

# FOR TEACHERS ONLY

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

# CCE

## ENGLISH LANGUAGE ARTS (Common Core)

Tuesday, January 24, 2017—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 ..... <b>3</b> .....	6 ..... <b>4</b> .....	11 ..... <b>4</b> .....	15 ..... <b>1</b> .....	20 ..... <b>3</b> .....
2 ..... <b>1</b> .....	7 ..... <b>3</b> .....	12 ..... <b>2</b> .....	16 ..... <b>2</b> .....	21 ..... <b>1</b> .....
3 ..... <b>2</b> .....	8 ..... <b>2</b> .....	13 ..... <b>3</b> .....	17 ..... <b>1</b> .....	22 ..... <b>4</b> .....
4 ..... <b>2</b> .....	9 ..... <b>1</b> .....	14 ..... <b>3</b> .....	18 ..... <b>4</b> .....	23 ..... <b>3</b> .....
5 ..... <b>4</b> .....	10 ..... <b>3</b> .....		19 ..... <b>2</b> .....	24 ..... <b>1</b> .....

## 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.

Daylight Saving Time (DST) became part of American life during World War I when the conservation of energy resources was paramount. Over the past century DST has undergone several reforms in order to meet the needs of the nation and its people. Although some argue that DST should be eliminated due to certain drawbacks, DST should remain in existence because of the many benefits it brings to the economy and society.

Some oppose DST due to perceived flaws in the system believed to be outdated and ineffective.

One argument against DST is that it lacks unity. After the Uniform Time Act of 1966, "states still had the ability to be exempt from DST by passing a local ordinance" (Text 1, lines 20-21).

As a result, "Hawaii and most of Arizona" (Text 1 line 35) have opted out of DST and the system is not entirely unified across the nation. However, this minor flaw is significantly overshadowed by the benefits of DST. Also, opponents argue that DST actually increases fuel consumption.

"Gas consumption goes up during daylight saving time...

More driving also means more carbon dioxide in the atmosphere..." (Text 4, lines 21-25). Not only do opponents

argue that gas consumption rises, but also climate change is accelerated. ~~Therefore~~ This argument conflicts with most other

data, therefore, this argument is invalid. Another argument against

DST is that it may be harmful ~~to human health~~ to

human health. "A disadvantage of observing daylight

savings time is the disturbance in sleep pattern" (Text 2

line 45). However, DST actually benefits health and the <sup>major</sup>

~~temp~~ and temporary disruption of sleep pattern is insignificant.

Although arguments exist in favor of eliminating daylight saving time, these arguments are based on insignificant premises.

Daylight saving time is found to be beneficial to the economy in several ways. In accordance with its original purpose, DST decreases energy consumption. For businesses, "... a clock advance of one hour allows them to save significant energy for lighting" (Text 3, lines 4-5).

Saving ~~resources~~ money and energy resources is important to ~~so~~ improving America's economy. Also, DST has been found to save a vast amount of natural resources used for energy.

"DST saved the energy equivalent of 10,000 barrels of oil each day" (Text 1, lines 24).

Preserving our natural resources and maintaining efficiency in energy production is critical for economic sustainability. DST also increases business activity

from a global perspective. "A shift of clock time under DST lengthens the overlap of U.S.

business hours with Europe" (Text 3, lines 51-52). Extending business with Europe is very beneficial to America's economy.

Daylight saving time has proven to be, and should continue to be, very beneficial to America's economy.

~~DST also also~~

The positive impacts of DST are also seen in society, specifically health and crime (crime has been

~~found to~~ reduced during DST. "... [M]ore light in the evening decreases the opportunity for street crime against people returning home from work" (Text 3, lines 45-46).

Daylight savings reduces crime due to the extended number of daylight hours in the afternoon, and this is just one of

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## Anchor Paper – Part 2 – Level 6 – A

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its many great impacts on the well-being of society. Daylight Savings also benefits the health of people. "An advantage of observing daylight savings time is having the ability to prevent vitamin D deficiency" ~~that is~~ (Text 2, lines 9-10). Sunlight aids in the production of vitamin D in the body, and extending the amount of daylight time into the afternoon lowers vitamin D deficiency rates. Although the societal impacts of DST may be overlooked, the impact is significant and highly beneficial to people's well-being.

Daylight Saving Time has been a topic of controversy for many years. Although some may argue that it should be eliminated because it is an ineffective and outdated system, ~~the~~ DST should remain in existence because of its many benefits to commerce, health, crime rates, and energy consumption.

### Anchor Level 6-A

The essay introduces a precise and insightful claim, as directed by the task (*Over the past century DST has undergone several reforms in order to meet the needs of the nation and its people and DST should remain in existence because of the many benefits it brings to the economy and society*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In accordance with its original purpose, DST decreases energy consumption and saving money and energy resources is important to improving America's economy*) and to distinguish the claim from alternate or opposing claims (*One argument against DST is that it lacks unity ... However, this minor flaw is significantly overshadowed by the benefits of DST*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*"DST saved the energy equivalent of 10,000 barrels of oil each day" ... Preserving our natural resources and maintaining efficiency in energy production is critical for economic sustainability and DST also increases business activity from a global perspective ... Extending business with Europe is very beneficial to America's economy*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 4-5) and (Text 1, line 24)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that states the claim, references the counterclaim, and establishes a focus on economic and social benefits of DST, then presents a second paragraph of counterclaim rebuttal, followed by two paragraphs that support first the economic and then the societal benefits of DST, ending with a summary conclusion (*DST should remain in existence because of its many benefits to commerce, health, crime rates, and energy consumption*). The essay establishes and maintains a formal style, using sophisticated language (*Daylight Saving Time (DST) became part of American life during World War I when the conservation of energy resources was paramount*) and structure (*This argument conflicts with most other data; therefore, this argument is invalid*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Daylight Savings Time (or DST) was first used by Germany in 1916 during World War I.

Since then, many countries have begun using DST, including the United States officially adopting it in 1966 with the Uniform Time Act. The reasoning for using DST is that it is believed the hour change of clocks can conserve energy. Some people believe Daylight Savings Time should be eliminated in the United States since it is not noticeably beneficial.

However, Daylight Savings Time should remain in the United States because there are advantages of having it even beyond energy conservation.

World War I was the first time Daylight Savings Time was introduced. Germany was the first country to use DST, and used it "to minimize the use of artificial lighting in order to save fuel for the war effort during World War I." (Text 1, lines 11-12) For many years, Daylight Savings Time ~~was~~ continued to be used, although primarily during wars. In 1966, Congress passed the Uniform Time Act, setting ~~guidelines~~ guidelines for DST in the United States. DST became particularly important in the 1973 oil embargo, as it "saved the energy equivalent of 10,000 barrels of oil each day," (Text 1, line 24) showing how beneficial DST can be. Even beyond saving energy, Daylight Savings Time's practice brings different positives.

While Daylight Savings Time helps save energy, it also has health benefits. One such benefit is

a lesser exposure to artificial lighting. This is important because without "correct light intensity and color spectrum, energy not only could be wasted but over-illumination can lead to adverse health and psychological effects." (Text 2, lines 2-4) This shows that DST can help people's health by reducing the need for lamps and light fixtures. DST also prevents Vitamin D deficiencies, caused by a lack of sunlight. This is serious because it is "considered one of the primary causes of Seasonal Affective Disorder (SAD), a serious form of the 'winter blues'." (Text 2, lines 12-13) So while the hour difference of DST may not seem like much, it can greatly improve a person's mental health in an indirect way. Some claim, however, that Daylight Savings Time is disadvantageous, as it can affect health and healthcare devices, cause a "disturbance in sleep pattern," (Text 2, line 45) and disrupt a farmer's morning productivity. This is not sufficient support, though, as many of these disadvantages can depend on the a person's individual situation.

Energy conservation is a primary impact of Daylight Savings Time, but it is not the only impact. With Daylight Savings Time in place, "(t)he extra hour of evening daylight saves most households one hour of electricity for evening lighting, and also draws people outdoors, cutting additional indoor energy use." (Text 3, lines 5-7) This shows that DST can not only have economic benefits for families, but also be beneficial to the environment. Daylight Savings Time also has a benefit in relation to traffic. A "DOT



Study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time." (Text 3, lines 30-32) While this may not seem very significant, it led to "approximately fifty lives saved and two thousand injuries avoided", (Text 3, lines 32-33), a benefit that can't be ignored. DST also affects crime as "(t)he DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time." (Text 3, lines 46-47) If for nothing else, this statistic is <sup>reason</sup> enough ~~reason~~ for supporting Daylight Savings Time in the United States.

Some people claim Daylight Savings Time should be eliminated in the United States, but this opinion is misguided. In the United States alone, there are numerous reasons why DST should be kept. Whether it be to conserve energy or reduce crime, there is always a reason why DST should stay.

## Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Some people believe Daylight Savings Time should be eliminated in the United States since it is not noticeably beneficial. However, Daylight Savings Time should remain in the United States because there are advantages of having it even beyond energy conservation*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*So while the hour difference of DST may not seem like much, it can greatly improve a person’s mental health in an indirect way*) and to distinguish the claim from alternate or opposing claims (*Some claim, however, that Daylight Savings Time is disadvantageous, as it can affect health and healthcare devices, cause a “disturbance in sleep pattern,” ... and disrupt a farmer’s morning productivity. This is not sufficient support, though, as many of these disadvantages can depend on a person’s individual situation*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*DST became particularly important in the 1973 oil embargo, as it “saved the energy equivalent of 10,000 barrels of oil each day,” and This shows that DST can help people’s health by reducing the need for lamps and light fixtures. DST also prevents Vitamin D deficiencies, caused by a lack of sunlight. This is serious because it is “considered one of the primary causes of Seasonal Affective Disorder...”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 11-12) and (Text 2, line 45)]. 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 references the counterclaim, one body paragraph that introduces the historical origins of Daylight Savings Time, two paragraphs that link the health, economic, environmental, and safety benefits to show that *even beyond saving energy, Daylight Savings Time’s practice brings different positives*, and a summative conclusion that reiterates the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*While this may not seem very significant, it led to “approximately fifty lives saved and two thousand injuries avoided” ... a benefit that can’t be ignored*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

There has been much discussion as to whether or not the United States should put an end to daylight savings time (DST). The practice of setting clocks "ahead one hour when DST starts" (Text 1, line 3) has been observed by various nations for over 100 years, especially in wartime. In the United States, the "DST schedule" has been "revised several times throughout the years" (Text 1, line 30), resulting in today's eight month long period of daylight savings. While there are arguments against maintaining DST, one can not ignore all that the use of daylight savings time has done for the United States and its people. For the safety, health, and well-being of U.S. citizens, DST should not be eliminated.

On April 30, 1916, Germany used daylight savings time and became the first country to do so (Text 1, line 9). During World War I, the U.S. also used DST. According to Text 1, lines 11 and 12, "The rationale was to minimize the use of artificial lighting in order to save fuel for the war effort." The U.S. continued to use DST beyond World War I and was able to save much energy while at it. DST not only helped to save important energy resources for the war but also continued to save energy after the war.

In addition to reducing energy consumption, DST helps to make much better use of daylight. DST has the ability to reduce crime and accidents involving motor vehicles. When there is light outside, people tend to feel safer because people have a tendency to commit crimes

when it is dark outside. Text 3, lines 45 and 46 states "For example, more light in the evening decreases the opportunity for street crime against people returning home from work." Crimes committed during DST have actually decreased in some states. DST also helps to reduce the number of car accidents because it causes more daylight during the time periods in which more drivers are on the road. According to Text 3, lines 30 to 32, "... the DOT study found a 0.7 percent decrease in fatal motor vehicle accidents for March and April under DST as compared with standard time." This shows the effectiveness of DST in regard to driving safety. Although adding an hour of daylight might have some small effects, saving the lives of citizens and keeping them safe is what's important, and the U.S. should continue to do so.

Another area that DST can help with is personal health. DST can decrease cardiovascular illnesses. Although this may seem surprising, it is, in fact, true. According to Text 2, lines 21 and 22, "... sunlight may lower blood pressure, a dangerous factor for heart attacks and stroke." This is just another way that DST can save lives. Sunlight has been proven to be good for the body by increasing nitric oxide levels, and this helps lower blood pressure. Since DST adds more time of daylight, people with dangerously high blood pressures have more of a chance to lower them by getting some sun outside.

Although DST has many benefits, some people still argue that the United States should eliminate it. People that think DST should be removed may say that it isn't very effective, so what is the point of keeping it? Even though the effectiveness of DST isn't very huge, it still does a lot for our country. DST does, in fact, produce noticeable results, and all of these results together show its true potential. People may also argue that DST is confusing and causes a disturbance in sleep pattern (Text 2, line 45). In response to this, although it may take some time to adjust to, people can do it. It doesn't take much effort to adjust to just one extra hour of daylight.

The United States has been debating whether or not to eliminate daylight savings time. Because it saves energy, is good for your health, and saves lives in the process, it should not be removed. Its flaws do not outweigh its benefits. We should keep DST to better our nation.

**Anchor Level 5-A**

The essay introduces a precise and thoughtful claim, as directed by the task (*one can not ignore all that the use of daylight savings time has done for the United States and its people. For the safety, health, and well-being of U.S. citizens, DST should not be eliminated*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*DST not only helped to save important energy resources for the war but also continued to save energy after the war and saving the lives of citizens and keeping them safe is what's important, and the U.S. should continue to do so*) and to distinguish the claim from alternate or opposing claims (*People ... may say that it isn't very effective and People may also argue that DST is confusing and causes a disturbance in sleep pattern*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*DST has the ability to reduce crime and accidents involving motor-vehicles, Crimes committed during DST have actually decreased in some states, DST can decrease cardiovascular illnesses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 3) and According to Text 2, lines 21 and 22]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the topic and the claim, following with three body paragraphs that present the claim and address the counterclaims, and concluding with a summative paragraph explaining that *we should keep DST to better our nation*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*DST does, in fact, produce noticeable results, and all of these results together show its true potential*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language.

Originally, Daylight Saving Time (DST) was created to make "better use of daylight" and to conserve energy during time of crisis (Text 1, lines 1-2). During World War I, countries desperately needed to save "vital energy resources for the war" (Text 1, line 15). However, current research shows that DST actually creates more energy use rather than saves energy. Also DST causes unsafe conditions for children and those with certain health conditions. Because DST is detrimental to health and safety and no longer serves its original purpose, DST should be eliminated by the US government.

The primary reason for creating DST was to conserve energy. Data shows that the reduction of energy consumption due to DST is very rarely achieved. In fact, energy use increases as much as 4% during DST (Text 4, lines 11-12). Although less artificial lighting during DST can save money for industries and households, this saving is meaningless because of other energy consumption increases - gas consumption for shopping and recreation during extended daylight hours and more artificial lighting expenses in the dark morning hours. With more gas consumption comes the dangerous side effect of an increase in carbon dioxide emissions (Text 4, line 25). Although a few industries, like the golf and outdoor eating and grilling businesses might benefit (Text 4, lines 13-16) from DST, it is very clear that DST creates more energy use and is an obvious threat to our environment.

DST is also a threat to the health and well-being of Americans. When households are forced to reset its clocks every fall and spring, daily schedules are disrupted, including one's own body rhythms. An hour lost or gained each time the clock changes causes disturbances in everyone's sleep schedule. (Text 2, line 45). Sleep disruptions hurt productivity in the work and learning settings. DST may also cause serious health issues. Medical devices that operate on a standardized schedule, such as pacemakers, could malfunction with severe consequences (Text 2, lines 41-43). The rates of suicides and heart attacks rise significantly during transition times of DST (Text 2, lines 43-44). Even young children are at risk for terrible accidents as they travel to school in the dark mornings (Text 3, lines 34-35). It is clear that DST is not effective, and, even more a real danger to children and adults.

Clearly, DST does not achieve its original purpose. Even though DST might give Americans some extra hours of daylight at the end of the day to be outside, this small window of time is an insufficient benefit. DST no longer serves its original purpose of conserving energy. In fact, the very opposite is true. Plus, DST creates real health risks and it may cause injury

*to young children in the early morning commute;  
DST must be eliminated by the US government.*

**Anchor Level 5–B**

The essay introduces a precise and thoughtful claim, as directed by the task (*Because DST is detrimental to health and safety and no longer serves its original purpose, DST should be eliminated by the US government*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*this saving is meaningless because of other energy consumption increases — gas consumption for shopping and recreation during extended daylight hours and more artificial lighting expenses in the dark morning hours and Sleep disruptions hurt productivity in the work and learning settings*) and to distinguish the claim from alternate or opposing claims (*Even though DST might give Americans some extra hours of daylight at the end of the day to be outside, this small window of time is an insufficient benefit*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Data shows that the reduction of energy consumption due to DST is very rarely achieved. In fact, energy use increases as much as 4% during DST and Medical devices that operate on a standardized schedule, such as pacemakers, could malfunction with severe consequences*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, lines 13-16) and (Text 2, lines 43-44)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that states the claim, followed by two body paragraphs which address both the claim and the counterclaim, and reiterates the claim in the conclusion (*Clearly, DST does not achieve its original purpose and DST must be eliminated by the US government*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*With more gas consumption comes the dangerous side effect of an increase in carbon dioxide emissions*). The essay demonstrates control of the conventions, exhibiting occasional errors (*households ... its, ones', it's ... purpose*) only when using sophisticated language.



"DST is a change in the standard time with the purpose of making better use of daylight and conserving energy" (Text 1, lines 1-2). However, DST is failing to accomplish what it was supposed to achieve. Therefore, the United States should eliminate DST (Daylight Savings Time).

Clocks are set ahead one hour the day DST begins. The starting date for DST has changed several times which causes confusion (Text 1, line 30). From 1945 to 1966, trains, buses, and the broadcasting industry were off-time because "states and localities were free to choose when and if they would observe DST" (Text 1, lines 16-18). In 2007, the current DST schedule was adopted and goes from early March until early November of each calendar year (Text 1, lines 32-34). Many Americans are still confused about the start and stop times of DST. This in itself is a good enough reason to eliminate DST.

Some cited advantages of DST include "having the ability to prevent vitamin D deficiency that is produced by the body from sunlight" (Text 2, lines 9-10). An excessive lack of exposure to sunlight may also lead to Vitamin D deficiency (Text 2, lines 10-11). Cardiovascular illnesses also benefit from DST. Researchers discovered that sunlight lowers blood pressure which is a direct cause of strokes and heart attacks (Text 2, lines 19-22). However, studies show that if its daylight when individuals leave work and decide to stop at the mall

or go out to eat they usually don't walk there. Instead they use their cars which in turn increases the use of gas (Text 4, lines 18-21).

There are several other disadvantages to DST as well. For example, there can be negative "effects on health and healthcare devices, especially when adequately not prepared in advance for the time change" (Text 2, lines 33-34). Consumers must adjust these devices whenever DST begins and ends. This can be very difficult for elderly people to do this by themselves (Text 2, lines 40-42). Also, the disturbance in sleep pattern every year can be a slippery slope. The shift in time often disrupts sleep patterns which can effect a persons health.

(Text 2, lines 45-46). Finally, the effects of DST on farmers' morning productivity is not successful (Text 2, lines 54-55). Crops can either lose quality or be completely lost as a result of this shift in time, which can and will affect both the farmers' livelihoods and the rest of the world's diet and overall health.

DST is failing to accomplish what it was supposed to achieve. It doesn't truly cut the nation's energy use as is the intent, points out Michael Downing a lecturer in English and author of Spring Forward: The Annual Madness of Daylight Savings Time (Text 4, lines 2-5). While the government continues to claim that DST does serve its purpose, studies show that there is, in fact, an overall increase in energy consumption ranging from

1 to 4 percent during DST (Text 4, lines 8-12). DST is also responsible for problems with health care devices, disturbances in sleep patterns and problems for farmers. If DST was eliminated, mental and physical health, livelihoods, quality of food and perhaps even lives could improve.

**Anchor Level 5–C**

The essay introduces a precise and thoughtful claim, as directed by the task (*However, DST is failing to accomplish what it was supposed to achieve. Therefore, the United States should eliminate DST*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many Americans are still confused about the start and stop times of DST. This in itself is a good enough reason to eliminate DST and However, studies show that if its daylight ... they usually don't walk there*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Researchers discovered that sunlight lowers blood pressure which is a direct cause of strokes and heart attacks and The shift in time often disrupts sleep patterns*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 32-34) and (Text 2, lines 9-10)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an introduction that establishes a claim, three body paragraphs of support, including one that addresses and then refutes the counterclaim, and concludes with a summative paragraph (*If DST was eliminated, mental and physical health, livelihoods, quality of food and perhaps even lives could improve*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Crops can either lose quality or be completely lost as a result of this shift in time, which can and will affect both the farmers' livelihoods and the rest of the world's diet and overall health*). The essay demonstrates partial control, exhibiting occasional errors (*excesive, cardiovascular, its for "it's", eat they, a persons health, consumption*) that do not hinder comprehension.

There are many reasons why Daylight Saving Time is beneficial to the nation, but there are also reasons as to why it is detrimental. As with any decision, a choice will not always satisfy everyone. While most people prefer standard time, the industry and I prefer Daylight Saving Time as the better option.

DST was created for many reasons such as "making better use of daylight and conserving energy." (Text 1, lines 1-2) Its introduction started in Germany to save energy, many nations adapted it "to minimize the use of artificial lighting in order to save fuel for the war." (Text 1, line 11)   
 → "Over-illumination can lead to adverse health <sup>and</sup> psychological effects" (Text 2, line 4) such examples are headaches, stress, vitamin D deficiency, and increased blood pressure. There are pros to health that <sup>DST fixes:</sup> "researchers ~~find~~ found that sunlight may lower blood pressure, a dangerous factor ~~of~~ for heart attacks and stroke. It was reported that 20 minutes of... ~~USA~~ sunlight lowered blood pressure." (Text 2, lines 21-23).

"Another major impact of DST is the reduction of motor-vehicle accidents and fatalities" (Text 3, line 20) Since DST makes mornings <sup>a bit</sup> ~~more~~ darker and evenings lighter there is greater visibility for a driver not to crash. It also helps that morning drivers are less likely to be inebriated, and since there is less traffic in the morning, not as many accidents should occur. "The DOT study found a 0.7 percent decrease in fatal motor vehicle accidents... under DST as compared with standard time." (Text 3, lines 30-32). DST has also reduced crimes. It is a fact that people feel safer when it is lighter

out train when it is dark out; "more light in the evening decreases the opportunity for street crime against people returning home from work." (text 3, lines 45-46).

~~Standard~~ ~~time~~ ~~is~~ ~~also~~ ~~not~~ ~~a~~ ~~better~~ ~~system~~ ~~of~~ ~~time~~, due to the benefits it offers. A ~~problem~~ with DST is that it is not universal, and so it causes a lot of confusion ~~because~~ ~~in~~ the United States, "states still had the ability to be exempt from DST by passing a local ordinance." (Text 1 lines 20-21). "Currently, most of the U.S. observes DST except for Hawaii and most of Arizona, as well as the U.S. insular areas of Puerto Rico, the U.S. Virgin Islands, American Samoa, and Guam" (Text 1, lines 34-36). This shows that DST is an ~~in~~ ~~orderly~~ system because it is not uniform. DST disturbs the sleep pattern of humans which can hurt them, as well as affecting the morning productivity of farmers. Farmers ~~claim~~ ~~that~~ ~~they~~ ~~are~~ "highly dependent on a consistent time schedule, otherwise their production will be deterred." (Text 2 lines 61-62.) → While all of the above show the problems DST has, it still does not disprove the undeniable fact that DST has more benefits than problems. DST has overall increased industry production internationally as well as domestically, it has solved underlying health problems that standard time had not managed to do. Many of ~~the~~ ~~problems~~ ~~stated~~ can be solved. ~~Overall~~ DST is overall, and without a doubt better than standard time. DST has helped the United States with many problems like business, health, the

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

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economy, and safety. It is a system that reduces the usage of energy, and maximizes the productivity of the nation. Perhaps the system is flawed, but with more benefits than problems, Daylight Saving Time is the better time that the United States needs.

**Anchor Level 4–A**

The essay introduces a precise claim, as directed by the task (*While most people prefer standard time, the industry and I prefer Daylight Saving Time as the better option*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*It also helps that morning drivers are less likely to be inebriated, and since there is less traffic in the morning, not as many accidents should occur*) and to distinguish the claim from alternate or opposing claims (*This shows that DST is an unorderedly system because it is not uniform*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*It is a fact that people feel safer when it is lighter out than when it is dark out, "more light in the evening decreases the opportunity for street crime against people returning home from work."* and *Farmers claim that they are "highly dependent on a consistent time schedule ... and their production will be detered*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 11*) and (*Text 3, lines 30-32*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, three body paragraphs that provide evidence to support the claim, one paragraph that addresses the counterclaim, and a summative conclusion that reaffirms the original claim (*DST has helped the United States with many problems like business, health, the economy, and safety ... Perhaps the system is flawed, but with more benefits than problems, Daylight Savings Time is the better time that the United States needs*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*While all of the above show the problems DST has, it still does not disprove the undeniable fact that DST has more benefits than problems*). The essay demonstrates partial control, exhibiting occasional errors (*It's introduction; save energy, many nations; domestically, it*) that do not hinder comprehension.

Wake up and get going. DST (Daylight Saving Time) gives us ~~some~~ more sunlight to do just that. Since it is lighter out for longer people can enjoy more activities and be more productive with their day. DST is a beneficial system overall, even if there are a few negative effects.

Everyone has experienced or knows someone who has experienced ~~high~~ high oil prices. DST helps to make better use of ~~sunlight~~ daylight therefore conserving energy (text 1, line 1) People use less artificial lighting which in turn saves fuel (text 1, line 11) There is research that shows DST saved the amount of energy equivalent to 10,000 barrels of oil each day. (text 1, line 24) Since oil is such a valuable resource in our society it is important to conserve it when we can.

Health may be one of the biggest problems in our modern day society. Research shows that the increased amount of exposure to sunlight, due to DST, can benefit our health. Sunlight may lower blood pressure (text 2, line 21) It increases nitric oxide levels, which helps our blood flow. (text 2, line 25) The lack of sunlight can also be harmful. It is considered a primary cause of Seasonal Affective Disorder (SAD). (text 2, line 12) This is because lack of sun may lead to vitamin D deficiency (text 2, line 12) Reducing the amount of artificial light can also be beneficial to health. ~~Using~~ Using sunlight instead of artificial light can reduce headaches, ~~stress~~ and stress. Artificial light can <sup>(text 2, line 6)</sup> cause glare or excess light decreasing worker ~~efficient~~ efficiency. (text 2, line 7)

There ~~is~~ <sup>are</sup> controversial ideas about DST. There

is ~~is out~~ evidence that the use of energy actually ~~energy~~ increases during DST because people are doing more things. Some industries see a raise in sales of \$200 million to \$400 million! (text ~~2~~<sup>4</sup> line 13-17) However, the energy is being used in order for people to do activities. This is better than the energy being used to watch T.V., ~~or light up~~ or for artificial lighting just so people can see. It is a good claim but does not over weigh the benefits of DST.

DST can be beneficial for the consumption of oil, our health and the productivity of people. Like everything there are some negative effects. However the negative effects do not out weigh the beneficial aspects of DST. DST should continue to be a system of time used.

**Anchor Level 4-B**

The essay introduces a precise claim, as directed by the task (*DST is a beneficial system overall, even if there are a few negative effects*). 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 is better than the energy being used to watch T.V. or for artificial lighting just so people can see. It is a good claim but does not over weigh the benefits of DST*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*There is research that shows DST saved the amount of energy equivalent to 10,000 barrels of oil each day and The lack of sunlight can also be harmful. It is considered a primary cause of Seasonal Affective Disorder*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(Text 1, line 1) and (text 2, line 25)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, three body paragraphs that support the claim, and a conclusion that reaffirms the original claim (*However the negative effects do not out weigh the beneficial aspects of DST. DST should continue to be a system of time used*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Artificial light can cause glare or excess light decreasing worker efficiency*). The essay demonstrates partial control, exhibiting occasional errors (*daylight therefore, resourse, promblems, controversial, However the negative*) that do not hinder comprehension.



For ~~from~~ the past one-hundred years, The U.S and many other countries have participated in what is called Daylight savings time. This is when ~~everybody~~ everybody changes the time on the clocks back or forward an hour. We do this to save gas used for electricity. A current debate is going on, though, on whether or not should the U.S ~~the~~ eliminate Daylight savings time. In my opinion, the U.S should eliminate Daylight savings time because it does not really effect anything.

According to text 1, "The DST schedule in the U.S was revised several times throughout the years." ~~for~~ (Text 1, lines 30) ~~from~~ During the years of 1987 to 2006, the DST season lasted for seven months. In 2007, though, the DST season was changed to ~~the~~ what it is currently now. ~~summa~~ However, parts of the United states doesn't participate in ~~the~~ DST. These parts are Hawaii, most of Arizona, Puerto Rico, U.S. Virgin Islands, American Samoa, and Guam. ~~summa~~ ~~the~~ In 1966, The Uniform time act was passed to end confusion caused by DST, ~~the~~ however it also let parts of the U.S, like the ones listed above to not participate in DST. <sup>(Text 1, lines 18-31)</sup> If the U.S should continue DST, all parts of the U.S should participate.

Daylight savings time should be eliminated

because it effect health, disturbs patterns of sleep and gives farmers a disadvantage. Some medical devices have a standardized schedule. According to text two, "... pace-makers, defibrillators, and ~~no~~ glucose monitors, have to be adjusted as serious consequences may result if ignored..." <sup>1) (Text 2, lines 41-43)</sup> This means that, because of DST, these devices have to be re-adjusted to fit the time-shift. DST needs to be eliminated so people can ~~more~~ easily regulate their sleep schedule. According to text two, "Light plays an integral role in sleep, in which light suppresses the secretion of the sleep-inducing substance Melatonin. Light exposure tends to ~~advance~~ advance the circadian ~~rythm~~ that is crucial during waking stage while darkness impedes the circadian rythm which is crucial for sleeping." (text 2, lines 46-49) Meaning that because of the time shift, regulating sleep schedules are hard because of the amount of light ~~being~~ being exposed. The amount of light also effects farmers because it effects when they are ready to produce. According to Text two, "... observing daylight savings time is a disadvantage for farmers that are highly dependent on a consistent time schedule which can detere there production." (Text two, lines 60-62) Overall DST should be eliminated because it effect medical devices, sleep patterns, and

farmers ability to produce crops on time.

In text ~~two~~ four, Micheal Downing states that DST does not save anything. Downing states, "If it's light when we leave work and we decide to go to the mall or a restaurant or head for a summer night at the beach, we don't walk there; we get in our cars." (Text 4 lines 19-21)

According to Downing because of all the extra daylight we ~~give~~ get from DST, we plan to do recreational activity. This causes oil use to go up. Daylight savings was intended to save oil, but it is doing quite the opposite.

In conclusion, the U.S. should eliminate Day light savings time.

#### Anchor Level 4-C

The essay introduces a reasonable claim, as directed by the task (*In my opinion, the U.S should eliminate Daylight savings time because it does not really effect anything*). The essay demonstrates some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims, only making a single observation (*We do this to save gas used for electricity*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Daylight savings time should be eliminated because it effect health, disturbs patterns of sleep and gives farmers a disadvantage and This means that, because of DST, these devices have to be re-adjusted to fit the time-shift*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 30) and (Text 2, lines 41-43)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, a second paragraph that reviews the history of the *DST schedule in the U.S.*, two paragraphs that present DST's negative effects on *medical devices, sleep patterns and farmers, and oil use*, and a brief conclusion. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*DST needs to be eliminated so people can easily regulate their sleep schedule and Daylight savings was intended to save oil, but it is doing quite the opposite.*). The essay demonstrates partial control, exhibiting occasional errors (*parts ... doesn't participate; caused by DST, however it; it effect health; rythm; farmers ability*) that do not hinder comprehension.