

FOR TEACHERS ONLY

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

CCE

ENGLISH LANGUAGE ARTS (Common Core)

Tuesday, June 2, 2015—9:15 a.m. to 12:15 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 the Department's contractor, Data Recognition Corporation, if the school has been selected for the Department's score collection project. 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 2	6 4	11 2	15 1	20 2
2 1	7 3	12 1	16 4	21 4
3 3	8 3	13 4	17 4	22 1
4 1	9 1	14 2	18 3	23 2
5 2	10 4		19 1	24 3

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:
Content and Analysis: 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
Command of Evidence: 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
Coherence, Organization, and Style: 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
Control of Conventions: 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.

Currently the NCAA chooses not to pay student-athletes. However, this decision is the subject of much debate. One popular opinion in support of paying student-athletes is based on the simple principle of compensation for work provided. On the other hand, an argument against paying student-athletes is that they are auditioning on a national stage for the professional teams using the popularity of the NCAA, all while receiving ~~benef~~ benefits which may include free tuition, meals, books and other necessities. In light of these facts, I must side with the latter opinion. I believe that student-athletes should not be paid.

The benefits student-athletes receive from ^{5.1th} scholarships and the NCAA exposure cancel out the reasons why they should be paid. Yes, top players may put in up to forty hours per week in training and games (Text 2, line 10). However, college scholarships for student-athletes offer cover between \$20,000 to \$50,000 per year (Text 4, lines 4-5). In addition, there are many other benefits that come with the package. Schools provide money for "medical and travel expenses, free gear, top-notch coaching, unlimited use of elite athletic facilities and a national stage to audition for a job in the professional ranks" (Text 4, lines 6-8). Therefore, even the student athletes who do not go on to play professionally can still experience all of the thrills of playing ~~in~~ in the NCAA, plus earn a degree without going into serious debt. Text 3 indicates that "college graduates earn approximately \$1 million more during their lifetimes" than those with only a high school diploma (lines 20-22). When looking beyond the immediate moment and calculating the overall benefits received by student-athletes over the course of a lifetime, the idea of paying them, of sending additional money their way, is unnecessary. Looking beyond the average career path, many student-athletes

aspire to play their sport professionally. Even those players who might not otherwise be qualified for the professional leagues gain the needed exposure to raise themselves to the next level simply by playing on a celebrated team in the NCAA. Ed O'Bannon, who led UCLA to the national title in 1995, turned out to have a disappointing NBA career. Despite the fact that his performance in the professional league was not nearly worth the \$4 million he earned in his brief career, he was elevated to the higher level as a first round draft pick due to the popularity of UCLA and the NCAA (Text 3, lines 31-38). Therefore, student-athletes should not be paid because they benefit from the popularity of the NCAA and from the exposure they get from being on the national stage.

Finally, the NCAA cannot afford to pay its student-athletes. Many people cite the incredibly large figures that both the NCAA and specific colleges bring in as revenue as evidence to why student-athletes should be paid. Text 1 shows how some colleges ^{have} brought in up to \$100 million dollars annually (lines 2-3), while the industry as a whole "generates \$11 billion in annual revenues" (line 1). However, 96 percent of the NCAA's revenue is redistributed to the colleges associated with it in the form of scholarships, grants and donations to support the maintenance of colleges and the programs they offer (Text 4, lines 59-62). This provision helps ^{all} college programs survive. A testament to this is the ~~the~~ Division I Board of Directors' attempt two years ago to pay college athletes a \$2,000 stipend to cover additional college expenses. This lasted for months before it had to be repealed due to lack of funds (Text 4, lines 68-70).

In conclusion, in no way do student-athletes deserve to be paid because they receive ample benefits in the form of scholarships

Anchor Paper – Part 2 – Level 6 – A

and exposure. Adding payment on top of this would be excessive and unnecessary. In fact, sending more money to the athletes could very well bankrupt the programs that are providing them with a free education.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*On the other hand, an argument against paying student-athletes is that they are auditioning on a national stage for the professional teams using the popularity of the NCAA, all while receiving benefits which may include free tuition, meals, books and other necessities. In light of these facts, I must side with the latter opinion. I believe that student-athletes should not be paid*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*When looking beyond the immediate moment and calculating the overall benefits received by the student-athletes over the course of a lifetime, the idea of paying them, of sending additional money their way, is unnecessary*) and to distinguish the claim from alternate or opposing claims (*Many people cite the incredibly large figures that both the NCAA and specific colleges bring in as revenue as evidence to why student-athletes should be paid and However, 96 percent of the NCAA's revenue is redistributed to the colleges associated with it*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Despite the fact that his performance in the professional league was not nearly worth the \$4 million he earned in his brief career, he was elevated to the higher level as a first round draft pick due to the popularity of UCLA and the NCAA and A testament to this is the Division I Board of Directors' attempt two years ago to pay college athletes a \$2,000 stipend to cover additional college expenses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 4, lines 6-8*) and *Text 3 indicates... (lines 20-22)*. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by first declaring that *the benefits student-athletes receive...cancel out the reasons why they should be paid*, then devoting a paragraph each to discussing the economic benefits, the advantage of national exposure and the lack of money available once the NCAA revenue is redistributed, and concluding with a strong affirmation of the introductory claim. The essay establishes and maintains a formal style, using sophisticated language and structure (*Even those players who might not otherwise be qualified for the professional leagues gain the needed exposure to raise themselves to the next level simply by playing on a celebrated team in the NCAA*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

A heated debate continues as to whether or not college athletes should be paid. While there are some who may argue against paying these student-athletes because they are already receiving scholarships that cover most of their expenses, in reality, this assumption is not valid. Why is it not valid? One reason is that it does not take into consideration the immense time and effort these student-athletes put into their sport. Secondly, is the fact that "85 percent of college athletes on scholarships live below the poverty line" (Text 1, line 23), and still have expenses that need to be met. Last of all, is the added fact that the NCAA takes in an excessive amount of revenue thanks to these young athletes.

The life of a college athlete is extremely demanding. Oftentimes, "top men's basketball and football players spend 40 hours per week on their sports" (Text 2, line 10) to the extent that "Georgia tailback Richard Samuel... said he was an 'athlete-student', not a 'student-athlete'" (Text 2, lines 11-13). The truth is that sports, for many college athletes, becomes their main priority and their full-time job. Because so much time and effort is dedicated to sports by these students, "it's an ethical imperative" (Text 2, line 36) to pay these students for their labor.

As previously noted, many of these student-athletes are starting out at the poverty level, income-wise. While it is argued that "Athletic scholarships cover just about everything a student-athlete needs" (Text 4,

line 12), this is not entirely true. Although scholarships may cover "campus housing, daily medical care and free meals" as well as "tuition and books" (Text 4, lines 13-14), there are occasions when "Athletes are short a few thousand bucks for ancillary expenses" (Text 2, lines 17-18) such as money for gas, personal hygiene, and entertainment. However as mentioned, many student-athletes spend up to forty hours a week on their sport and may not have the time to work at a job as well. Being paid the extra money would assist in covering the added expenses that may not be covered by their scholarships.

As for the final argument, the NCAA is an extremely affluent group. Each year this organization generates about \$871.6 million (Text 4, lines 1-2). The average salary for a men's college football coach since 2006 is about \$1.64 million (Text 2, line 22). However, the salary for the players is non-existent. As already noted, college athletes dedicate considerable time and effort to their sports. Consequently, they deserve a portion of the profits. It is argued that the reason the NCAA does not pay its players is because "although [it] reels in over \$800 million per year..., the organization continues to be non-profit" (Text 4, lines 55-56). This argument would be reasonable if coaches did not earn so much each year. For instance, "At the University of Alabama, the head football coach... [is paid] \$7 million per year – more than 160 times the average wage of a Tuscaloosa public school teacher." (Text 1, lines 15-16). If the bloated salaries of

Coaches were reduced to reasonable amounts, the NCAA would be able to afford to pay its players.

In conclusion, any person who dedicates 40 hours a week towards a sport deserves to be paid. Because they cannot fill the financial gap left by college scholarships, student-athletes deserve and need help. If the NCAA cuts the salaries of their top coaches they would be able to pay their players. This would free up money for deserving student-athletes and seems to be the fair course to take.

Anchor Level 6-B

The essay introduces a precise and insightful claim, as directed by the task (*While there are some who may argue against paying these student-athletes because they are already receiving scholarships that cover most of their expenses, in reality, this assumption is not valid*). 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 (*It is argued that the reason the NCAA does not pay its players is because “although [it] reels in over \$800 million per year..., the organization continues to be non-profit”... This argument would be reasonable if coaches did not earn so much each year*). The essay presents ideas fully and thoughtfully [*The truth is that sports, for many college athletes, becomes their main priority and their full-time job. Because so much time and effort is dedicated to sports by these students, “its’ an ethical imperative” (Text 2, line 36) to pay these students for their labor*], making highly effective use of a wide range of specific and relevant evidence to support analysis [*Although scholarships may cover “campus housing, daily medical care and free meals” as well as “tuition and books” (Text 4, lines 13-14), there are occasions when “Athletes are short a few thousand bucks for ancillary expenses” (Text 2, lines 17-18) such as money for gas, personal hygiene, and entertainment*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 23*) and (*Text 4, lines 1-2*)]. 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 “*time and effort*”, costs not covered by scholarships, and the NCAA’s “*excessive amount of revenue*” that are addressed, along with their counterclaims, followed by three body paragraphs, and a concluding paragraph of summation that includes the reiteration of the claim. (*Because they cannot fill the financial gap left by college scholarships, student-athletes deserve and need help*). The essay establishes and maintains a formal style, using sophisticated language and structure (*As already noted, college athletes dedicate considerable time and effort to their sports. Consequently, they deserve a portion of the profits*). The essay demonstrates control of the conventions, exhibiting occasional errors (*imense, excesive, its’ an, ocasions, However as mentioned*) only when using sophisticated language.

After reviewing both sides of the debate regarding paying college student athletes, the obvious and logical answer is No; they should not be paid! One must first realize the real cost of a college's expenses versus ~~the~~ the revenues from its sports events. Then one must also understand that this issue involves the true cost of a college education for a student athlete receiving a scholarship.

The primary reason college athletes should not get paid is that they already are. More often than not, a college athlete walks onto the court or field on a scholarship. Whether it be a partial scholarship or a full ride, these student athletes receive monetary aid, sometimes up to \$50,000 a year (Text 4, line 5). In addition to paid tuition and board, the school pays for its athletes "medical and travel expenses, gear, top-notch coaching, unlimited use of elite athletic facilities" (Text 4, lines 6-9).

Not only do these college athletes receive these immediate monetary benefits, they receive the gift of the future. They have a "national stage to audition for a job in the professional ranks" (Text 4, lines 7-8). The athlete "isn't just getting the competitive experience he needs for launching a pro career. He's gaining exposure that's bound to pay off in endorsements and a nice contract when he turns pro" (Text 3, lines 25-27). These are tremendous benefits for a college athlete, receiving a paid college education and the possibility of

a successful professional sports career.

Some argue that not paying student athletes is immoral and even illegal! They cite Section I of the Sherman Antitrust Law, claiming that not paying student-athletes "is a form of wage-fixing" (Text 1, line 28). The Sherman Antitrust Law does not apply to schools or their sports teams. The application of this law is an unreasonable objection.

Others claim student athletes should share in the huge revenues that their colleges receive for their sporting events. Although these revenues can be quite high, the profits are not! "An astounding 96 percent of the revenue of NCAA brings in annually is redistributed to its members institutions" for "academic enhancement, conference grants, sports sponsorships, student assistance funds and grants-in-aid" (Text 4, lines 57-60). Plus, only 22 athletic departments were even profitable (Text 4, line 64). Colleges do not have the money to pay their student-athletes. Plus, every student athlete knows that there are other alternatives if money becomes an issue. As cited in Text 4, lines 39-40, a student athlete can leave college and play for an international team, often earning a very high salary.

As the evidence clearly shows, college athletes should not get paid over and above their scholarships. They receive full compensation

Anchor Paper – Part 2 – Level 5 – A

for their skill, effort and hard work by their school while knowing their future is full of lucrative possibilities.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*After reviewing both sides of the debate regarding paying college student athletes, the obvious and logical answer is No; they should not be paid*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*These are tremendous benefits for a college athlete, receiving a paid college education and the possibility of a successful professional sports career*) and to distinguish the claim from alternate or opposing claims (*Others claim student athletes should share in the huge revenues ... Although these revenues can be quite high, the profits are not*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Whether it be a partial scholarship or a full ride, these student athletes receive monetary aid, sometimes up to \$50,000 a year and They have a “national stage to audition for a job in the professional ranks”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 25-27), (Text 1, line 28), (Text 4, line 64)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim and identifying the two major arguments supporting the claim, focusing on *the real cost of a college’s expenses versus the revenues from its sports events and the true cost of a college education for a student athlete receiving a scholarship*, followed by four body paragraphs that both support the claim and refute the counterclaim as they relate to the arguments presented, and concluding with a reiteration of the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Not only do these college athletes receive these immediate monetary benefits, they receive the gift of the future*). The essay demonstrates control of conventions with essentially no errors (*athletes...expenses and members institutions*), even with sophisticated language.

Being a college athlete can be rewarding, but are these students really getting everything they deserve? The answer is no. Colleges that are members of the NCAA continue to debate whether or not student athletes should get paid. Many feel as though a scholarship is not enough for the amount of time and effort that the athletes are devoting to their sports.

Although there are many reasons why athletes should get paid, it is easy to understand why some people feel otherwise. Some say that being a scholarship athlete is sufficient reward. Many college athletes are receiving scholarships that are worth between twenty to fifty thousand dollars annually (Text 4, line 4). These athletic scholarships not only cover the cost of tuition, but also include housing on campus, meal plans, books, medical care, travel expenses, athletic equipment, excellent coaching and high quality athletic facilities in which to play their sport. In addition, these athletes have the opportunity to be on national display for possible recruitment to the professional status (Text 4, lines 6-14). A final argument that opposes paying scholarship athletes is the fact that these athletes are not worth anything until they are eligible for either the NBA or NFL draft (Text 4, lines 30-31). So why pay those who have a free education, free exposure to the pros and athletes who are essentially worthless until they are drafted?

In contrast, the benefits that scholarship athletes receive are insufficient for the time they devote to the sport. All athletes deserve to be paid. It is unfair that athletic directors and coaches often make millions of dollars annually while the athletes who provide their labor are sometimes living in poverty. According to a 2011 report 85 per cent of scholarship athletes live below the poverty level. (Text 1, lines 17-23)

Scholarship athletes do not have the time to work to earn extra money. These athletes often spend as much as forty hours a week in practice and actual games in addition to taking classes and doing the required academic work. This is more like working two full-time jobs. (Text 2, lines 13-19) It is impossible for these students to do both sports and academics adequately. They deserve to get paid for their time.

Another argument favoring payment of college athletes would be the fact that many athletes only receive partial scholarships. These student athletes are in more need of money than the full scholarship athletes. (Text 2, lines 16-17) Those on a partial scholarship will have the same demands placed on them as the full scholarship athletes. They will not have time for a job, so it is only fair that they get the money they need to pay for college. These students should at least be allowed to sign autographs or do commercials for

extra money. (Text 3, line 42)

College athletes put so much time and effort into their sports that it seems only fair that they get paid for what they do. Although they do receive some benefits and scholarships it is not enough. It doesn't seem right that the coaches are getting paid huge salaries when it is the students that are putting in the time and labor. It is only right that college athletes get paid in addition to the other benefits they receive.

Anchor Level 5-B

The essay introduces a precise and thoughtful claim, as directed by the task (*Being a college athlete can be rewarding, but are these students really getting everything they deserve? The answer is no*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This is more like working two full-time jobs ... It is impossible for these students to do both sports and academics adequately. They deserve to get paid for their time and Those on a partial scholarship will have the same demands placed on them as the full scholarship athletes*) and to distinguish the claim from alternate or opposing claims (*Although there are many reasons why athletes should get paid, it is easy to understand why some people feel otherwise*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*These athletic scholarships not only cover the cost of tuition, but also include housing on campus, meal plans, books, medical care, travel expenses, athletic equipment, excellent coaching and high quality athletic facilities in which to play their sport and It is unfair that athletic directors and coaches often make millions of dollars annually while the athletes who provide their labor are sometimes living in poverty*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 4), (Text 1, lines 17-23), (Text 2, lines 13-19)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by three body paragraphs, addressing first the counterclaim, which is then refuted through support of the claim, and concluding with a strong reaffirmation of the claim (*It is only right that college athletes get paid in addition to the other benefits they receive*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*They will not have time for a job, so it is only fair that they get the money they need to pay for college*). The essay demonstrates control of the conventions, exhibiting occasional errors (*recieving, These athletic scholarships ... to play their sport, 2011 report 85 per cent, some benefits and scholarship it is*) only when using sophisticated language.

An argument that exists today is whether or not college athletes should be getting paid. Some people believe that paying athletes is fair and would be beneficial. However, after doing research and looking below the surface, one would see that this is false. College athletes should not be getting paid, regardless of the arguments and myths that exist.

College athletes are given scholarships worth over "\$100,000 over four years" (TEXT 2, line 2), while most students have to invest this much money to get a college degree, a student-athlete does not. The athletic scholarships that college athletes receive cover not only the best coaching and free athletic gear, but also "medical and travel expenses," use of athletic facilities, and a stage for future opportunities. (TEXT 4, lines 6-8) while most students have to pay for campus housing, meal plans, and books, student-athletes do not. (TEXT 4, lines 13-14). Even if the college athlete does not pursue a professional sports career, he or she will still earn more money than someone without a college degree. (TEXT 4,

lines 20-22).

The high profile environment that college athletes are in is often overlooked. These athletes are exposed to great networks of people. The exposure gained by college athletes pays off in endorsements when an athlete goes pro. An example of someone who greatly benefited from his exposure gained from college sports is the former basketball player, Ed O'Bannon. Although his ^{NBA} career was a "brief and disappointing" one, he earned almost \$4 million most likely due to his great performance in front of a "March Madness audience". (Text 3, lines 26-38)

A common argument against not paying athletes is that the NCAA has an abundance of money that could be used to pay the players. However "90% of the NCAA's revenue" is redistributed to its members' institutions. (Text 4, lines 55-58) Therefore, the belief that the NCAA is hiding behind a "veil of amateurism" (Text 1, line 18) is false. In fact, the revenue is distributed through donations to "academic enhancement, conference grants, sports scholarships, student assistance funds, and grants-in-aid".

(TEXT 4, LINES 59-60).

Overall, it is foolish to look past the facts and say that college athletes should get paid. They are already receiving scholarships that cover many expenses ordinary students must cover themselves. Also, being a college-athlete gives them the exposure they need to make a lot of money in the future. Many people fail to see that the NCAA is a non-profit organization, not one that has enough unused money to pay student athletes with.

Anchor Level 5-C

The essay introduces a precise and thoughtful claim, as directed by the task (*College athletes should not be getting paid, regardless of the arguments and myths that exist*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*While most students have to pay for campus housing ... student-athletes do not* and *The high profile environment that college athletes are in is often overlooked*) and to distinguish the claim from alternate or opposing claims (*A common argument against not paying athletes is that the NCAA has an abundance of money that could be used to pay the players. However, "96% of the NCAA's revenue" is redistributed to its members' institutions*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The athletic scholarships that college athletes receive cover not only the best coaching and free athletic gear, but also "medical and travel expenses," use of athletic facilities and a stage for future opportunities* and *In fact, the revenue is distributed through donations to "academic enhancement, conference grants, sports scholarships, student assistance funds, and grants-in-aid"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 2); (Text 4, lines 13-14); (Text 3, lines 26-38)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, by first introducing the claim, then addressing both the claim and the counterclaim, focusing first on the benefits and added exposure college-athlete scholarship recipients receive, followed by the reality of how NCAA revenue is distributed, and ending with a summative conclusion (*Overall, it is foolish to look past the facts and say that college athletes should get paid*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*While most students have to invest this much money to get a college degree, a student-athlete does not.*). The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (*recieve, dissapointing, it's for "its"*).

College athletes, contrary to many peoples' beliefs, should not be paid to play their respective sports. Even though the NCAA makes a gargantuan amount of money, "over 96 percent of the revenue the NCAA makes is redistributed to its' members' institutions." (Text 4, line 57) Even if it was approved, there would not be enough money to pay every college athlete.

Athletes go to the college of their choice because they feel that is where the best fit will be. If schools were to start paying athletes, the larger, more profitable universities would be garnering all the best talent and, therefore, deny smaller institutions the chance to bring in top-tier talent. "College Athletes are already being paid with an athletic scholarship that is worth between \$20-\$50,000 per year" (Text 4, line 5) Even if ~~you~~ an athlete is a walk-on, he/she is completely free to transfer anywhere else and possibly receive a scholarship. Many athletes, by playing college sports, are exposed to "a high profile environment, and gain access to incredible networks of people" (Text 3, lines 28-29) Just by being on the team, athletes receive top-level coaching, free gear, meals, and many other stipends. (Text 4, lines 6-8). There is hardly a need for college athletes to receive a salary.

Many critics explain that "players are essentially working full time" and that "they deserve to be paid more than a scholarship" (Text 2). But is an athlete, who garners a large or even full-ride^{lines 15+16} scholarship, really worthy of a salary? Athletes should be playing their respective college sports because they have a passion and drive to improve and succeed against other top-talent across the country. If universities were to begin to pay athletes, they would effectively derive the athletes of their motivation

to play and succeed at a higher level. This would, therefore, have drastic effects on the fan bases. Games would not be worth going to, and sports revenues would decline. There would be a lack of money, and universities would struggle to pay their athletes. Many universities effectively re-imburse the revenue into other sports teams and academic fields. It would be a mistake to take money away from academics and other, smaller teams just so an athlete can be given more than the multitude of perks they already receive. This is why college athletes should not be paid.

College sports and their competitiveness are driven by the athletes' will to succeed and develop. Players participate in college sports because of their intense passion and want to be noticed nation-wide. By paying athletes, that motivation, drive, and determination would be greatly diminished if not stamped out entirely. Many academic institutions would suffer, along with smaller teams funded by the revenue of more exposed teams. Paying players would greatly disrupt this effective cycle, and the competitive nature of college sports would be at a loss. College sports are popular because of the structure they currently abide by, which is why athletes should not be paid.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*College athletes, contrary to many peoples' beliefs, should not be paid to play their respective sports*). The response 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 critics explain that "players are essentially working full time" and that "they deserve to be paid more than a scholarship" and If universities were to begin to pay athletes, they would effectively derive the athletes of their motivation to play and succeed at a higher level*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Just by being on the team, athletes recieve top-level coaching, free gear, meals, and many other stipends*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 57), (Text 3, lines 28-29), and (Text 2, line 15+16)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, one supporting paragraph that addresses the claim, using specific examples from the text (*"College Athletes are already being paid with an athletic scholarship that is worth between \$20-\$50,000 per year"*), one paragraph that addresses the counterclaim (*This would, therefore, have drastic effects on the fan bases*), and a conclusion that summarizes the arguments and reiterates the original claim (*By paying athletes, that motivation, drive, and determination would be greatly diminished if not stamped out entirely*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*But is an athlete, who garners a large or even full-ride scholarship, really worthy of a salary?*). The essay demonstrates control of the conventions, exhibiting occasional errors (*peoples', recieve, re-imburse, an athlete ... they*) only when using sophisticated language.

In my opinion, college athletes should get paid. Many others may argue and say that they shouldn't get paid, however there are many reasons why the college athletes deserve the money. College athletes should get paid because by this time in their athletic career it is no longer a hobby, it is their life. These athletes eat, sleep, and breathe their chosen sport.

Many people argue that the athletes get paid through the wide range of scholarships they receive. What most people don't know is, "[most] scholarships are revokable, so if an athlete doesn't perform well on the field, he can, in a sense, be fired from college." (Text 2, line 8-9). Any of these scholarships received by an athlete can be taken away just as easily. Athletes spend all of their time studying, going to classes, and training for their sport. They don't have time to get a job for money to spend on food or clothes or whatever they please.

Colleges make a large amount of money off their athletics that the athletes never even see. "The college sports industry generates \$11 billion in annual revenues." (Text 1, line 1-2). The athletes at these colleges are making all the money. They play in the games people pay to see, their names are on the merchandise that is sold, but they never see a penny come their way. "These college sports revenues are passed along to NCAA executives

athletic directors, and coaches in the form of salaries." (Text 1, line 9-10). Sure, all of those people need to get paid somehow, but they aren't the ones directly making the money. The athletes are the ones putting in all the hard work and they deserve to get something back.

Many people arguing about whether athletes should be paid or not are looking at all the wrong things. "The issue of compensation for college athletes really comes down to the colleges and the athletes." (Text 3 line 18-19). Often times people say that paying athletes will ruin the competition, but in reality, everyone wants to win, pay or not.

Everyone needs to start thinking about the athletes and their overall health. Say an athlete doesn't have any financial help from his/her parents. This athlete trains just as hard as everyone else, and stays up every night till about 3am studying for classes after work. This athlete will become unhealthy extremely quickly, will risk injury more than others, and will risk losing their hard earned scholarships.

Long story short, college athletes should get paid.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*In my opinion, college athletes should get paid*). 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 people argue that the athletes get paid through the wide range of scholarships they receive and Any of these scholarships received by an athlete can be taken away just as easily*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*They play in the games people pay to see, their names are on the merchandise that is sold, but they never see a penny come their way*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, line 8-9*), (*Text 1, line 1*), and (*Text 1, line 9-10*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay starting with an introductory paragraph stating and rationalizing a claim, followed by two body paragraphs supporting the claim and one addressing the counterclaim (*Often times people say that paying athletes will ruin the competition, but in reality, everyone wants to win, pay or not*), and concluding with a one sentence restatement of the claim (*Long story short, college athletes should get paid*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*These athletes eat, sleep, and breathe their chosen sport*). The essay demonstrates partial control, exhibiting occasional errors (*paid, however there; their athletic career it; a hobby, it is; athlete...their*) that do not hinder comprehension.

For years, the NCAA has made laws against college athletes being paid. These laws make sense, college athletes do not need to be paid. College athletes should not be paid because they already receive benefits.

In text three, Lines 8 through ten, the consequences of college athletes being paid is described. If these student athletes were paid, corruption would most likely take over college sports. They would most probably become similar to pro sports, everything depending on money and contracts. In reality, playing sports is not required. There is a very small chance that most college athletes would find jobs in pro sports. Paying college athletes would like paying High School ones. There is a very small chance of them ever going pro.

In addition to this, Text 4 explains how the tuition and payment of expenses for college athletes far outweighs the direct costs or the students pay themselves. Lines 4 through 15 describe all of the benefits college athletes receive, campus housing, free meals, tuition and books, equipment and travel expenses are all paid. Why would athletes need to be paid? It is like any other job. In return for an athlete's "labor", free tuition is supplied. There is no logical reason to pay them any further.

Text 4 also explains that most of what the NCAA makes goes back to the colleges. In Line 57, it is said that 96 percent of what the organization

makes goes directly back to participating schools.

This still leaves on popular argument for those who support college athlete payment: the salary of the head coach. Text 2 describes that some coaches can make up to \$2.25 million annually. Yes, it does appear that it is unfair for the coaches to make that much money, while their athletes ~~are~~ are paid nothing. Wrong. There's a quick fix to this problem. In lines 28 to 30, Michael Martin says that "It's time for people to step up and say, we think this is the max that a football coach ought to get and we ought to stick to it." And he's absolutely right. If athletes are upset about the amount of money their coaches make, colleges could set a regular salary, without increases. This would solve the problem well. ~~College~~ College athletes are paid in benefit, so further payment would be completely unnecessary.

Though the NCAA is said to make millions, the company redistributes most of the money made. It is unnecessary for college athletes to be paid, as their payment lies within the benefits they receive. They could quit at any time and choose to focus on academics and pay the full tuition. It is not mandatory that the college athletes play their sports.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*College athletes should not be paid because they already receive benefits*). 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 still leaves on popular argument for those who support college athlete payment: the salary of the head coach*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Lines 4 through 15 describe all of the benefits college athletes receive, campus housing, free meals, tuition and books, equipment and travel expenses are all paid*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, although some inconsistency exists in the presentation (*text three, Lines 8 through ten; Text 4...Lines 4 through 15; Text 2...lines 28 to 30*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, providing a claim in the introduction, but losing focus in the first body paragraph as it shifts from corrupt consequences to the *small chance of them ever going pro*. The essay continues with two more body paragraphs focusing briefly on advantages of benefits to the athlete and of NCAA revenue to the colleges, followed by a refutation of a counterclaim, and concludes with a summary and restatement of the claim (*It is unnecessary for college athletes to be paid, as their payment lies within the benefits they receive*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*They would probably become similar ... everything depending on money and contracts* and *College athletes are paid in benefit*). The essay demonstrates partial control, exhibiting occasional errors (*sense, college; outways; unnecessary; receive; mandatory*) that do not hinder comprehension.