~ dramatically increased... after GM crops were introduced" (Text 2, lines 30-32). Moreover, a vicious and potentially deadly cycle has been produced: GM crops are created that are resistant to even more volatile and dangerous toxic pesticides, including one that mimics Agent Orange (Text 2, lines 36-37). Imagine eating any kind of produce with such a deadly toxin absorbed into its cells, and then imagine what these pesticides are doing to the environment. GMOs are endangering humans' very existence.

Even though some studies show that GM foods are currently safe for human consumption, there are no long-term guarantees. Everyone agrees that there is "inadequate testing and regulation" (Text 3, lines 5-6). How can America calmly allow its citizens, from infants to the elderly, to eat food whose long term health benefits are questionable,

Food that may, in fact, create allergies or diseases resistant to antibiotics? Just as crops are becoming resistant to pesticides, humans will become resistant to antibiotics, creating a horror show of virulent diseases. How can Americans allow GM foods that create risks, such as "infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and changes in organs"? (Text 2, lines 22-23). Is there any solace in knowing there might be a meager vitamin A-enhancement in some rice and tomatoes? (Text 1, lines 63-64). The unknown <sup>future</sup> <sup>negative</sup> effects far outweigh any <sup>positive</sup> present day GM manipulation.

Even our choice to eat only organic food has been radically compromised because of GMO crops. Farmers rightly fear cross-pollination that naturally, and uncontrollably, occurs between organic and GM crops (Text 1, lines 38-41). Additionally, there is little help even choosing food free of GMOs. "The US government took the official position that GM goods... didn't require safety testing or labeling" (Text 2, lines 8-10) despite the fact that "80% of the food on grocery-store shelves already contains" GMOs (Text 1, line 20).

Plus, GMOs are routinely fed to livestock. Americans' right to know and their health are being blatantly ignored by the government.

Proponents of GMOs claim GMOs will end world hunger. David Zilberman, an economist and researcher, cites that GMOs have "raised the output of corn, cotton and soy by 20 to 30 percent" (Text 4, lines 6-7). Yet, Andrea Sonino, "chief of research at the UN food agency, said total food production at present is enough to feed the entire global population" (Text 3, lines 31-32). Therefore, the answer to world hunger is not the creation of GMOs or an increase in crop production, with all the serious risks to the environment and the consumers, but a better, humane distribution of food to those

suffering from hunger

It is very clear, then, that GMOs harm the environment and will harm those who consume them. Any slight current benefits of some GMOs do not offset the harm of unregulated and untested GM products. The American public, unlike almost all other nations, is being blindly led down a road covered with ecological poisons and health disasters. As the line suggests in Text 2, "No Benefits, Just Risks" (Text 2, paragraph divider).

**Anchor Level 6–A**

The essay introduces a precise and insightful claim, as directed by the task (*However, the risks and uncertainties of the unknown, future effects of GMOs make those assumptions a bitter and possible deadly consequence*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Proponents of GMOs claim GMOs will end world hunger ... Yet, Andrea Sonnino, "chief of research at the U.N. food agency, said total food production at present is enough to feed the entire global population" ... Therefore, the answer to world hunger is not the creation of GMOs or an increase in crop production, with all the serious risks to the environment and the consumers, but a better, humane distribution of food to those suffering from hunger*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Moreover, a vicious and potentially deadly cycle has been produced: GM crops are created that are resistant to even more volatile and dangerous toxic pesticides, including one that mimics Agent Orange; Everyone agrees that there is "inadequate testing and regulation"; Farmers rightly fear cross-pollination that naturally, and uncontrollably, occurs between organic and GM crops*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 2, lines 22-23 and Text 4, lines 6-7*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by clearly establishing both the claim and counterclaim in the introduction, then providing support for the argument in four body paragraphs that challenge the possible environmental and nutritional benefits of GM crops, and ending with a conclusion that clearly reiterates the claim (*It is very clear, then, that GMOs harm the environment and will harm those who consume them. Any slight current benefits of some GMOs do not offset the harm of unregulated and untested GM products*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Our world is plagued by hunger and disease. Nature, itself, creates devastation: droughts and floods, extreme heat and cold*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Technology is constantly evolving in hopes of somehow helping the plight of mankind and easing human suffering. However, some technological advances are more controversial than others, and so begs the question of whether or not the human population is truly benefitting from these advances or if it puts humans at higher risk. One such case can be seen in the debate over production and consumption of genetically modified food and crops. Many arguments can be made for and against, but given the lack of substantial concrete evidence to make a strong case, the best solution to this issue, for the time being, is to allow for the production and consumption of genetically modified foods, but with measures of precaution taken to ensure public health safety.

Many object to genetically modified foods for the negative effects it may have on the health and well-being of both the human population and the environment. Although there is a lack of solid evidence, GMO's can potentially "create new toxins and allergens" (Text 2, lines 6-11) as well as other serious health risks, such as "infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs" (Text 2, lines 22-23). Aside from the harm it could potentially pose to people, it can also

contaminate other organic plants and has only resulted in a higher use of pesticides (thereby creating higher pesticide immunity in plants and bugs), which again poses a threat to sound ecology. It holds no nutritional benefits and, for the most part, seems to benefit no parties involved aside from the chemical producers.

However, many of these negatives are only theoretical fears, as a lack of definitive research makes it difficult to say one thing or the other. The U.S. gov. argues that it's safe for consumption. ✓ GMOs were developed to have many positive effects; namely ending world hunger, lowering food prices, and accelerating food production. (Text 4, lines 4-9, Text 1, lines 10-15). It has also supposedly allowed farmers to use less pesticides (Text 4, line 6). Once more, very little is known of whether or not GMOs have actually been able to assist in any of these aspects, although the same argument can be made for the other side.

The primary issue, despite all the theoretical potential health effects, lies in the ability of Americans to choose whether or not they want to ingest these products. In the U.S., most products contain GMOs due to the genetic modification of corn, soy, and canola—all of which are heavily consumed in other products. (Text 1, <sup>lines</sup> 20-22)

Even if one wanted to avoid GMO products,



many containing GMO are not labeled and ~~is~~ some organic crops are unknowingly contaminated. (Text 1, 42-48). This means that many Americans are unaware of what they're consuming, in heavy contrast to the majority of the world, where the labeling and selling of GMO products is a serious issue (Text 4 lines 10-11) (Text 3, lines 9-13). While it may be unwise to quit while one's ahead and stunt production of GMOs due to risks that have yet to reveal themselves, it's equally risky and ill-advised to leave sales and production too unregulated if it does prove to be dangerous later on. For this reason, some Americans have decided to try to get the government to pass laws in relation to labeling (Text 3, lines 44-46).

Genetically modified products are still too early off in their stage of infancy for the world to truly know what to do with them. Only time will be able to prove whether or not these products are genuinely completely safe for public consumption, so in the mean time, it ~~is~~ certainly would not be in poor taste to take some precautions until then.

## Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*the best solution to this issue, for the time being, is to allow for the production and consumption of genetically modified foods, but with measures of precaution taken to ensure public health safety*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many object to genetically modified foods for the negative effects it may have on the health and well-being of both the human population and the environment and However, many of these negatives are only theoretical fears, as a lack of definitive research makes it difficult to say one thing or the other*). The essay presents ideas fully and thoughtfully (*This means that many Americans are unaware of what they're consuming, in heavy contrast to the majority of the world, where the labeling and selling of GMO products is a serious issue*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*GMOs were developed to have many positive effects; namely ending world hunger, lowering food prices, and accelerating food production and In the US, most products contain GMOs due to the genetic modification of corn, soy, and canola – all of which are heavily consumed in other products*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, lines 22-23) and (Text 3, lines 44-46)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that states the claim and introduces arguments relating to *whether or not the human population is truly benefitting from these advances or if it puts humans at higher risk*, followed by three body paragraphs and a concluding paragraph that reiterates the claim (*Only time will be able to prove whether or not these products are genuinely completely safe for public consumption, so in the mean time, it certainly would not be in poor taste to take some precautions*). The essay establishes and maintains a formal style, using sophisticated language and structure (*The primary issue, despite all the theoretical potential health effects, lies in the ability of Americans to choose whether or not they want to ingest these products*). The essay demonstrates control of conventions, exhibiting occasional errors (*advances or if it, foods ... it, enviroment, containinate*) only when using sophisticated language.

Genetically modifying food is becoming a well known topic throughout the world. Many organizations will argue that GM foods are not harmful and can help solve world problems, but there is no sufficient evidence of any positive outcomes from GM foods. Food should not be genetically modified because of the risks and the unfulfilled promises of help it has brought.

Healthy food is not obtained by inserting items into crops. "A GMO is created by injecting genetic material from plants, animals, or bacteria into a crop" (Text 1, lines 1-2). By placing genetic materials into crops, the composition of crops will be altered and could create a more harmful substance that people will consume. The reasoning behind this idea is not harmful by itself, "The idea is to make the plant resistant to insect damage and to limit the amount of harmful pesticides farmers have to spray" (Text 1, lines 4-6), but studies show "pesticide use dramatically increased - about 318 million pounds - in the first thirteen years after GM crops were introduced" <sup>(Text 2, lines 31-32)</sup>. This shows the unsuccessfulness of the promises of GM food. Using more pesticides only increases health risks and problems with produce. The USDA claims that "... they are safe, and there have been no documented cases of illness due to consumption of GMOs." (Text 1, lines 33-34). While this would be easy to believe, people have to realize what is happening, or can happen, by injecting materials into items that they will consume. "AAEM says that there are serious health risks

associated with eating GM foods, including infertility, immune system problems, accelerated aging, disruption of insulin, and cholesterol regulation, gastrointestinal issues, and changes in organs" (Text 2, lines 21-23). Because GM foods are not labeled in stores, these risks are unknown to consumers. GM foods greatly contribute to increasing health problems. Issues with health is always a problem, but so is world hunger. The population in our world will always be increasing, so hunger will correlate with population. World hunger can be stopped without the use of GM foods. Although it has been said, "Proponents of genetically modified foods say they are safe and can boost harvests even in bad conditions..." (Text 3, lines 18-19) it has shown "...only a modest increase in yields since the 1990s" (Text 3, lines 24-25). In a long period of time if only some increase has occurred it is not very successful. GM foods are not necessary to help stop world hunger. "...total food production at present is enough to feed the entire global population" (Text 3, lines 31-32). World hunger can be stopped by smart strategizing and distribution, not by genetically modifying.

The idea of GM foods is not bad or hard to understand, but the risks and unsuccessful results make GM foods an unappealing action. Foods should not be genetically modified if there are not going to be sufficient beneficial results that are unharmed to humans.

## Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Food should not be genetically modified because of the risks and the unfulfilled promises of help it has brought*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The population in our world will always be increasing, so hunger will correlate with population. World hunger can be stopped without the use of GM foods*) and to distinguish the claim from alternate or opposing claims (*The USDA claims that “... they are safe, ... While this would be easy to believe, people have to realize what is happening, or can happen, by injecting materials into items that they will consume*). The essay presents ideas fully and thoughtfully (*Many organizations will argue that GM foods are not harmful and can help solve world problems, but there is no sufficient evidence of any positive outcomes from GM foods*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*The reasoning behind this idea is not harmful by itself, “The idea is to make the plant resistant to insect damage and to limit the amount of harmful pesticides farmers have to spray” ... but studies show “pesticide use dramatically increased – about 318 million pounds – the first thirteen years after GM crops were introduced”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 1-2) and (Text 2, lines 21-23)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph that establishes the claim and counterclaim. Each of the three supporting paragraphs addresses an aspect of the counterclaim and then refutes it (*Although it has been said, “Proponents of genetically modified foods say they are safe and can boost harvests even in bad conditions” ... it has shown “...only a modest increase in yields since the 1990s”*). The conclusion appropriately sums up the essay (*Foods should not be genetically modified if there are not going to be sufficient beneficial results that are unharmed to humans*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*By placing genetic materials into crops, the composition of crops will be altered and could create a more harmful substance that people will consume*). The essay demonstrates control of the conventions, exhibiting occasional errors (*amout, Issues with health is, genetically modifying.*) only when using sophisticated language.

A considerable amount of food purchased at local supermarkets is already genetically modified. Is this process safe, one might ask? This issue has become a concern for many as the public becomes more aware of this process. However, scientists have proven that humans do not ingest any of the materials used to modify these plants. Therefore, food should be allowed to be genetically modified.

The plants in question ~~can be~~ are called GMOs (Genetically Modified Organisms). One positive aspect is that a genetically modified organism is said to be "capable of producing its own pesticide." (Text 1, lines 3-4) If crops are able to create their own protection from insects, then less pesticides will have to be used on farms. Pesticides can be harmful to humans. A farmer would be safer if he or she does not have to spray toxic material in the air and on the plants. If airborne, these toxins have the ability to harm humans. From one's understanding of biology, one knows that pesticides sprayed can also get into drinking water which is also harmful to individuals. Overall, pesticides that are sprayed can be extremely dangerous, but if these GMOs produce their own pesticide, then that threat is gone (Text 1, lines 1-9). "It has increased farmer safety by allowing them to use less pesticide." (Text 4, line 1).

In addition, genetically modified plants have no effect on the human body. These foods are completely safe to eat. "GM corn and soybeans are often used

in livestock feed, though there's no evidence that GMOs show up in your steak or chops." (Text 1, lines 29-31)

Modified food is safe for both animals and humans.

There is not a risk of digesting one completely because "Scientists have never found genetic material that could survive a trip through the human gut and make it into cells." (Text 4, lines 24-25) Therefore, genetically modified food should be able to be produced because it has no harmful effects on humans or animals.

Finally, through the production of genetically modified organisms, one can essentially end world hunger. With the rising population there will be more people in the world born into families that cannot afford food. These GMO foods have the ability to "boost harvests even in bad conditions." (Text 3, lines 18-19) Even if a certain country had a bad environment for growing crops, enough will be produced to supply food to other countries that do not have the necessary resources to do so. One could say that this will "be essential to meeting the needs of a booming population in decades to come and avoid starvation." (Text 3, lines 20-21)

If food was able to be genetically modified, it would have the potential to help many starving adults and children.

On the other side, some people are afraid of any potential effects of modified food. "Based on animal research with GM foods, the American Academy of Environmental Medicine (AAEM) says that there are serious health risks associated with eating GM foods, including infertility,

immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues and changes in organs." (Text 2, lines 19-23)

One could agree with this statement. If one does not know exactly what one is eating there could be concern about harmful effects. However, if those modified foods were labeled, one would know what he/she is buying. If the food is fine, does not harm you, and is clearly labelled "modified food," one's fear and stress should be relieved. Many other scientists have found "no ill health effects." (Text 3, line 4) to be associated with these types of food. The labeled food should give the consumer peace of mind and will cause them to feel safer and approve genetically modified food.

In conclusion, foods should be able to be genetically modified. These foods do not harm humans or animals based upon the facts and evidence provided. The rate at which these foods are produced can allow all people together to stop world hunger. Overall there are many more positive reasons to support genetically modified food plants than there are negatives.



## Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*However, scientists have proven that humans do not ingest any of the materials used to modify these plants. Therefore, food should be allowed to be genetically modified*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*If the food is fine, does not harm you, and is clearly labelled “modified food,” one’s fear and stress should be releaved*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*If crops are able to create their own protection from insects, then less pesticides will have to be used on farms and These GMO foods have the ability to “boost harvests even in bad conditions”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, lines 18-19*) and (*Text 2, lines 19-23*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a claim, followed by three paragraphs supporting the claim and one paragraph addressing the counterclaim, and concluding with a reiteration of the introductory claim (*In conclusion, foods should be able to be genetically modified. These foods do not harm humans or animals based upon the facts and evidence provided*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Finally, through the production of genetically modified organisms, one can essentially end world hunger*). The essay demonstrates control of the conventions, exhibiting occasional errors (*completly, population there, nescicary, potential, releaved*) only when using sophisticated language.

The Genetic Modification of food has been scientifically backed up by several credible organizations stating GMOs pose no real threats. All opinions and reasons that say otherwise are only theoretical.

There ~~are~~ is no documentation proving that GMOs are unsafe. The FDA, USDA, prominent scientific and science organizations have all regarded GMOs as being safe and presenting no real health risks. Eighty-percent of food we already find in the grocery store contains some ~~of~~ ingredients that are genetically modified (Text one, lines 20-21) A plant molecular biologist, Goldberg, says "we've been eating this stuff for years, and there has been no illness directly related to the consumption of GMOs (Text four, lines 28-29). We've all already consumed a genetically modified food at some point in our lives, no matter how natural we try to eat and that's a fact of life. GMOs are unavoidable in our modern world and since they have not been proven to cause damage to our bodies, there is no reason to avoid them.

All worries that have been presented by anti-GMO activists are only theoretical "what ifs" that have no scientific data to back them up. Until further research is done and there is proof of the negative long-term affect on GM consumption it's safe to say, don't fret. Gregory Jaffe <sup>being</sup> mentioned in Text 4, line 41, gives the article its title. He is a well known director of biotechnology that agrees "Recent GM crops are safe to [be] eat [en]."

There are actually several benefits to the production of GM crops. One being the chance at having more nutrient rich foods than ever. Vegetables are being produced with cancer-fighting antioxidants, fewer or now saturated + trans fats and other increases in vitamins that are significant (Text 1, line 63). It has also been pointed out by GM activist Mark Lynas that the only records of food disasters has been from those of non-GM origin (Text 4, line 34).

Aside from that the production of GM ~~food~~<sup>crops</sup> could be beneficial to combating world hunger in years to come. Because the world's population is predicted to increase by 2 billion people, we will need to find new ways to produce enough, safe food for everyone - especially those that are already going hungry. To be able to meet the needs of booming populations, we will need the drought-resistant, pest resistant crops that are already being proposed (Text 3, line 20) with GM crops. There will be less losses in the future concerning necessary crops + food will be available at lower costs for starving nations (Text 3, line 24).

~~It has been~~ ~~read~~ ~~in~~ ~~the~~ ~~text~~ ~~that~~ ~~the~~ ~~benefits~~ ~~of~~ ~~GM~~ ~~crops~~ ~~greatly~~ ~~outweigh~~ ~~the~~ ~~risks~~ ~~and~~ ~~the~~ ~~use~~ ~~of~~ ~~them~~ ~~could~~ ~~not~~ ~~cease~~, ~~as~~ ~~they~~ ~~could~~ ~~bring~~ ~~about~~ ~~many~~ ~~positive~~ ~~outcomes~~ ~~for~~ ~~our~~ ~~growing~~ ~~future~~.

## Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*The Genetic Modification of food has been scientifically backed up by several credible organizations stating GMOs pose no real threats. All opinions and reasons that say otherwise are only theoretical*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*GMOs are unavoidable in our modern world and since they have not been proven to cause damage to our bodies there is no reason to avoid them*) and to distinguish the claim from alternate or opposing claims (*All worries that have been presented by anti-GMO activists are only theoretical “what ifs” that have no scientific data to back them up*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The FDA, USDA, prominent scientists and science organizations have all regarded GMOs as being safe and presenting no real health risks and to be able to meet the needs of booming populations, we will need the drought-resistant, pest resistant crops that are already being proposed*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, although multiple, as opposed to single, line numbers would make the citations more exact [(Text one, lines 20-21) and (Text 3, line 24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an introduction that establishes the claim and counterclaim, four body paragraphs that build support for the argument, focusing on GMO’s prevalence, apparent safety, benefits, and importance in *combating world hunger*. The conclusion summarizes the essay by pointing out how *the benefits of GM crops greatly outweigh the risks and the use of them should not cease, as they could bring about many positive outcomes for our growing future*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Americans have eaten genetically modified foods for decades before even knowing about the practice of genetic modification*), although sometimes imprecise (*affect* for “effect”, *now* for “no”, *million* for “billion”). The essay demonstrates control of the conventions, exhibiting occasional errors (*crops. One; signifigant; records ... has been; Aside from that the*) only when using sophisticated language.

Every day, researchers are discovering new ways to do things and making significant advances in the science field. Many of these scientists are using their expertise to alleviate ~~most~~ problems that are widespread, like world hunger. This is how GMOs, or Genetically Modified Organisms came about. But people remain apprehensive like myself. I am of the opinion that GMO's can be beneficial to a certain extent, but overall our lack of knowledge should be carefully observed when promoting the distribution of GMOs.

People who promote it, ~~like the~~ <sup>mentioned in</sup> ~~author~~ <sup>in</sup> text 1 ~~argue~~ and text 3 argue mostly that the benefits outweigh the little, if non-existent risks. A major benefit is ~~the~~ <sup>its</sup> usefulness in combating world hunger. In text 1, lines 12-13 it states, "Some GMO supporters say that both applications are necessary to help feed a growing population, especially in poor countries where famine and drought are common." Although there is some doubt, this seems like a logical solution to an underproduction problem. Also, the risk of the food itself has been reviewed by major <sup>organisations</sup> ~~institutions~~ like the FDA and the WHO. In text 3 lines 3-4, it is explained, "The FDA generally recognized these foods as safe, and the World Health Org. has said no ill effects have resulted on the international

market." Opponents like myself feel that ~~the~~ <sup>we</sup> risks <sup>are</sup> too uncertain of the risks to fully implement GMOs into our diets. In text 2 lines 21-23 it says that the AAEM says serious health risks have been connected to ~~the~~ consumption of GMOs. While this may or may not be true, what is certain is that we don't know the long term effects. Serious gastrointestinal diseases could occur as a result, as well as other digestive diseases. I also feel if we must have GMOs, it should be mandatory to label them. According to text 2 lines 8-11, GMOs have to be labeled by law in 40 different countries. It is important that people know ~~use~~ the potential risks before consuming products that not much is known about. In conclusion, ~~the~~ <sup>advances</sup> in science happen every day as researchers try to find scientific solutions to age-old problems. The usage of GMOs to alleviate these problems ~~as ever~~ have been debated with great ~~with~~ great on a worldwide scale, and no one truly knows if the benefits outweigh the risks. Only through truthful, ~~ce~~ thorough and careful observation will we come to the proper conclusion on GMOs and answer the question, "Should food be genetically modified?"

#### Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*GMO's can be beneficial to a certain extent, but overall our lack of knowledge should be carefully observed when promoting the distribution of GMOs*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*People who promote it, mentioned in text 1 and text 3 argue mostly that the benefits outweigh the little, if non-existent risks*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Serious gastrointestinal diseases could occur as a result, as well as other digestive diseases and According to text 2 lines 8-11, GMOs have to be labeled by law in 40 different countries*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 1, lines 12-13 and In text 3 lines 3-4*) although some quotes are inaccurately copied. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim, one paragraph that addresses the counterclaim, one paragraph that supports the claim, and a conclusion that restates ideas from the opening paragraph (*In conclusion, advances in science happen every day as researchers try to find scientific solutions to age-old problems*). The final two paragraphs are not conventionally formatted, but are indicated by a gap between the final word of the previous paragraph and the first word of the following paragraph. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Many of these scientists are using their expertise to alleviate problems that are widespread, like world hunger*). The essay demonstrates control of conventions, exhibiting occasional errors (*Organisms came about, not much is know, The usage ... have been debated*) only when using sophisticated language.

Food should be genetically modified because it poses almost no risks and leads to the use of fewer pesticides and more nutritionally-dense foods. This claim differs from that of people that believe food should not be genetically modified because it is supported by empirical research and many educated people who have based their views upon critical analysis of data regarding GMOs. For example, people that are against genetically modified foods because they believe that the health risks associated with GM foods include infertility, immune system problems, accelerated aging, disruption of insulin and cholesterol regulation, gastrointestinal issues, and changes in organs, which is stated in Text 2, lines 21-23. However, these conclusions are drawn from animal research with GM foods and it is invalid to extend these conclusions to humans because there have been no illnesses recorded due to GMO foods. The illnesses present in animals may be due to other variables but it is impossible for researchers to be certain because



animals cannot use language to state their concerns. As stated in Text 1, lines 5-6, GM genetic modification makes plants more resistant to insect damage and limits the amount of harmful pesticides farmers have to spray. This claim is also supported by Text 2 in lines 4-5. These ~~per~~ lines state that genetic modification makes crops tolerant to herbicides and makes crops that produce their own insecticides. This can be of tremendous benefit to ~~both~~ consumers, crops, and ~~farmer~~ the environment because it decreases the degree to which plants are infested by harmful pesticides that can ~~be~~ toxic to consumers.

The degree to which genetically modified foods are harmful is doubtful. As stated in Text 3, line 7, it an assertion is made that suggests that genetically modified foods can increase the prevalence of allergies or diseases that are resistant to antibiotics. However, the passage even

acknowledges the weakness of this statement as he states that there is no scientific evidence to support such a claim. In Text 1, lines 32-33, it is ~~supported~~<sup>stated</sup> that federal agencies like the U.S. Food and Drug Administration and the U.S. Department of Agriculture see no health risks that result from GM foods.

Genetically modified food can tremendously benefit consumers as it can add nutrients to foods that otherwise had no nutrients. For example, in text 1 lines 59-60 large amounts of Vitamin C have been added to corn as the amount of lycopene in tomatoes has been increased. I also believe that food should be genetically engineered because although it may not solve the problem of international hunger, it can ~~increase~~<sup>increase</sup> the amounts of produced crops in the world which will eventually decrease world hunger. Genetic modification of food poses no threats to the

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**Anchor Paper – Part 2 – Level 4 – B**

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consumers and it increases the resilience  
of crops while <sup>giving</sup> ~~adding~~ <sup>them</sup> nutrients.  
~~Genetic engineering~~ modification should  
be adopted into all countries.

**Anchor Level 4–B**

The essay introduces a precise claim, as directed by the task (*Food should be genetically modified because it poses almost no risks and leads to the use of fewer pesticides and more nutritionally-dense foods*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This claim differs from that of people that believe food should not be genetically modified because it is supported by empirical research and many educated people who have based their views upon critical analysis of data regarding GMOs*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*This can be of tremendous benefit to consumers, crops, and the environment because it decreases the degree to which plants are infected by harmful pesticides that can be toxic to consumers*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material (*supported by Text 2 in lines 4-5 and stated in Text 3, line 7*). While the evidence used from Text 2, lines 21-23 is properly cited, the copied evidence (*infertility, ... changes in organs*) is not indicated by quotation marks. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states a claim and a counterclaim and discusses specific advantages of GM crops. The body paragraph addresses a second counterclaim (*The degree to which genetically modified foods are harmful is doubtful*) and the concluding paragraph discusses benefits of GM crops for consumers, closing with a summation (*Genetic modification of food poses no threats to the consumer and it increases the resilience of crops while giving them nutrients*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*However, these conclusion are drawn from animal research with GM foods and it is invalid to extend these conclusions to humans because there have been no illnesses recorded due to GMO foods*). The essay demonstrates partial control, exhibiting occasional errors (*GMOs. For example, people ... in Text 2, lines 21-23; assertion; as he states; scientific*) that do not hinder comprehension.

The United States started with the first thirteen colonies and little by little began to expand. Now the world's population is seven billion and counting. ~~We've gotten so huge as a nation~~ Due to our worldwide increase food is among ~~some of~~ the things that are highly demanded. Yet, in order to feed a large crowd we need sufficient food which was made possible by Genetically Modified Organisms. These organisms help us make food quicker, but it really deteriorates us slowly. Food shouldn't be genetically modified because of inadequate testing and regulations that pose a threat to human's health.

The biggest concern about GMO's is the fact that the public is unaware of how it's in the majority of our foods. Some health risks associated with eating GM foods involve immune system problems, accelerated aging, and changes in organisms. ~~Text 2, lines 21-22~~ (Text 2, lines 21-22). This is extremely concerning to the public because one's food should be tested to make sure one does not get sick. Covertly, before allowing companies to practice genetically engineering foods, the FDA told the United States about the negative

outselves and the government ignored them and allowed these companies to continue. These never before seen foods can create new toxins and allergens whose safety is yet to be tested (Text 2, line 6-8).

The good news is that there are some people taking ~~advantage of~~ matters into their own hands. Maine and Connecticut have ~~banned G.M.s from their state~~ passed laws to label these types of foods (47-48, Text 3).

Also, in Europe they have banned GM food that due to the health risks associated with them (12-14, text 3). Yet, they only allow things like ~~corn~~ soy for animal ~~to~~ feed.

~~Although~~, many scientists may argue that GMO's have a clean record, ~~they are wrong~~. This is due to the fact that no illnesses have been reported from GMO's (31-32, Text 4). ~~They~~ Experts also argue that these genetically engineered foods will help cure world hunger, (Text 3, 31-32). Yet, I disagree. The world is still starving, specially

in Africa. The problem is that the food isn't getting distributed properly. These companies are also not doing anything to benefit the consumers, but instead they're doing it to benefit themselves.

The point is that GM foods are doing more damage than fixes. People are ~~still~~ becoming increasingly more obese and more health issues are rising. The people should at least be warned that they are consuming these types of foods. Our government is in a constant battle when it comes to healthcare, but maybe they should stop these types of productions to avoid the spending.

**Anchor Level 4-C**

The essay introduces a precise claim, as directed by the task (*Food shouldn't be genetically modified because of inadequate testing and regulations that pose a threat to humans health*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims [*Many scientists may argue that GMO's have a clean record and Experts also Argue that these genetically egineered foods will help cure world hunger, (Text 3, 31-32). Yet, I disagree*]. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Also, in Europe they have banned GM food due to the health risks associated with them*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(*Text 2, lines 21-2*) and (*Tex 2, line 6-8*)], although in some citations, text and line numbers are reversed [(*47-48, Text 3*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay. The essay has an introduction about the worldwide demand for food, two body paragraphs supporting the claim, a third body paragraph addressing the counterclaims, and a conclusion summing up various problems with GM foods (*The point is that GM foods are doing more damage than fixes*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Due to our worldwide increase food is among the things that are highly demanded, This is extremely Concerning to the public, who's for "whose", their for "they're"*). The essay demonstrates partial control, exhibiting occasional errors (*organisms help ... but it, humans health, GMO's ... how it's in*) that do not hinder comprehension.