

FOR TEACHERS ONLY

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

CCE

ENGLISH LANGUAGE ARTS (Common Core)

Thursday, August 14, 2014—12:30 to 3:30 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 1	6 1	10 4	15 1	20 4
2 3	7 2	11 2	16 2	21 4
3 1	8 1	12 4	17 4	22 3
4 2	9 3	13 1	18 3	23 4
5 4		14 3	19 1	24 2

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	5	4	3	2	1
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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -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	Essays at this Level: -demonstrate control of the conventions with essentially no errors, even with sophisticated language	Essays at this Level: -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	Essays at this Level: -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	Essays at this Level: -demonstrate emerging control, exhibiting occasional errors that hinder comprehension	Essays at this Level: -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	Essays at this Level: -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.

The Olympic Games is ^{one of} the most highly anticipated events on the calendar. It takes years of planning for the host city, years of training for the athletes, and years of waiting for the spectators who want to take it all in. But is it worth it? Should the United States spend the billions of dollars it costs to host the Olympics in a time when the national debt is approaching 17 trillion dollars? In spite of the staggering cost, the United States should absolutely bid to host ~~to~~ another Olympics because of the benefits it has ~~for~~ ^{for} the host city; it can improve infrastructure, educate the masses, and in general, better the welfare of ~~a~~ ^{the} city.

One of the most obvious needs when a city hosts the Olympics is the infrastructure that goes with it. A high school stadium cannot accommodate the ~~number~~ thousands of people who pour into the Olympic stadium everyday to watch the track and field events. For the 2008 Beijing Olympics, 23 venues were built (Source 3 line 13). They are still being used in some way or another today. This is true for Athens (Source 4 lines 32-34) and Atlanta too; after the 1996 Olympics, the Olympic stadium was repurposed into a baseball stadium for Atlanta's baseball team. But more than just the sporting venues are built. Of the four cities mentioned in Source four, only ~~the~~ Salt Lake City doesn't ~~specifically~~ specifically mention improvements and/or the construction of new roads, subway tunnels, or commuter trains. The Olympics can be a catalyst to improve the infrastructure of a city that ~~otherwise~~ may not ^{otherwise} occur. ~~otherwise~~

It takes quite a bit of labor to build all this infrastructure needed to host the Olympics. Not only does ~~it~~

This create jobs (another benefit), although many are only temporary, it can also lead to the education of the inhabitants of the city. Prior to the 2004 Athens games, 100,000 Greek citizens were educated in order to "receive technical, managerial, or other games-related training." ^(Source 4 lines 30-31) But the Olympics don't just foster education to help put them on. In every Olympic city mentioned by the author of text 4, education is listed as one of the "legacies of the Games" (title). This education encompassed global interaction for school children in China and Salt Lake City, career related job training for Greeks, and an expanded college campus for the city of Lillehammer. There is no doubt; education is a benefit of hosting the Olympics.

Aside from the economic benefits, the Olympics can benefit a city in other ways. The 1992 Summer games put Barcelona on the world stage and jump started its tourist industry which remains strong twenty years later. (Source 3 lines 19-21) Hosting the Olympics is also a way of building national pride and spreading a nation's ~~country's~~ culture. More than once has a nation hosted ~~a~~ ^{an} Olympics to announce itself on the world stage. Some examples of this are Germany in 1936 and China in 2008. The Olympics ~~give~~ give cities and nations a medium through which to step onto the world stage - even if only for a short time.

But what about the people who argue that hosting the Olympics is bad for a city? They argue that it is too expensive, too temporary, and in general, not worth it. The author of text 3 mentions the ~~astronomical~~ astronomical

Cost of hosting the Olympics and challenges that ^{little of} the money goes to infrastructure. (lines 1-5) Another author claims that although thousands of jobs are created, ^{the labor} it is "low-skilled, badly ~~compensated~~ compensated, and usually temporary." (Text 2 line 24) The same author goes on to cite social concerns as potential opposition to the Olympics (text 2 chart) such as an increase in crime and culture shock. But both authors' arguments are undermined ~~by the positives they list~~ by the positives they list. In the same chart as the social ~~negative~~ detriments, the author lists such benefits as increased local pride, international ~~awareness~~ cultural awareness, and the "festival atmosphere" ~~encompassing the event~~ encompassing the event. (Text 2 chart) The author of text 3 also undermines his argument by using the Barcelona example. He explains that Barcelona ran up a \$6 Billion debt; but ever since, tourism has flourished in that Spanish city. He explains that we'll never know whether this could have occurred without the Olympics. It is unlikely, as the Olympics brought international attention that otherwise would not have come.

So, are the Olympics worth the cost? Should the United States bid to host them again? Yes and yes. Properly planned, funded, and executed, the Olympics can help a city improve infrastructure, foster education, and gain international respect. This would be tremendous for an American city. And hosting the Olympics also creates, or at least rekindles, a feeling of national pride and patriotism. Wouldn't it be wonderful for a nation being torn apart politically to be united through the one thing everyone can support - hosting the Olympic Games!

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task, affirming that *in spite of the staggering cost, the United States should absolutely bid to host another Olympics because of the benefits it has for the host city; it can improve infrastructure, educate the masses, and in general, better the welfare of the city*. 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, stating that *they argue that it is too expensive, too temporary, and in general, not worth it; but both authors' arguments are undermined by the positives they list; such benefits as increased local pride, international cultural awareness, and the "festival atmosphere" encompassing the event*. The essay presents ideas fully and thoughtfully (*The Olympics can be a catalyst to improve the infrastructure of a city and The Olympics give cities and nations a medium through which to step onto the world stage*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*This education encompassed global interaction for school children and Hosting the Olympics is also a way of building national pride and spreading a nation's culture*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Source 4 lines 32-34*), *The author of text 3 mentions ... (lines 1-5)*, (*Text 2 chart*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, declaring a potential Olympic bid by the United States to be beneficial, discussing the various ways in which those benefits can reveal themselves, addressing the opposing arguments, and providing a summative conclusion. The essay establishes and maintains a formal style, using sophisticated language and structure (*So, are the Olympics worth the cost? Should the United States bid to host them again? Yes and yes and hosting the Olympics also creates, or at least rekindles, a feeling of national pride and patriotism*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language, although errors are present in a misquoting of Text 4 (*"recieve techincal, managerial, or other games-related training"*).

The United States need not bid to host a future Olympic Games. Though hosting the games provides for ~~new~~ potential benefits, it runs the risk of costing the host city more than ~~what~~ what it could gain. The Olympics, being a worldwide-recognized ~~event~~ event, would bring a lot of tourism (and consequent income) to the city. Improvements to the city in preparation of the Games is an ~~additional~~ additional benefit, but the costs for these improvements are rarely supported in full by the city's resultant income. This economic conundrum, in addition to the fact that increased tourism is only temporary in most cases, is cause to support that the United States does ~~not~~ not bid to host a future Olympic Games.

One of the ~~largest~~ largest impacts the Olympic Games ~~has~~ has on a host city is the increased tourism it brings. It is common belief that there is an extremely large influx of tourism during the Games, and this is true; but the Games only last 16 days (Text 1, lines 5). This results in a temporary increase in tourism that rarely has lasting effects on the city. Besides, due to the extremacy of the Olympics, many regular tourists avoid the city during this time to ~~not~~ not be overwhelmed, which decreases the effects of the new tourism (Text 3, lines 11-13). One of the benefits ~~of~~ of hosting the Games is that improvements are made to the city infrastructure such as transportation and facilities (Text 4, lines 9-16). However, the costs to make these improvements far outweigh the money made during the event (Text 3, lines 1-5). In fact, though these improvements may benefit city-farers in the future, the increased debt will also have quite a lasting affect on the city.

Thus, a second problem concerning a city hosting the Olympic Games is that of the ~~economy~~ economy and how the city is impacted by it. More specifically, ~~as~~ the short economic boom during the games is vastly eclipsed by the overwhelming costs before, during, and after it. For example, the ~~uprise~~ uprise in tourism and the service sector is temporary (Text 3, lines 7+8), and the sudden spike in ~~the~~ the economy for such a limited time can cause ~~an~~ imbalance and harm the city even ~~more~~ further (Text 2, lines 4-6). Besides, any future increase

In tourism and resultant revenue may not even be due to the Olympics; in Barcelona, though the city ultimately benefited from permanent increased tourism, it is debated on whether the Olympics ever played a role (Text 3, line 23).

The lasting impact on the city after the games is another source for concern. This is because of economic impacts, as well as governmental and social. For example, a higher population and excitement level leads to more crime (Text 2, graphic). This may lead to increased government intervention, which might inflict upon liberties that the regular city-dwellers had enjoyed (Text 4, lines 63-65). Yet another interesting effect that the ~~go~~ Games have on a city is that it can affect its inhabitants socially and psychologically. ~~Another~~ ~~effect~~ ~~is~~ ~~that~~ ~~the~~ ~~increased~~ ~~tourism~~ ~~and~~ ~~pomp~~ ~~for~~ ~~the~~ ~~city~~ ~~can~~ ~~raise~~ ~~the~~ ~~citizens'~~ ~~pride~~ ~~for~~ ~~their~~ ~~towns~~. However, at the same time an influx of foreign peoples can lead to conflicting opinions, ~~and~~ that by extension can lead to more crime. ~~This~~ ~~may~~ (Text 2, graphic).

This leads to ~~a~~ social affects as well, because the character of the city may be permanently changed by an influx of new people and new infrastructure that dissipated with what it was before. Thus, the Games not only affect the city on a higher, ~~more~~ government- and economy- related level, but on a personal level as well.

Though there are some good effects that the ~~g~~ Games have ~~a~~ on a host ~~a~~ city, they can ~~off~~ often be ~~as~~ outweighed by the cons. For example, an increase in tourism to the city can improve the economy, but at the same time it can negatively affect the city inhabitants. Also, ~~and~~ a spike in the economy is cause for ~~the~~ imbalance and ~~dest~~ disaster; especially since it is only a small percentage of the costs of preparing the city. Due to these negative effects of hosting on the Olympic Games, it is recommended that the United States does not bid to host them.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Though hosting the games provides for potential benefits, it runs the risk of costing the host city more than what it could gain and it is recommended that the United States does not bid to host them*). The essay demonstrates an in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This economic conundrum, in addition to the fact that increased tourism is only temporary in most cases, is cause to support that the United States does not bid to host a future Olympic Games*). The essay presents ideas fully and thoughtfully (*Improvements to the city in preparation of the Games is an additional benefit, but the costs for these improvements are rarely supported in full by the city's resultant income*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*the uprise in tourism and the service sector is temporary ... and the sudden spike in the economy for such a limited time can cause imbalance and harm the city even further*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 5*) and (*Text 2 graphic*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, recognizing the supposed benefits of hosting the Olympic Games and reacting to them, discussing tourism, economic effects, and *the lasting impact on the city*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*More specifically, the short economic boom during the games is vastly eclipsed by the overwhelming costs before, during, and after it*), although language is sometimes inexact (*extremacy, it is debated on whether, dissonated*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Throughout the modern era, the Olympic Games have presented an opportunity for global cooperation and cultural exchange. It is considered a huge honor for a country, let alone a city, to host the Games. However, the responsibility of such an enormous task is also a titanic burden. Therefore, it is my opinion that the United States should not bid to host an Olympic Game in the near future.

Primarily, there are many aspects, economic, social, and otherwise, to be taken into account; for example, budgeting and construction costs, impacts on local business and residents, culture shock, and more. While some may argue that the Olympics create job opportunities, many of these jobs are temporary and unspecialized (Text, lines 7-20). Another argument for is the assumption that increased tourism, due to the Games, will cause economic growth. That is true - to an extent. According to text 3, lines 11-13, there is actually no proven correlation between the Olympic Games and significant swelling of tourism. "Olympic tourists [tend to] replace normal tourists," people who are attempting to "avoid the congestion" (Text 3, lines 12-13). Also, if tourists are dissatisfied with their experiences in the host city, then they are likely to spread a bad reputation for the location (Text 2, chart). Yet another concern is that of cultural shock, both to residents and tourists; misunderstandings between cultures could lead to intolerance and xenophobia (Text 2 in chart).

One final reason why the United States should not host an Olympic Games is simply this: the

United States is already an international super-power, and a center for tourism. There is hardly a person on the planet who hasn't heard of America. Therefore, giving some other countries a chance. The USA already generates considerable income from tourism, so hosting the Olympics would likely be less beneficial and more detrimental for us. However, for other countries, this could be a golden opportunity to improve international relations and infrastructure. For example, the Olympics in Beijing, China, saw vast improvements in air quality, an addition to a major airport, and cultural exchange programs between 550 Chinese schools and other international institutions (Text 4, lines 4, 20).[#] So, move on over USA, and give someone else a turn.

Anchor Level 5-A

The essay introduces a precise and thoughtful claim, as directed by the task (*Therefore, it is my opinion that the United States should not bid to host an Olympic Game in the near future*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Primarily, there are many aspects, economic, social, and otherwise, to be taken into account; for example, budgeting and construction costs, impacts on local business and residents, culture shock, and more*) and to distinguish the claim from alternate or opposing claims [*While some may argue that the Olympics create job opportunities, many of these jobs are temporary and unspecialized (Text 2, lines 7-20)*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*According to text 3, lines 11-13, there is actually no proven correlation between the Olympic Games and significant swelling of tourism and For example, the Olympics in Beijing, China, saw vast improvements in air quality, an addition to a major airport, and cultural exchange programs*). The essay demonstrates proper citation of sources [*“Olympic tourists [tend to] replace normal tourists,” people who are attempting to “avoid the congestion” (Text 3, lines 12-13)*] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim and identifying the aspects that need to be taken into account when considering hosting the Olympics (*job opportunities, tourism, culture shock*), then addressing the counterclaims associated with employment and tourism as well as the benefit of giving some other countries a chance, and concluding with a statement supporting the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Yet another concern is that of cultural shock, both to residents and tourists*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

The Olympic games are often seen as a great benefit to host cities on several levels. However, most often this benefit is ~~temporary~~, short lived. Arguments against the United States hosting another Olympic games are supported by several articles, which focus on employment impact, cost versus revenue, and the duration of tourism increases.

~~In the Building~~ During the period leading up to and including the Olympic Games, there is generally an increase in work available.

However, this work is often temporary, with workers having to find other jobs soon after the games end.

The 1984 Olympics hired 16,500 people, but only for 30 days, as did the 1988 Olympic games - but with 33,500 people. (Text 2, lines 11-12) Work is generally also completed by unskilled laborers, which in turn can require more people, and could generate an increased cost for the city (Text 2, lines 19-20)

This cap on economic opportunity for those in a host city is a major turn-off to hosting the games.

The Olympic Games are often pitched as the best way to generate a long-term increase in tourism. However, there has been little evidence produced to support this claim, and tourism during the games may not even increase, as Olympic tourists may replace ~~the~~ tourists who would like to see the city when it is less crowded. (Text 3, lines 11-12) In fact, the mere exposure to a city may expose how bad that city actually is, and could possibly decrease tourism. (Text 2, chart) In short, there is no conclusive data available to prove that the games are of any benefit to the tourist industry.

The high cost of the Olympic Games has likely deterred several cities from bidding to host the games. Firstly, the games often result in cost increases for a city, which requires increased taxation to cover costs. (Text 1, line 13) Often times, the community has no input on these ~~tax~~ tax increases, which generates

further problems (text 1, lines 34-36). However, the main issue surrounding cost for the games is revenues versus expenses. The 2012 Olympic Games cost approximately \$70 billion to produce and only generated about \$6 billion in revenues (text 3, lines 1-4). This startling ~~gap~~ deficit is one huge reason why cities do not and should not bid to host the games.

Ultimately, it is a combination of the cost versus expense of the games, increases in employment and tourism, and other factors which ~~lead to~~ detours cities from bidding to host the games. This leads to the fairly obvious conclusion that it is a bad idea for the United States to host the Olympic Games as the economic risk is too high.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Arguments against the United States hosting another Olympic Games are supported by several articles, which focus on employment impact, cost versus revenue, and the duration of tourism increases*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*During the period leading up to and including the Olympic Games, there is generally an increase in work available. However, this work is often temporary and The Olympic Games are often pitched as the best way to generate a long-term increase in tourism. However, there has been little evidence produced to support this claim*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [*tourism during the Games may not even increase, as Olympic tourists may replace tourists who would like to see the city when it is less crowded (Text 3, lines 11-12) and the Games often result in cost increases for a city, which requires increased taxation to cover costs, (Text 1, line 13)*]. The essay demonstrates proper citation of sources [(*Text 3, lines 11-12*) and (*Text 2, Chart*)] to avoid plagiarism when dealing with direct quotes and paraphrased material. 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 supporting paragraphs, which address both the claim and counterclaim relating to the issues of employment, tourism, and cost, and concluding with a strong reiteration of the introductory claim (*This leads to the fairly obvious conclusion that it is a bad idea for the United States to host the Olympic Games, as the economic risk is too high*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The Olympic Games are often seen as a great benefit to host cities and In short, there is no conclusive data available to prove that the games are of any benefit to the tourist industry*). The essay demonstrates control of the conventions, exhibiting occasional errors (*articles, revenue, other factors which detours*) only when using sophisticated language.

Since they were first created, the Olympics have ~~been~~^{brought} bringing together people from all over the world. ~~for~~ The Olympics allow people to put aside various cultural barriers and come together in support of athleticism. It's not surprising then that many cities around the globe hope to one day host an Olympic event. If the U.S. were to host the Olympics then the host city would benefit ~~socially~~ environmentally and economically.

The environmental state of most major cities is quite poor. Pollution ~~gets~~ clogs the air, litter covers the streets, and plant-life is ~~scarce~~ scarce. The Olympics games actually change this. According to Text 4, lines 17-21 the environmental state in Beijing was drastically improved. The ~~city's~~^{city's} air quality was ~~improved~~^{bettered} when coal powered boilers throughout the city were updated. Public transportation started to rely on "natural gas" and water treatment plants were serviced. In Athens, the home of the 2004 Olympic Games, environmental changes were also positive (Text 4, lines 27-29). A new wildlife preserve was created. Trees, bushes, and other flora were planted as well. These sorts of changes are what large cities need, but can't get without the Olympics. The

Olympic games would have the power to alter the U.S.'s environment for the better.

There's no denying that the Olympics are a lot of work. U.S. cities and towns would be overflowing with tourists come to spectate the events. New venues and people to man them is a must. Some argue that there isn't an increase in tourism (Text 3, lines 11-13), jobs would be temporary (Text 2, lines 23-24), or that too many changes would be made to the city (Text 1, lines 9-10). While all of these points are valid there are still benefits that come along with them. Tourism undoubtedly increases in host cities. Men and women from all over come to represent their country. With increased tourism comes the need for more workers in the service industry (Text 2, lines 25-28). More waiters, waitresses, store clerks, and other jobs would be needed to accommodate those visiting the city. Jobs would also open up in the construction business (Text 2, lines 16-17). Most Olympic events need special buildings and equipment. These things can only be made possible by the men and women in the construction business. Lastly, comes the changes these new buildings would bring. In Salt Lake City, the home of the 1994 Olympic games, many of the venues created specifically

for the olympics are still being used (Text 4, lines 35-38). The stadiums and facilities are used to train future olympians, provide a place for conventions and meetings, as well as allow a place for the public to participate in sporting events. ~~There are~~ People are still needed today to run these services. Despite the criticism, the Olympics would benefit the U.S. by creating much needed jobs and income.

Environmental changes and economic changes brought on by the Olympics would improve any U.S. city that was a host.

Environmental changes that would otherwise take years to accomplish, if at all, would be completed sooner. Jobs would also open up and revenue would ~~put~~^{pour} in. Not to mention, the Olympics would have ~~an~~ lasting impact on what the city has to offer. The Olympic games can change a city in countless ways.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*It's not surprising then that many cities around the globe hope to one day host an Olympic event. If the U.S. were to host the Olympics then the host city would benefit environmentally and economically*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The environmental state of most major cities is quite poor; The Olympic games would have the power to alter the U.S.'s environment for the better; Despite the criticism, the Olympics would benefit the U.S. by creating much needed jobs and income*) and to distinguish the claim from alternate or opposing claims [*Some argue that there isn't an increase in tourism (Text 3, lines 11-13), jobs would be temporary (Text 2, lines 23-24), or that too many changes would be made to the city (Text 1, lines 9-10). While all of these points are valid there are still benefits that come along with them*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Public transportation started to rely on "natural gas" and water treatment plants were serviced and The stadiums and facilities are used to train future olympians, provide a place for conventions and meetings, as well as allow a place for the public to participate in sporting events*). The essay demonstrates proper citation of sources [*According to Text 4, lines 17-21 and (Text 2, line 28)*] to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay by first introducing the claim, then identifying the potential benefits for the host city relating to its environment and economics, and supplying a summative conclusion (*Environmental changes and economic changes brought on by the Olympics would improve any U.S. city that was a host*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The Olympics allow people to put aside various cultural barriers and come together in support of athleticism and Pollution clogs the air, litter covers the streets, and plant-life is scarce*). The essay demonstrates partial control, exhibiting occasional errors (*New venues and people to man them is, valid there, accomadate, specificaly*) that do not hinder comprehension.

The United States should bid to host a future Olympic Games. Although there are many positive and negative effects of this, hosting the Olympic Games would in the long run prove to be a very good idea. The main problem that seemed to be presented in all of the texts was the cost of hosting. It is extremely expensive, but in return, we would be getting a lot of business and many job and volunteering opportunities.

In Text 1, ~~a~~ examples are given of the impacts of hosting Olympic Games. Some of these examples are improving transportation, increasing tourism and business activity, and increased involvement of the community, specifically in volunteering (Text 1, lines 12, 16, 20). Another factor to consider is the long-term effect of hosting the Olympic Games. Whichever city hosts it has a certain amount of time to ^{make} improvements to everything their city has to offer. Barcelona sets a good example of this because years after they held the Olympic Games, their city was significantly improved to what it was before (Text 3, lines 19-23). Finally in Text 4, another positive effect is shown. Other cities that have hosted Olympic Games in the past have joined with other countries to set up programs for schools to help teach students about different cultures (Text 4, lines 6-8, 41-44).

In conclusion, it would be a great opportunity for a city in the United States to bid on hosting the Olympic Games. Although it is expensive and

may put us more in debt, we would get so much back - And not just in money. We would get a great experience, improve education and culture, improve our environment from cleaning the city, and a lot more on top of all of that. Some people may argue that increased taxes and being even more in debt wouldn't be worth it, but to others, those things won't even matter because the positives seem to outweigh the negatives.

Anchor Level 4-A

The essay introduces a precise claim, as directed by the task (*The United States should bid to host a future Olympic Games*). 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 (*The main problem that seemed to be presented in all of the texts was the cost of hosting. It is extremely expensive, but in return, we would be getting a lot of business and many job and volunteering opportunities*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Some of these examples are improving transportation, increasing tourism and business activity, and increased involvement of the community, specifically in volunteering*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material [(*Text 3, lines 19-23*) and (*Text 4, lines 6-8, 41-44*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim and addresses the counterclaim, one supporting paragraph that addresses the claim using specific examples from the text (*Barcelona sets a good example of this because years after they held the Olympic Games, their city was significantly improved to what it was before*), and a conclusion reiterating the original claim (*In conclusion, it would be a great opportunity for a city in the United States to bid on hosting the Olympic Games*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Another factor to consider is the long-term effect of hosting the Olympic Games*). The essay demonstrates control of the conventions, exhibiting occasional errors (*hosts it, it ... their city, from cleaning*) only when using sophisticated language.

There are many things to consider when a city applies for the Olympics to be hosted in their area. From the beginning of the Olympics, people have come from near and far to witness the games and take part in the atmosphere it creates. Hosting the Olympics is most definitely a hard job, although it can be very pleasing and positively influential. Some people are unaware of how much work actually goes into the preparation and planning for the special events. In the end, the results and achievement of every nation is what brings everyone together despite differences in ethnicity and nationality.

Even though cost and planning would be expensive I think that having a United States city host the Olympics would result in a very positive outcome. There would be an increase in employment for people who do not have jobs. Hosting would create opportunities. Text 2, under "Employment Opportunities" shows how many people were needed to work in an effort to prepare for the games. As a result of having workers, there was a need for repaired, replaced, or new infrastructure. This benefits the economy and gets some people working. Others may claim that the work is only temporary, the end result is what really matters though. Text 1 describes that there is no actual known cost of the Olympics for the host city. The increase in tourism and social interest of the city and its surrounding area will attract people from all

over the world will also benefit markets and small businesses. Text 3 exemplifies estimated costs of the Olympics as well as revenue that was gained. In the late 1990's games held in Barcelona resulted in \$6 billion in debt. On the other hand, the overwhelming tourism that Barcelona received caused favorable development which it might have not received had the Olympics been hosted elsewhere.

In conclusion, the responsibility of hosting the Olympic Games would most likely prove to be successful for the United States. Infrastructure would provide for jobs for unemployed people and generate social interest to aid tourism which in turn would create wealth. Not only all of these reasons, but to have the games hosted in a city of a country which has gained the reputation of the "Melting Pot" where all different kinds of people reside truly displays the unity of the games.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Even though cost and planning would be expensive I think that having a United States city host the Olympics would result in a very positive outcome*). 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 (*In the late 1990's games held in Barcelona resulted in \$6 billion in debt. On the other hand, the overwhelming tourism that Barcelona received caused favorable development which it might have not received had the Olympics been hosted elsewhere*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Text 2, under "Employment Opportunities" shows how many people were needed to work in an effort to prepare for the games*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with paraphrased material (*Text 1 describes and Text 3 exemplifies*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph about the Olympics, a body paragraph stating and supporting the claim using information from three of the texts and addressing counterclaims (*Others may claim that the work is only temporary, the end result is what really matters though*). The concluding paragraph reiterates the original claim (*In conclusion, the responsibility of hosting the Olympic Games would most likely prove to be successful for the United States*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some people are unaware of how much work actually goes into the preparation and planning for the special events*). The essay demonstrates partial control, exhibiting occasional errors (*opportunities, infrastructure, actual, interest, world will also*) that do not hinder comprehension.

Analysts from across the globe have compiled different facts about the pros and cons of cities that host the Olympic games. After reading through them I have decided that the pros outweigh the cons. The United States, therefore, should put in a bid to host the next Olympic games.

My argument is more valid than opposing arguments because mine make more sense. Consider this: an opponent to hosting the Olympic games states "The high costs ~~of hosting the games~~ are bound to make hosting the Olympics a bad deal in the short run" (Text 3, line 6). Even if that were true, the long-run benefits such as internal improvements and local economy boosts are more important. Opponents also argue that "psychological misunderstandings could lead to hostilities" (Text 2, chart). That is ~~bad~~ ~~at~~ ~~crap~~ ~~opportunity~~ ~~that~~ ~~opponents~~ ~~are~~ ~~making~~ ~~them~~ ~~be~~ ~~lie~~ ~~about~~ ~~the~~ ~~games~~ ~~are~~ ~~irrational~~ ~~fear~~ ~~considering~~ ~~that~~ ~~anytime~~ ~~two~~ ~~or~~ ~~more~~ ~~countries~~ ~~interact~~ ~~there~~ ~~is~~ ~~possibilities~~ ~~for~~ ~~miscommunications~~. Just because it might happen, and it often does, does not mean that the Olympics shouldn't come here. Finally opponents argue that the host city will infringe ~~on~~ and limit the people's natural rights that live there just to look good. (Text 4, lines 57-62). This argument is not valid because if the United States were to host the Games, why would they hold it in a city where civil rights would need to be limited? They would hold it ~~some~~ ~~in~~ a gorgeous city with barely anything wrong with it to begin with. If look is a concern, then that country doesn't have many cities to choose from.

Now that the opposing arguments have been ~~logically~~ logically

invalidated, let me explain the pros of ~~the~~ hosting the Olympics. First of all, the people in the city benefit from the Olympics, "Middle classes, political elites, and tourists may gain from infrastructural reforms, economic investment and social activities and interest..." (Text 2, lines 36-37). If the people are helped, then eventually they will benefit society, as a whole. Also, it doesn't just benefit people, it ^{as well as the economy,} benefits the environment as well, "60,000 coal-burning boilers being upgraded to reduce emissions; a number of public buses being converted to run on natural gas... restrictions on private automobile use..." (Text 4, lines 18-20). This quote clearly shows that the environment has been bettered by the Olympic games. Lastly, it benefits tourism, "increased knowledge ~~is~~ ~~about~~ concerning the potential for investment and commercial activity in the region" (Text 2, chart). Guess what tourism brings with it? People spreading the word about the town and coming and spending money benefiting the economy. As you can see, it would be very beneficial for the United States if we were to hold the Olympics.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*The United States, therefore, should put in a bid to host the next olympic games*). 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 (*That is a irrational fear considering that anytime two or more countries interact there is possibilities for miscommunications. Just because it might happen, and it often does, does not mean that the Olympics shouldn't come here*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*First of all, the people in the city benefit from the Olympics and If the people are helped, then eventually they will benefit society, as well as the economy, as a whole*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 57-62) and (Text 4, lines 18-20)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, providing a claim in the introduction, and adding two paragraphs, the first refuting counterclaims (*This argument is not valid because if the United States were to host the Games, why would they hold it in a city where civil rights would need to be limited?*) and the second paragraph addressing the pros of hosting the Olympics (*This quote clearly shows that the environment has been bettered by the Olympic games*). The concluding sentence reiterates the claim (*As you can see, it would be very beneficial for the United States if we were to hold the Olympics*). The essay establishes and maintains a formal style, using precise and appropriate language and structure, although at times the tone is somewhat conversational (*Guess what tourism brings with it?*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*states "The, phsyncologicaly, a irrational, there is possibilities, Finally opponents, rights that live there, barly*) that hinder comprehension.