

# SESSION ONE

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Thursday, June 14, 2001—9:15 a.m. to 12:15 p.m., only

#### SCORING KEY AND RATING GUIDE

##### Mechanics of Rating

The following procedures are to be used for rating papers in the Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Comprehensive Examination in English*.

##### Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A and Part B multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

Session One Correct Answers	
Part A	Part B
(1) 4	(7) 1
(2) 2	(8) 2
(3) 1	(9) 4
(4) 3	(10) 1
(5) 1	(11) 3
(6) 2	(12) 4
	(13) 3
	(14) 1
	(15) 2
	(16) 4

## **Rating of Essays**

- (1) Follow your school's procedures for training for rating. This process should include:

*Introduction to the task—*

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to 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 scores
- 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 papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

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

**SESSION ONE – PART A – SCORING RUBRIC  
LISTENING AND WRITING FOR INFORMATION AND UNDERSTANDING**

QUALITY	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<p><b>Meaning:</b> the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make few or superficial connections between information and ideas in the text and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the text -allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task</p>
<p><b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the text</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the text</p>	<p>-develop ideas briefly, using some details from the text</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p><b>Organization:</b> the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p><b>Language Use:</b> the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p><b>Conventions:</b> the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

- if the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

In today's society, one might notice a disturbing trend. To many adolescents, reading has become passé. Knowledge and literature are not desirable aspects of many students' lives. This statement alone should be an oxymoron. Alas, it is not. The popular student is ~~not~~ usually not the smart one. It is more likely to be the slacker, the rebel, or the class flirt who hasn't read a book since her Baby Sitter's Club days. It is the long haired boy whose only aspiration is to emulate his favorite heavy metal band. These are the people who have come to characterize today's high school students.

To these people, reading is an assignment, a chore, to be done only when forced to; strapped to a classroom chair to stare blankly at a printed page. Yes, students have become so detached from reading that at this point, it

can be torturous. They lack a <sup>positive</sup> reference point against which they can measure the benefits of reading as opposed to instant messaging or listening to Sko. They need that mechanism, that one brilliant flash, to remotivate them.

I ask you today: what better way to accomplish this, than to make a book, an all powerful book, their own personal possession?

The proposal to purchase personal copies of novels for students is a sound one. This will allow students to gain ~~an~~ a sense of possession. To borrow or lease a book is like renting a ~~small~~ puppy. The renter must always be cautious not to get attached or involved; after all, the book, ~~like~~ like the puppy must be returned untouched and unloved. ~~For~~ On the other hand, to

own a book, that is when the love affair can begin. To take pride in knowing that this novel is your personal property, is to instantly create a sense of responsibility for the book's well being. The next step is to mold this responsibility into a productive method of study.

Once the books are in the ~~students~~ possession of the students, it is possible for them to write in them, a privilege that is often taken for granted. What good is a book if if you cannot grasp its message? Dr. Mortimer Adler, a noted philosopher and educator, says there are three types of book owners. The first is the one with all the hard bound best sellers, unopened on the bookshelf. He owns them for the most dubious of reasons, to give the illusion of intelligence.

→ The second type of owner is <sup>the one</sup> ~~the~~ who has many volumes; some are read through, most are at least dipped into. What he has ~~test~~ sampled of these books is little more than an appetizer. The books all still have their pristine, untouched look about them.

It is the third type of book owner that we are looking to create by supporting this proposal. The kind whose books have become worn and used, the pages dog-eared, the lines and margins scribbled in to demonstrate a dialogue has occurred between author and reader. This is the owner we want our students to become; the owner who is an active reader. The one who grasps the full message.

According to Dr. Adler, "marking up books is not mutilation, but an act of love." By owning their own books, students can write, scribble and doodle in them as they read.

Writing words or phrases that come to mind while reading, allows a person to remember and retain more than usual. It sharpens comprehension and provides a means of expressing agreement or disagreement with the author. Marking in a book can lead to permanent and usable knowledge. This method, when properly taught, makes the purchase of books for personal use, to fully worthwhile.

In a matter of a few class periods, students can be taught to underline, circle, and number any amount of text they feel necessary. They can be shown the benefits of numbering chronological events in the margins, and starring important ideas. They can record questions that the book evokes and can <sup>possibly</sup> come back to these questions with answers. It is this practice that will slow readers down, challenging the myth that speed reading is synonymous with intelligent reading. This method will ~~also~~ help to prepare students for the critical thinking skills they will need if they go on to college.

By purchasing and providing personal copies of assigned novels to our students you will be giving them a push toward adulthood. As Dr. Adler said, "Learning doesn't consist of being an empty receptacle." ~~A~~ To counterpoint this, educating does not consist of being a passionless provider. By providing students with personal copies of novels, you will be investing in our greatest resource, the developing minds of our children.

**Anchor Level 6-A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth understanding of the speech, using inventive writing to illuminate the importance of book ownership (<i>To borrow or lease a book is like renting a puppy</i>). The response makes insightful connections between the speech and task, drawing from Adler’s words on types of book ownership and methods of marking a book to argue in favor of purchasing books for students’ use.</p>
<b>Development</b>	<p>Develops ideas clearly and fully, discussing the modern student’s need of the <i>all powerful book</i>, book ownership as motivating a <i>productive method of study</i>, types of book ownership, and methods for marking a book that can lead to <i>permanent and usable knowledge</i>. The response makes use of specific details from the text to support the proposal.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the benefits of the proposal. However, this focus is not established until the third paragraph, following an overly lengthy introduction that contains some irrelevancies. The response demonstrates a logical sequence of ideas, moving fluidly from one paragraph to the next.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>only aspiration is to emulate</i> and <i>most dubious of reasons</i>) with a notable sense of voice and an awareness of audience. Long, complex sentences are well controlled, and short sentences are used to enhance meaning.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in comma usage.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization.</p>	

Once one owns a book, it becomes a friend for life. The value of book ownership is immeasurable. Students not only have personal property but are also able to return to their books for enjoyment, understanding, and relating. Each book presents its own unique thoughts and ideas, which provide the opportunity for an intellectual conversation between reader and author. This dialogue is important in developing <sup>the</sup> comprehension of ideas. If a student owns his own books, he can mark passages, write notes to recall his own or the author's ideas, or ask questions in the margins of the books for future rereading.

The noted philosopher and educator, Dr. Mortimer Adler, supports the argument for book ownership.

According to Dr. Adler, true ownership of books consists of two components. The first component for ownership is paying for the books. This property right is the most basic form of ownership. Since students do not have the financial resources to pay for their books, this responsibility belongs to the Board of Education. The second component for ownership is to make books a part of the self. This task requires active questioning, thinking, writing and marking-up of books. Students will not be able to fully ingest books if they do not own the books. We are all aware that even stray marks in classroom



One may wonder how to integrate books so that they become a part of the self. Dr. Adler provides several techniques which can help students to actively engage in reading. According to Dr. Adler one must "read and write between the lines to get the most out of reading." Writing in books is not only helpful when processing information; it is also a factor which helps to identify a "true" book owner. To explain who the "true" book owner is Dr. Adler presents three categories of book owners. Category one typifies those who own fancy editions of books, completely unmarked. This is essentially a "wood pulp and ink" collection, unread, unused and unconsumed. The second category describes those who own many books that are also in good condition. These owners are "restrained by a false respect for physical appearance," meaning these owners feel books are too sacred to be marked up. True book owners belong to the third category. Their books show signs of wear from reading, revisiting, and writing between the lines and in the margins. Category three book owners fully use their books. Their books are written in, dog-eared and often dilapidated. In other words, they attempt to comprehend their books by writing in them.

Dr. Adler advises students to engage in

that students write down their thoughts of agreement, disagreement, doubt or inquiry, directly in their books in order to commit ideas to memory.

In this sense students can "preserve reactions and sharpen questions," which are necessary to achieve higher level thinking.

Reading comprehension can be fine-tuned using specific "marking" techniques described by Dr. Adler in his speech. In the reader's personal copy of a book he can make doo-dads to emphasize important points, write numbers in the margin to relate a sequence of points, circle key words and phrases, and write notes in the margin, at the top or bottom of the page or even between the lines of the text. Dr. Adler reserved the front and end papers of the book for outlining and indexing the main information in the book. One must first own the book before he can mark it up. Clearly, true understanding of a book is made more accessible through book ownership.

In closing, members of the Board, if you approve the proposal to provide personal copies of novels to the students of our school, you will be giving us the chance to fully engage in active book reading. This opportunity will open up a world of insights, questions, confirmations and ideas. One of the joys of life is to read a novel, comprehend the novel and relate to the characters and situations in the novel. This will occur more frequently if you give students personal copies of assigned novels.

**Anchor Paper – Part A—Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the speech through a thorough discussion of <i>the value of book ownership</i>. The response makes insightful connections between information from the speech and the task (<i>This opportunity will open up a world of insights, questions, confirmations and ideas</i>).</p>
<b>Development</b>	<p>Develops many ideas clearly and fully, including the dialogue between author and reader, the components of book ownership, the categories of book owners, and the methods suggested to actively engage in reading. The response makes use of a wide range of specific details (<i>read and write between the lines and preserve reactions and sharpen questions</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus presented in the introduction (<i>The value of book ownership is immeasurable</i>) and sums up the supportive information which follows with a direct plea to the <i>Members of the Board</i> in the conclusion. The response generally exhibits a logical sequence of ideas, although paragraph three shifts ideas from <i>how to integrate books</i> to the <i>three categories of book owners</i>, and the lack of transitions between paragraphs somewhat disrupts the flow of ideas.</p>
<b>Language Use</b>	<p>Uses stylistically sophisticated language that is precise and engaging (<i>it is imperative...in order to commit ideas to memory</i>). The response varies sentence structure and length throughout to enhance meaning.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in antecedent/pronoun agreement and use of commas (<i>According to Dr. Adler one must</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization and conventions.</p>	

Are you a person who marks along the margins of a book as you read it? Do you make mental notes of things you believe to be important? If you are such a person, you understand that these notes help you to better comprehend the true meaning of the book. However, in order to mark in a book, you must be the owner of it. This is why I am in favor of providing students with personal copies of assigned novels. ~~for them to keep.~~

Dr. Mortimer Adler, a noted philosopher and educator, stated in a speech given by him in 1940, that in order to understand the full meaning of a book, you must not only "read between the lines," but also "write between the lines." You must feel free to jot down any thoughts which come to you while reading the book. However, if the owner of the book is the library, or a teacher, or friend, you are not free to ~~use~~ mark your personal thoughts in that book. The book must be your own personal property. Illustrations and other notes help you to read deeper into the book.

There are typically three types of bookowners. The first owns all the standard sets and bestsellers. Several of which have never even been touched, let alone read. The second type owns many books having read few of them. And the third and perhaps ~~the~~ the only true owner of books, owns only a few books which are old and ~~down~~ due to continual use. These books are scribbled and marked in by the reader.

Marking in books keeps you awake during reading. It keeps you conscious of the inner details of a book. Active reading causes the reader to think. It helps you to remember your own thoughts at the time as well as the thoughts of the author. Dr. Adler believed that a "Great book demands active reading." Writing in a book is necessary for several reasons. It brings words and sentences more sharply to mind and it preserves ~~these~~ ~~or~~ ~~the~~ them also. You can pick up a book you had read long ago and see your thoughts and notes on the

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## Anchor Paper – Part A—Level 6 – A

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book without actually reading it in depth again. Writing in the book also allows you to have a conversation with the author. A conversation in which you are able to express your agreements and disagreements.

Dr. Mortimer Adler tells of his many different methods of marking a book. ~~The first is to~~ underline major ~~pts~~ points and important statements. Draw vertical lines at the margin to emphasize underlined statements. Use a star or asterisk to highlight the ten or twenty most important statements. Use numbers to develop the sequence of events of the story. Note the numbers of different pages with similar ideas. Circle key words or phrases. Also write down any questions and answers that may have been raised <sup>a</sup> on the passage. After reading the entire book, Dr. Adler uses the endpapers to sum up his thoughts on the book and other. And finally, he returns to the beginning of the book and outlines the book from part to part. All of these ~~reading~~ techniques make Dr. Adler an active reader. ~~By~~ By students becoming an active reader themselves, they will obtain much more educational value from the book.

As you have seen in the information above, a student deserves personal ownership of assigned novels. <sup>This</sup> ~~will~~ will allow them to mark and note in the book, <sup>which then</sup> ~~this will~~ allows the reader to slow up reading and look more in depth into the book. For I believe, along with Dr. Mortimer Adler, that there is no right speed for reading. The speed in which you can read a book does not measure intelligence. Intelligence is measured by your ability to read different things differently according to the work. By giving the students their own copy of an assigned novel, we are allowing them to become more intelligent.

**Anchor Level 5 - A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the speech by clearly describing the three types of book owners, explaining how marking in a book contributes to comprehension, and discussing the methods of marking a book. The response explicitly connects this information to the task in both the introduction and conclusion, which explain the importance of <i>providing students with personal copies of assigned novels</i>.</p>
<b>Development</b>	<p>Develops several key ideas from the speech clearly and fully, using a wide range of specific details (<i>if the owner of the book is the library...you are not free to mark your personal thoughts, Writing in the book also allows you to have a conversation with the author, Dr. Adler uses the endpapers to sum up his thoughts</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on supporting the importance of <i>providing students with personal copies of assigned novels</i>. The response exhibits a logical sequence of Dr. Adler's ideas leading to a persuasive conclusion deduced from information from the speech. The transitions are appropriate and occasionally skillful (<i>Are you, Do you, If you are, This is why</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>It keeps you conscious of the inner details of a book</i>) with an obvious awareness of purpose, although the awareness of audience is not explicit. The response varies structure and length of sentences throughout to control rhythm and pacing.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>asterix</i>), usage (<i>in which you can read</i>) and a sentence fragment.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5.</p>	

Providing personal copies of assigned novels to students will allow them to fully own the book. According to Dr. Mortimer Adler you must not only read between the lines of a book, but to fully understand it you must "write between the lines," as well. Students would not write in or mark up a book that does not belong to them, but belongs to a friend, teacher, or librarian. That is why the school should vote yes to providing each student with their personal copy of assigned novels.

There are two ways in which a person establishes full ownership of a book. The first is the "Property right you establish by paying for it." Secondly, full ownership cannot truly be established until the book becomes a part of you by writing in it. For example, you do not fully own a beef steak until you consume. Of course, it belongs to you, but it cannot be a part of you until it is in your blood stream. There are three types of book owners and only one type allows the book to become a part of them.

The first type owns all the bestsellers and standard sets, but has probably read only a couple of them. The second type has many books, they have read through a few and have started most of them. This person will not write in the books due to a respect for the appearance of each book. Lastly, the third type truly owns the few or many books they have. All of the books this person owns have been read through many times and are marked and scribbled in from front to back. This person establishes a true understanding of each book they have read. Writing in a book as you read does many things for you.

Marking a book as it is read keeps the reader wide awake. Not only does writing in a book keep you awake it develops your thoughts and questions as you read. This also develops a sense of understanding and enables you to remember the thoughts that you do have. To actively read and understand a book it must be fully read not skimmed over briefly. Writing in a book encourages active reading it, "Brings words and sentences more sharply before your mind." Writing as a book is read, "Preserves reactions and sharpens questions." The "Marks and notes become an integral part of the book and stay there forever. Marking the free spaces of each page makes it possible to pick up a book and begin where you left off. It is like resuming an interrupted conversation where you left off.

Writing in a book is a "conversation between you and the author." To fully understand this "conversation" the learner must question themselves and their teacher, the author. When marking a book you are able to express differences of opinions and agreements. Dr Mortimer Adler described seven ways to mark up or write in a book.

The first is to underline major points and forceful statements. The second is to draw vertical lines at the margin to stress already underlined points. Thirdly, the reader should use stars or asterisks to emphasize the most important points of the book. The fourth step is to place numbers in the margin to indicate a sequence of the main points. The fifth is to place numbers of previous pages in the margin to compare ideas. Sixth is to circle key words or



phases. The seventh and probably the most important step is to record questions and answers that come into your mind as you read. Dr. Mortimer Adler took this last step farther. He used the last empty pages to create a "personal index," in other words he reviewed the authors points and ideas in order. The blank pages in the front he used for another outline. This outline unlike the first one is a measure of his understanding of the book. It is true that this process would stop your reading down, but it is worth it. When you finish you would have a complete and clear understanding of the book. Plus you would be able to look back and read your notes and remember all the thoughts you had while originally reading the book.

Clearly, it is a good idea for students to have personal copies of assigned novels. This will it turn make them better learners that are able to think for themselves. Perhaps if I have not yet convinced you of the value of owning a book in both senses, you should try it for yourself and see the positive affects of truly owning a book.

**Anchor Level 5- B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the speech, discussing ways to establish book ownership, the types of book owners, the reasons for writing in a book, and the methods of marking a book. The response generally makes clear and explicit connections between the speech and the task by using textual material to convince the audience to provide personal copies of assigned novels to students.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, explaining the importance of book ownership and using examples of the book marking techniques as they relate to the true book owner (<i>writing in a book develops your thoughts and questions as you read</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the benefits of book ownership. The response exhibits a logical sequence of ideas, moving from a statement of the task, to ways to establish ownership of a book, to marking a book, and concluding with <i>clearly, it is a good idea for students to have personal copies of assigned novels</i>. The response makes effective use of transitions (<i>Not only, This also, Dr. Mortimer Adler took this last step farther</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language with some awareness of audience and purpose (<i>the school should vote yes</i>). The response makes effective use of compound sentences throughout.</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>interrupted</i> and <i>asteriks</i>), punctuation (<i>many books, they have read through</i>), agreement (<i>each their</i>, and <i>learner themselves</i>), and usage (<i>Their</i> for <i>There</i>), which do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language and conventions.</p>	

People are often told to read between the lines to get the most out of a book. Today, I am here to encourage you that writing between the lines is an even better way. In order for books to be written in, they must be purchased not borrowed. Today, I hope to persuade you to rule in favor of the proposal before you, stating that students should be given personal copies of their assigned novels.

A book cannot officially become yours until it has been absorbed into the reader. Just as when a person goes to buy a beefsteak, they become the owner of it at the moment of purchase, yet they have not truly absorbed it until it is consumed.

Similarly, a book can be yours as you read it but is not absorbed into you until you have written in it and this can only be done if the book rightfully belongs to the reader.

There are many kinds of readers. One kind are those who own a large selection of best sellers, which are unread. Another kind is one who owns a lot of books, few of them read, yet they are still shiny as the day they were bought. The final kind of reader is one who owns few or many books of which are worn and scribbled in. This person is the true owner of the book for they have absorbed all the information in it has to offer.

Many of you may ask why one should write in a book. There are three reasons why

writing in a book is beneficial to the reader. The first is it keeps the reader awake, not only conscious but wide awake. The second reason is that reading is thinking. Through writing in the book, the reader thoroughly thinks throughout the book. The third reason is that writing helps the reader to remember their thoughts while reading the book. It also helps them to be able to go back and compare their thoughts with that of the author's.

Reading should be a conversation between the reader and the author, and this enables that to happen.

There are many techniques used to mark a book. One way is to underline major and important parts of the book. Another way is to use vertical lines to more greatly emphasize the words or phrases underlined. A third way is to use a star or asterisk to emphasize the ten or twenty most important parts. Another way is to write numbers in the margins to show a sequence. A fifth way is to give page numbers of other places in the book to look for reference. A sixth way is to circle key words. Another technique is to write questions and maybe answers to situations in the book. These techniques enable the reader to get more out of a book. Surely, this may slow down the pace of your reading but that is good. A person's intelligence is not illustrated by how fast they read.

I hope that I have convinced you to vote in favor of the proposal to allow students to receive personal copies of assigned novels. It is better to have only read a few books thoroughly than it is to have skimmed through a great number of books. Philosopher Dr. Maxtimer Adler said, "it is better to have few close friends than many acquaintances." Please enable children to have a close relationship with a book.

**Anchor Level 5- C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the speech, arguing that books should be purchased because a book cannot be absorbed <i>until you have written in it</i>, which requires that the book <i>belongs to the reader</i>. The response makes explicit connections to the task (<i>three reasons why writing in a book is beneficial to the reader</i>). However, Dr. Adler, who is mentioned only in the conclusion, is not identified as the source of information.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, elaborating on the ways writing in books enhances understanding by allowing the reader to fully absorb information. The response includes relevant and specific details from the speech (the beefsteak analogy, three types of book owners, and techniques of marking books).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the importance of students owning books. The response generally follows a logical sequence; however, the detailed listing in paragraph five and the abrupt introduction of Dr. Adler somewhat weaken the flow of ideas.</p>
<b>Language Use</b>	<p>The response uses language that is generally appropriate, with an evident awareness of audience and purpose. (<i>I hope to persuade you to rule in favor of the proposal before you</i>). The response varies sentence structure and length to control rhythm and pacing; however, this occasionally results in faulty construction.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>thoroughly</i>), punctuation (missing commas), agreement (<i>a person they, One kind are, Person ... they have, reader ... their</i>), and usage (<i>books of which are worn and information in it has</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language and conventions.</p>	

I have recently learned of your consideration of a proposal to provide personal copies of assigned novels for students to keep. I feel that this proposal, if in effect, would give students a deeper understanding of the novels. These students would be able to make marks in the book <sup>which would</sup> ~~and~~ help them understand it.

Writing in a book is not an act of mutilation, but an act of love. When marks are written in these books, it keeps you awake, helps you remember your thoughts or the author's thoughts, and ~~brings forward~~ ~~and~~ sharpens questions.

There are many ways of marking up a book. Underlining statements emphasizes important points. Vertical lines emphasize statements already underlined. Placing numbers along passages indicate the sequence of points the author is trying to get across. Circling key words or phrases help record questions and answers. All of these markings help reduce complicated discussions to simple statements. The blank pages of the front and back of the books serve a good purpose also. In the back end papers, you can provide a personal index of the author's points in order of appearance. In the front end papers, you can provide an outline of the book.

Many people consider the speed of reading a sign of intelligence. It is not how many books you can read that makes ~~the grade~~ tells of your intelligence; it is how many you can make your own. Dr. Mortimer Adler once said that it is better to have a few friends than a thousand ~~see~~ acquaintances. Books must be absorbed into the bloodstream in order

**Anchor Paper – Part A—Level 4 – A**

to do any good. The only way <sup>students</sup> ~~they~~ can accomplish this is if they are given books to shake, tatter, and make their own. They have to have a way of making the books a part of themselves.

**Anchor Level 4-A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the speech by describing the methods of marking books that lead students to a <i>deeper understanding of the novels</i> . The response makes explicit connections between the speech and the task in the introduction; however, information from the speech is not attributed to Dr. Adler, and the slight reference to him in the conclusion somewhat weakens the connections.
<b>Development</b>	Develops some ideas more fully than others. For example, the techniques and reasons for marking in books are developed using specific details from the speech; however, the concept of book ownership is less fully developed, and the three types of book owners are not addressed.
<b>Organization</b>	Maintains a clear and appropriate focus on persuading the audience to provide personal copies of novels for students. The response exhibits a logical sequence of ideas, first acknowledging the proposal, then supporting the proposal, and finally concluding that the students must be given books as <i>a way of making the books a part of themselves</i> .
<b>Language Use</b>	Uses appropriate language with an evident awareness of audience and purpose demonstrated in the introductory paragraph. The response occasionally makes effective use of succinct sentence length and structure ( <i>Underlining statements emphasizes important points</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>affect</i> for <i>effect</i> ) and agreement ( <i>students ... make marks in ... book, Placing numbers ... indicate, Circling help</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4.	



In an effort to help educate today's youth, it is known that you (The Board of Education) has developed a proposal to do this. The proposal is a relevant one, in that, you plan on assigning students their own copies to keep. To help give you a better understanding of why this is an appropriate proposal, it is necessary to refer to a speech given in 1940 by noted philosopher and educator, Dr. Mortimer Adler. In this speech he expresses his opinion on book ownership, he feels this to be important.

First, Dr. Adler ~~is~~ certainly agrees with your proposal. He feels that there is two types of ownership of novels. The first type is the property right, this type is when you buy the book or it is given to you. The second type is the understanding right, this is after you read the novel, you have written in it and "marked it up" to get a better understanding of what it is that you are reading. It is both Dr. Adler's and my hope that these students will be given this right.

It is important for these students to know that there is three general types of readers. First, there is the readers that owns a great many books and never reads a one, this person has property rights but is gaining nothing from doing this. The second type of reader is someone who reads few or even many books, but never understands the whole ~~purpose~~ purpose of the book. The ~~the~~ third type is a person who has few or many books, but every book he owns is worn from overuse. It is my hope and yours to that these students will develop to become the third type of reader. In order ~~to~~ to become this type of reader you have to understand and mark the book, this helps to keep a interest in the book and makes the reader thinking about the text. In doing this, this should start to become a conversation between an author and reader.

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To mark up a book, there are certain things to do when marking a book. First, you should underline all major points to refer back to later use and to get a better understanding of the text. Secondly, draw in vertical lines in the margins to group common points together. Then, note specific and relevant data at side margins. If material is grouped, write numbers in margins to help. And to help remember certain phrases circle key words and other important things. This is important because it helps you to remember important things.

As you can see, by these specific examples if passed it is our hope that these students will be better educated. Dr. Alder and

I feel that this proposal is a noteworthy one because of its tremendous effect it may have. This should be passed because it will help our students to be more intelligent and prepare them for life.

**Anchor Paper – Part A—Level 4– C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the speech by reiterating the types of readers and the methods of marking a book. The connections between the speech and the task are generally implicit (<i>to become this type of reader you have to understand and mark the book</i>), although occasionally superficial (<i>if passed it is our hope that these students will be better educated</i>).</p>
<b>Development</b>	Clearly and consistently develops the ideas of book ownership, types of readers, and book marking, using relevant details from the speech ( <i>property right, underline, draw in vertical lines</i> ) although occasionally references are incomplete ( <i>write numbers in margins to help</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the value of book ownership. The response exhibits a task-based introduction and a body containing a logical sequence of ideas, moving from types of book owners to types of readers, to marking methods. However, the unsupported generalizations in the brief conclusion do not effectively summarize the preceding paragraphs.
<b>Language Use</b>	Uses language that is generally appropriate with an evident awareness of audience and purpose as demonstrated in the introduction. However, the language is occasionally repetitive ( <i>To mark up a book...when marking a book and important things...important...important things</i> ). The response varies sentence length and structure with uneven success ( <i>As you can see...if passed it is our hope</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting errors in punctuation ( <i>ownership, he; Dr. Adlers; it's tremendous effect</i> ), grammar ( <i>you...has and there is two</i> ), and usage ( <i>to for too and a for an</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

Hello Board of Education.

I'm here today to talk to you about the proposal to give students personal copies of assigned novels. I believe this idea would greatly advance the students understanding of the novels. In preparation, I have listen to a speech from 1940, given by noted philosopher and educator, Dr. Mortimer Adler.

According to Adler there are many advantages to owning the books you read. He believes that in order to understand a book you have to be able to mark in it. He believes the best kind of book owner has books, dogeared, marked, and scribbled in. Adler believes this method keeps you awake to ideas of the author. To remember thoughts and ideas you must be active and write down what you are thinking, or you will forget them. Writing is necessary to bring words and sentences more sharply into your mind. Your marks become part of the book according to Adler. He says "Marking is like being able to finish an interrupted conversation." This conversation refers to the reader and author. The author is like a teacher according to Adler. The reader or student must make points of agreeing, disagree, doubt, and inquiry. The reader must argue until he understands the teacher.

Some methods ~~so~~ Adler uses is underlining important points. He uses little doodads in the margin, and writes the numbers of pages next to points that are relevant to other points. He circles key words and phrases, and writes notes in the

margin. Adler uses the end pages to make an index of the author's points. He uses the front pages to make an outline of the story to check for his own understanding. Adler says "It will slow your pace of reading, but it's not the number of books you read it's the number you understand." He says "It's better to have a few friends than 1,000 acquaintances."

In conclusion I hope I have convinced you to pass this proposal, I believe it could be of great advantage to the students. Thank you for your time.

Anchor Level 4-C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the speech by explaining how writing in books enhances a reader's understanding, and describing some of Adler's methods of marking in books. The response makes implicit connections between the material in the speech and the assigned task ( <i>The reader must argue until he understands the teacher</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses relevant details from the text to elaborate on the advantages of marking in books, and <i>some methods Adler uses</i> . However, Adler's concept of books becoming a part of their owners is not developed, and the quotation " <i>It's better to have a few friends ...</i> " appears somewhat unsubstantiated.
<b>Organization</b>	Establishes, but fails to fully maintain an appropriate focus on <i>the proposal to give students personal copies of assigned novels</i> by shifting to a discussion of Adler's beliefs, then returning to the appropriate focus in the conclusion. The response generally exhibits a logical flow of ideas, using transitions effectively using transitions between paragraphs.
<b>Language Use</b>	Uses language that is generally appropriate, with some awareness of audience and purpose; however, the opening salutation is inappropriate to the task. The response occasionally makes effective use of sentence length and structure.
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>conclusion</i> ), punctuation (commas and apostrophes), agreement, and usage ( <i>have listen, points of agree, make an idea</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

→ Ladies and gentleman of the board. I come to you today to talk about the proposal to provide personal copies of books to students. If the student had there own books they would be able to write in the books.

Your probably asking yourself how writing in a book can be good. Well, while your reading you come across a good point the author made. You can underline or take notes on the side of the page for future reference. This idea will help the students to understand the books more so they can fully "absorb" the meaning of it.

Dr. Mortimer Adler in one of his speeches said "writing in a book is like a conversation between you and the author." Dr. Adler believes that writing will help you remember thoughts and by starring or circling key words or phrases you can ~~get~~ get a greater understanding of the authors point of view.

In conclusion I would just like to say that giving students there own books is

Anchor Paper – Part A—Level 3- A

a great idea and it will  
definitely help our students  
to become better readers.

Anchor Level 3-A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the speech, explaining <i>how writing in a book can be good</i> and can result in <i>a greater understanding of the authors point of view</i>. The response makes some superficial connections between the speech and the task, arguing that <i>if the student had there own books they would be able to write in the books, which would help our students to become better readers.</i></p>
<b>Development</b>	<p>Briefly develops the idea that underlining and taking notes in books <i>help the students to understand the books more</i>. The response makes vague references to the speech, including “<i>writing in a book...a conversation between you and the author</i>” and <i>writing will help you remember thoughts</i>.</p>
<b>Organization</b>	<p>Establishes and maintains a focus on reasons for providing <i>personal copies of books to students</i> which can be written in. The response exhibits a rudimentary structure, including an introduction that is not clearly separated from the initial supporting argument, and a brief conclusion that attempts to summarize the preceding paragraphs.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>Ladies and gentleman of the board</i>). The response exhibits some attempt to vary sentence structure and length for effect (<i>Your probably asking yourself ... Well, while your reading</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting errors in spelling (<i>defnately</i>), punctuation (<i>board., more so, said “writing ... author”</i>), paragraphing, agreement (<i>student ... they</i>) and usage (<i>there for their and Your for You’re</i>) that occasionally hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	



The Board of Education has always loaned students books, but this is not good enough to make a student understand what they have read, without some notation while reading a novel. The proposal to provide personal copies of assigned novels for students to keep will help tremendously toward their education.

Dr. Mortimer Adler makes good points on a person who owns a book from one who just borrows a book. A true bookowner is describe as one who reads the book while making it worn, and in order for reading to result in learning a student must be actively engaged. In Dr Mortimer Adler speech the ~~smppr~~ importants of a student marking a book serves as both a stimulus and a way to keep records. The circling of key words in a passage helps the reader to understand. When a student outlines the book from his gathered information while reading the book, it helps to measure his understanding. Because a book is only loaned to a student there is not enough time for a student to learn, and pick up the materials needed from a book. As it was said by Dr Mortimer Adler "there is no right speed for intellegent learning." So ~~giving the book to a student to keep helps him or her in the areas needed.~~

The most important thing I'm conclusion is that a book that is owned, not borrowed, makes a difference. When there

is one person who can mark the important parts in the book it helps, from somebody who just reads it through and found no sense reading the book.

Anchor Level 3-B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the speech in paragraph two, which attempts to explain Dr. Adler’s reasons for supporting book ownership. The response makes few and superficial connections between information in the speech and the task ( <i>in order for reading to result in learning a student must be actively engaged</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the speech ( <i>marking a book serves as both a stimulus and a way to keep records</i> ); however, references to the speech are occasionally vague ( <i>a student outlines...from his gathered information while reading</i> ) or quoted inaccurately ( <i>“there is no right speed for intellegent learning.”</i> ).
<b>Organization</b>	Establishes a focus on book ownership, but then shifts to marking a book and student learning time. The response exhibits a rudimentary structure, although material in the second paragraph is unfocused and occasionally irrelevant ( <i>Because a book is only loaned...not enough time for a student to learn</i> ).
<b>Language Use</b>	Relies on basic vocabulary, with some awareness of audience and purpose in the introduction and conclusion. The response exhibits some sentence variety; however, lengthy sentences are often ineffective ( <i>A true bookowner is describe ... and in order for reading</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting errors in spelling ( <i>importants</i> and <i>intellegent</i> ), <i>punctuation</i> (comma omission), verb tense ( <i>assign</i> and <i>describe</i> ), usage ( <i>makes good points on a person</i> ), and agreement ( <i>student ... they</i> ), that occasionally hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

The Board of Education is considering the proposal of providing personal copies of assigned novels for the students to keep. It has come to our attention that the value of book ownership is very important to an individual, as for learning purposes.

Most students read the books assigned but don't in-take the understanding or points made. Everything that's read should become a part of you in order to be understood and processed in your memory. And the ownership of the book is one of them. Like food or anything that goes into our bodies, books too should be consumed into their blood

streams. The point clearly is not how many books you get through, but how many books get through you. No speed for intelligent reading.

There is

By the student having a personal copy, gives them ownership of the book. Ownership of the book means it will allow the student to write in them, underline important facts, number, circle any facts that will help them remember and understand what is being ~~said~~ said between the lines. Writing in the book will also help them remember important details, and order of events in the book, and the difference of opinion ~~they~~ or agreements they might share with the author. A thought through book is one who is marked.

That's why the proposal of providing personal copies to the students ~~is~~ is a good all around idea.

**Anchor Level 3- C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of Adler’s speech by discussing <i>the value of book ownership as it will allow the student to write in...and understand what is being said between the lines</i>. The response generally makes superficial connections to the task; however, some connections are unclear (<i>Everything that’s read should become a part of you ...And the ownership of the book is one of them</i>).</p>
<b>Development</b>	Briefly develops the idea that books become a part of the reader, then develops the idea that book ownership will enrich the student’s reading experience. The response uses details from the text most effectively in paragraph three. While the response paraphrases pertinent material from the speech, Dr. Adler is not mentioned.
<b>Organization</b>	Establishes a focus in paragraph one on the value of book ownership. The response exhibits a rudimentary structure, including a title, brief introduction, and conclusion. Paragraph two, however, contains inconsistencies that weaken the focus and interrupt the flow of ideas.
<b>Language Use</b>	Uses language that is generally basic ( <i>providing personal copies and books assigned</i> ) although at times imprecise ( <i>in-take and food or anything</i> ) with a somewhat confused sense of audience and purpose ( <i>It has come to our attention</i> ). The response makes some attempt to vary sentence structure and length with uneven success.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>individuel, propeaes, steams for streams</i> ), grammar ( <i>By the student...gives them and book ... them</i> ), usage ( <i>as for learning</i> ) and agreement ( <i>our ... their and book ... who</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.</p>	

The value of a book ownership is a wonderful thing but making  
in it makes it even better. ~~IF~~ If you don't own the book then you  
can not right in it. You get the property right by paying for the book.  
Full ownership comes when you make it a part of you.

There are three kinds of books. There is standard set, best sellers,  
The second books are ~~at the store~~ not read very much and are all clean  
and shiny. The third book is it has a few or many, (shaken, loosened,  
marked, scribbled, ~~at the store~~ <sup>This</sup> person owns a lot of books.

If reading is for passing time then you can't understand what you read.  
The books you read are interesting to you. A conversation between the  
Author and you that is a book. Underlining statements, using a star,  
astrix, number of pages, and circling key phrases helps you understand the  
book. There is no right speed to read a book long as you understand it.  
And a marked book is a thought throw book. physical writing  
preserves the actions you've wrote.

It is alright to right in a book if you own it, it helps you  
understand every little part of the book ~~and~~ so if you want to  
mark in a book it is ok.

**Anchor Level 2- A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the speech in the introductory paragraph (<i>full ownership comes when you make it a part of you</i>); however, connections to the task are unclear (<i>There are three kinds of books</i>) or unwarranted (<i>If reading is for passing time</i>).</p>
<b>Development</b>	<p>Is largely undeveloped with vague references to information from the speech (<i>The third book is it; Underlining statements, using a star, astrix, number of pages; if you want to mark in a book it is O.K.</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the value of book ownership in the introduction, but fails to maintain this focus. The response attempts a rudimentary structure; however, the paragraphs lack connecting transitions and contain inconsistencies.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that is occasionally imprecise (<i>is it has, owns alot, that is a book</i>), with no sense of audience. The response exhibits faulty sentence construction throughout, revealing little awareness of how to use sentences to achieve an effect.</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>right for write, loosend, astrix, threw for through, physycal, perserves</i>), punctuation (comma usage, resulting in run-on sentences), capitalization, grammar (<i>There is standard set, The third book ... This person, you've wrote</i>), and word omissions that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

The board has asked me to prepare a speech today to try and convince the board of education to keep the novels that they give out in school. I will also be giving my reason why and discussing some of Dr. Mortimer Adler's reasons also.

The reason why I think we should keep them is because it will save us all that time in copying notes out of the book or off the board we could just underline it and go home and study them and it is also for homework because we don't have to copy the homework off the board just the page and numbers.

Another good reason why I think we should keep the books is because we can write in between the lines to make our ~~own~~ own notes as "Dr. Mortimer Adler" discusses in his speech given in 1940. He also talks about the conditions of a book and how you should try to keep a book clean if you don't plan on keeping it.

In conclusion as you see these are good reasons for keeping the books maybe one day if we decided to go to collage and they ask us things about a certain book well have the notes and book to prove it.

Anchor Level 2-B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a confused understanding of the speech, stating <i>the reason...we should keep them is...it will save us all that time in copying notes</i>. The response attempts to make connections between the speech and the task (<i>we should keep the books...to make our own notes</i>); however, most connections are unclear (<i>we could just underline it</i>).</p>
<b>Development</b>	<p>Is incomplete. The response mentions the idea of marking in a book, but does not provide sufficient elaboration to make a coherent argument. References to the speech are vague or unjustified (<i>we don't to copy the homework...just the page and numbers</i>).</p>
<b>Organization</b>	<p>Suggests a confused focus in the opening paragraph. The response exhibits a rudimentary structure consisting of an introduction, followed by <i>the reason why</i>, then <i>Another good reason</i>, and <i>In conclusion</i>. However, each paragraph contains inconsistencies, undermining the overall direction and coherence.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>keep the novels, as you see, ask us things</i>) with little awareness of audience and purpose (<i>The board has asked me...to try and convince the board of education</i>). The response exhibits some attempt to vary sentence structure, but this often results in lengthy, loosely constructed sentences.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>convence, discusing, concusion collage</i>), punctuation (<i>"Dr. Mortimer Adler"</i> and <i>well for we'll</i>), sentence structure (run-ons and fragments), usage (<i>reason and one day if we decided</i>), and word omissions that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization and conventions.</p>	



The Board of Education would like to provide personal copies of assigned novels for students to keep. I think the student should have a personal copy of assigned novel for student to keep. It is not all students like to read the same book. Some student like to read about love story some like fight story. Student that keep their own book take better care of the books.

In the speech that Dr. Mortimer Adel written in 1946. The speech was about how student take care of thing that there then they do it for someone else. Student like to written in book that not there. There 3 kind of book people you have the one how really reads the you have the one's who look at the book and you have the one's who sleep on the book there book out there for every one.

I believe it a great idea to personally give novels to student. It helps them read more and understand what they read.

**Anchor Level 2- C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a confused understanding of the speech (<i>The speech was about How studen take care of thing that there</i>), and makes allusions to the task that are unclear (<i>There 3 kind of Book people</i>) or unwarranted (<i>Student that keep there own Book take better care of the books</i>).</p>
<b>Development</b>	<p>Is largely undeveloped. The response attempts to develop Dr. Adler's theory on three kinds of book owners, but references to the speech are vague (<i>you have the one how really Read's</i>) and unjustified (<i>you have the one's who sleep on the Book</i>).</p>
<b>Organization</b>	<p>Suggests an inappropriate focus on providing <i>Personal copies of assigned novels</i> because <i>not all students like to read the same Book</i>. The response exhibits a rudimentary structure, including a brief introduction and conclusion, but contains many inconsistencies and irrelevancies.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>some student like to read about love story some like fight story and writen in Book that not there</i>). The response reveals little awareness of how to use sentences to achieve an effect, exhibiting faulty construction resulting in sentence fragments and run-ons.</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Adel, studen, writen, how for who, evey</i>), punctuation, capitalization, grammar, agreement, word omission and usage which make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2.</p>	

To the Students I've been asked to prepare a presentation, to be delivered at the next boarding meeting in favor of this proposal. In my presentation I will be talking about how important books are and why we need them.

Books have been around for a long time every one need books. people need books to study or when there are bored or some times people read books to know about the past present future books are the first step to know how to lead books are very important a person need books for everything.

In School they have a lot of text books they are ushlay new. but some children like to mark up in the books and it mess up the book.

**Anchor Level 1- A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding beyond vague references to <i>how important book are</i> and <i>children like to mark up in the books</i> . The response demonstrates a lack of understanding of the task, focusing loosely on <i>why we need books</i> .
<b>Development</b>	Contains minimal evidence of development other than vague references to the importance of books.
<b>Organization</b>	Suggests an inaccurate focus on the importance of books, and a physical organization of three paragraphs; however, paragraphs two and three consist mainly of run-on sentences, and paragraph three is unrelated to the previous paragraphs.
<b>Language Use</b>	Uses language that is imprecise ( <i>when there are bord</i> ) and repetitive ( <i>Books have been...every one need books, People need books, people read books</i> ) with no awareness of how to use sentence structure to achieve an effect.
<b>Conventions</b>	Demonstrates a lack of control with frequent errors in spelling ( <i>deliverd, importent, there</i> for <i>they're, bord, persent, future, usllay</i> ), capitalization, punctuation, and agreement ( <i>book are</i> and <i>every one need</i> ), making comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.	

My respond is on of full belive. so believe you must mark on a book will show you loves it. I allays mark on books in what I also believe when he said you must not mark on books that is not your because I know I would not eny of books to have someone esies thoughts write in. I also believe for a person shold not read book fast just to get there. You must put full thoght of mind into sentents.

Anchor Level 1-B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of understanding the speech ( <i>mark on a book will show you loves it and You must put full thought of mind into sentents</i> ) and makes no connections between the speech and the assigned task.
<b>Development</b>	Is minimal with no evidence of development beyond a few confusing references to the speech ( <i>I also believe when he siad you must not mark on books that is not your and a person shold not read book fast</i> ).
<b>Organization</b>	Shows no focus. The response lacks direction and coherence, consisting of a single paragraph with a very weak opening and no evidence of a conclusion.
<b>Language Use</b>	Uses language that is frequently incoherent ( <i>My respond is on of full belive</i> ).
<b>Conventions</b>	Is minimal making assessment of conventions unreliable. The response exhibits numerous errors in spelling, grammar, and usage, making comprehension extremely difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1.	

The Board of Education should consider to provide personal copies of assigned novels for students to keep in the following paragraphs I will back up this statement with the help of a speech given by a philosopher and educator, Dr. Mortimer Adler.

Books are an important part of a student's education. Books can be taken out of a library or borrowed but that's not having ownership of the book. Buying a book and marking up a book is making a book <sup>your</sup> <sup>and</sup> apart of yourself. I know marking up a book does not sound appropriate for students but it is the most efficient type of reading. Students cannot mark up a borrowed book but if they own it they can. If the Board of Education provide the students with books of their own to keep, it will be their first step toward full ownership. The second step

of the books. will be by making the book apart of themselves - by writing or scribbling in the book. Marking in a borrowed book is wrong, it's like marking up a work of art made by someone else. Marking up your own book is not wrong, it serves as a stimulus and a comfort.

There are three types of book owners. The one who has best sellers never read and touch, this person is not a real book owner. Then there's the one who has a few books, all of them clean and shiny as the day they were born. The best person is the one with few books, that are marked and scribbled in, this person own books. A marked book is usually a thought through book. Writing in a book helps you remember the thoughts you had or the author expressed. Writing can preserve important things from the book into your memory. Writing in between the lines

## Part A- Practice Paper- A

is like having a conversation with you and the author, you have your agreements and your disagreements. Students can mark a book intelligently. They can underline or circle the important phrases or put numbers near the margin to indicate the sequence of points the author makes. They can outline the book to measure their understanding of the book. This might slow down their speed of reading but is there a right speed of reading. " . . . Not to see how many books you can get through, how many can get through you." The following quotation was said by Dr. Mortimer Adler.

If students own their books they can write in them and make them a part of themselves and eventually benefit by becoming more active readers.

Good afternoon I am here to talk about providing personal copies of assigned novels for students to keep. This a great idea for a variety of reasons.

One good reason that this proposal is a great idea is that the student have more time to pay attention to the novel and understand it more. The students could mark up the book with information they feel is important and underline key points. This helps the student absorb important information that contributes to understanding the meaning of the book. Also if a student has their own copy of the novel they could always go back to find information they forgot. This helps the students keep their memories refreshed and it allows them to remember the novel better.

Another reason that providing personal copies of assigned novels for students to keep is that they could read the book at a slow pace. They do not have to be rushed in reading the book and like I said before this gives the students the opportunity to make notes in the book. In 1940 a philosopher and educator, Dr. Mortimer Adler said that reading at a slower pace is sometimes needed and it is very helpful.

Thank you for your time I hope you all keep this proposal in mind. It will greatly benefit the student because they will have a lot more time and the opportunity to understand the novel.



The ownership of books for the students; is a critical element needed for the learning process. Books can be a valuable asset to help the children learn faster. "Marking up," the books shows us sign that the students are actually reading and are trying to understand the books meaning.

Marking up books isn't an act of mutilation, it is an act of love and understanding. Books are made to be absorbed to further knowledge. Markings express differences in opinions or agreements that the reader has with the author. Marking a book could be a valuable asset; it will keep students awake and active in their reading. Reading is thinking and a ~~not~~ marked book is a thought through book. Marks and notes give a better understanding of the book and shows the thought process a student is taking for reference to the teachers in case corrections need to be made.

Examples of how students mark a book are underlining to show important items that they need to remember. Vertical lines show emphasis on the underlined statement explaining why it is important. A star or asterisk are used to emphasis important statements and also numbers in the margins show the number of points that the author is trying to make. Some students take the numbers of other pages to compare information with other information found at different points of the book. Another way a student could mark a book is that he/she could circle key words or phrases to come back to if they don't know the meaning or just have a question about it. And finally writing in the margins could be used to record

questions or answers to questions that were asked by the teacher.

There are two ways to own a book, first is to physically pay for it and the second ~~is~~ to have full ownership of the book you must actually read it and write in it to make it a part of yourself and use it to your ~~knowledge~~ knowledge. To answer questions about the book the student must actively read and understand what they are reading. Speed of reading isn't a sign of intelligence, what ever speed that is good for the reader for maximum learning and intellect. Reading is a conversation between the author and the reader and it may be relaxing.

The outcome of this might better a student's understanding of reading and give students techniques to make reading easier for them. Poor reader could become good reader and learn to use their books effectively for their knowledge.

Why should Kids or Students be provided with a personal copy of a novel? More student will be able to write on them and understand the book or novel better. Writing on a book gives a person a better understand of the book and, also the person will agree with the author views.

There are three kind of people that own books. The first <sup>kind of</sup> person that own a, have all the novels, history book but that person doesn't open, read them but has paper and ink. The second person is, has many book, but read few. The books are still are clear. The third person has few or many book, the books are worn loose, marking on. This kind of person it a true owner of a people because all his notes are on the book and make use of the book.

Why marking on the books is important to the students. It keep them from sleeping while they are reading a book. Writing on a book give them an understanding of the book, of the main idea. Also answer any question a student has toward the book, the student is reading. The student are able to write an part of book so they can write here not are question they a toward the book or reading.

How marking on a book improve a student in writing. It help the student agree with <sup>the</sup> author. When a student is taken notes from a book it help them write better essay or sentences. Also can

help improve writing better. Note when a student  
makes points, underlines help them to understand  
a way also a skill of taking notes.

As we seen given student book for there  
purpose we can help them in many different ways. Hope  
You can agree with me too!

It is very important that students have the opportunity to read and understand literature and novels. Buying personal copies for each student is a great way to give the students a chance to accomplish this task. The students shouldn't be afraid to make the book <sup>their</sup> ~~there~~ own. To do this, they must learn to write between the lines to get the most of what they are reading.

There are three kinds of book owners. The first, owning many best sellers, that have never been read. The second, the owner could have a large selection, with books that have been read or skimmed over. This collection is full of books that are still new and shiny, because of the fear of ruining the physical appearance. The third type of book owner, is that which really owns the book and has written on it, making it <sup>a part</sup> ~~part~~ of themselves. They have thoroughly scribbled and marked the books, leaving the pages bent and the covers tattered. This type of owner is able to have a conversation with the author by questioning the ideas brought out by the author. The reader is not solely at the receiving end. It is best to question the teacher or author and make a valid argument. By writing in the book, it enables the reader to express their agreements as well as differences in opinion.

Writing between the lines is a way for the student to mark up her book and understand the reading. The only way a book can have full ownership is if it is made ~~up~~ a part of one's self by writing in it. A person can not be afraid to use the margins and extra space in a book for writing down their thoughts and ideas. By writing, it allows the reader to process what they have read and allows the reader to ~~preson~~ preserve the idea or to sharpen a question.

The owner of a book should have no fear of writing in it. Not only does writing in the book personalize it and make it

apart of oneself, but, it allows the reader to stay conscience and awake. The extra space also provides an area for thoughts.

Reading is thinking, and thoughts are expressed not only by spoken words but written as well. It's not possible to glide through a book and completely understand it. It's alright to slow down one's reading to write.

An example of a method to mark a book is to use a number of techniques. It is important to underline major points. The use of verticle lines at the margine to emphasize a statement already underlined is also very usefull. It is helpful to star or mark what the reader thinks are the ten or twenty most important statements. Numbers can also be used to mark points to developpe and arguement. A fifth technique can be marking page ~~num~~ numbers to relate ideas that have been separated. It is also useful to circle key words, and use the margines to write in whenever there is a question, idea, or discussia. The end papers of the book can be used for a personal index, and the front pages to try to outline the book to measure the readers understanding of it. It is important to take the information ~~in~~ into consideration in the decision as to purchase the students their own copies. It is important that if bought the technique of writing in the book should be emphasized. The book will belong to them, and to completely understand a novel, the student has to make it apart of herself. It is necessary when reading to get the most out of what is being read, and marking up a book is the only way to really absorb the materials. To be successful, the best advice is to write between the lines.

Practice Paper A - Score Level 4

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the speech, and makes implicit connections to the task by discussing book ownership as a prerequisite to marking a book, the types of book owners, and techniques for writing in books. However, some connections to the speech are not clearly explained (<i>marking up a book ... is the most efficient type of reading</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The ideas that books must be owned to be marked and writing in a book is advantageous to the reader are fully developed; however, the idea of books becoming a part of their readers is not elaborated on.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the benefits of providing <i>personal copies of...novels for students</i>. The response generally follows a logical sequence, although paragraph three lacks cohesiveness, and the placement of the single Adler quotation appears somewhat out of context.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate with some awareness of audience and purpose (<i>I will back up this statement with the help of a speech</i>). The response attempts to vary sentence length and structure, but with uneven success (<i>the best person is the one ... this person own books</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting errors in spelling (<i>usally</i>), punctuation (missing commas, periods, apostrophes, and a question mark), capitalization (<i>adler</i>) grammar (noun/verb agreement, pronoun reference) and usage (<i>to provide</i>), that occasionally hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language and conventions.</p>	

**Practice Paper B- Score Level 3**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the speech and makes superficial connections to the task by briefly stating the benefits of book ownership (<i>the student have more time to pay attention ... and understand it more, could mark up the book's, ... underline key points, go back to find information they forgot</i>).</p>
<b>Development</b>	<p>Briefly elaborates on how providing personal copies to students would improve the students' understanding of the books, using some details from the speech. However, references to being <i>rushed in reading</i> are personal observations not supported by the speech and the use of Dr. Adler's thoughts on pacing is out of context.</p>
<b>Organization</b>	<p>Establishes an appropriate focus (<i>I am here to talk about providing personal copies of assigned novels for students to keep</i>), and exhibits a rudimentary structure: (introduction, <i>One good reason, Another reason</i>, conclusion). However, the response lacks direction, with paragraph three largely re-stating paragraph two.</p>
<b>Language Use</b>	<p>Relies on language that is basic, with some awareness of audience and purpose demonstrated in the introduction and conclusion. The response exhibits some attempt to vary sentence structure, with uneven success (<i>They do not have to be rushed in reading ... to make notes in the book</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting errors in commas, grammar (<i>student have, student has their, student ... they</i>) and usage (<i>that for for and like for as</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	



Practice Paper C- Score Level 4

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the value of book ownership as it enables students to mark books which <i>shows ... the students are actually reading and are trying to understand the books meaning</i> . The response makes implicit connections between the speech and task ( <i>ownership of books for the students ... critical element</i> ).
<b>Development</b>	Develops the techniques for marking a book more fully than the reasons for marking a book or the ways of owning a book. The response generally uses specific details from the speech to develop these ideas; however, the details in paragraph three, such as <i>speed of reading and reading...may be relaxing</i> do not clearly support the ideas on book ownership.
<b>Organization</b>	Maintains an appropriate focus on the value of book ownership. The response generally exhibits a logical sequence of ideas, although direction is somewhat disrupted by placing paragraph three after paragraph two, and the lack of transitions between paragraphs weakens the flow of ideas.
<b>Language Use</b>	Generally uses appropriate language with an awareness of purpose, but little awareness of audience is demonstrated. The response attempts to vary sentence length but this occasionally results in faulty sentence structure ( <i>There are two ways to own a book...and use it to your knowledge</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting errors in spelling ( <i>valuble, asteric, emphasis</i> for <i>emphasize, the</i> for <i>they</i> ), punctuation ( <i>students;</i> , <i>"Marking up,"</i> , <i>And finally writing</i> ), omitted articles ( <i>Poor reader could become good reader</i> ), grammar ( <i>sign of that the</i> ), and agreement ( <i>Book are</i> and <i>Marks ... shows</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language.	

**Practice Paper D- Score Level 2**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a confused understanding of the speech, accurately stating that <i>wrighting on a book gives a person a better understand of the book</i>, then inaccurately stating <i>also the person will agree with the author views</i>. The response makes connections between the speech and the task that are unclear (<i>It keep them from sleeping while they are reading</i>) and unwarranted (<i>taken notes form a book it help them wright better essay or sentences</i>).</p>
<b>Development</b>	<p>Is largely undeveloped. The response hints at the idea that writing in a book enhances understanding, but provides no elaboration, and makes some attempt to develop the idea of <i>three kind of people that own a books</i>, but references to the speech are vague and unjustified.</p>
<b>Organization</b>	<p>Suggests a focus on <i>Why ... kids should be provided with a personal cope of a novel</i>, and suggests some organization, with five distinct paragraphs, including an introduction and conclusion; however, paragraphs contain numerous irrelevancies that undermine the overall coherence.</p>
<b>Language Use</b>	<p>Uses language that is imprecise, approaching incoherence (<i>that own a haves, ture owner of a people, are question they a toward</i>). The response reveals little awareness of how to use sentences to achieve an effect.</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>students, cope, wright, noklege</i>), punctuation, grammar, usage (<i>a people and given student book</i>) and sentence fragments and run-ons that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is stronger in organization.</p>	

Practice Paper E - Score Level 5

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the speech, clearly summarizing Adler’s view that students should <i>make the book their own</i> by learning to write <i>between the lines</i>. The response makes explicit connections between the speech and the task, arguing that students need <i>personal copies to accomplish this</i>, then highlighting Adler’s ideas on types of book owners, and the reasons and methods for marking the books; however, neither Dr. Adler nor the Board of Education is mentioned.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the speech. The response elaborates on how writing in books encourages true book ownership (<i>it allows the reader to process what they have read ... and to preserve the idea or to sharpen the question</i>), recounts Adler’s techniques for marking in books, and includes <u>personal observations</u> which support the argument.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the need to buy personal copies for students to write in. The response exhibits a logical sequence of ideas, although the transition into paragraph two (<i>There are three kinds of book owners</i>) is somewhat abrupt, and paragraph 5 blends into the conclusion.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>leaving the pages bent and the covers tattered</i>), with an awareness of audience and purpose. The response varies sentence length and structure, although numerous passive constructions weaken the sense of voice.</p>
<b>Conventions</b>	<p>Demonstrates partial control, with errors in spelling (<i>themsself, thouroughly, usefull, develope</i>), paragraphing, agreement, and usage (<i>that which for one who, book can have full ownership, conscience for conscious, and and for an</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and conventions.</p>	

**SESSION ONE – PART B – SCORING RUBRIC  
READING AND WRITING FOR INFORMATION AND UNDERSTANDING**

QUALITY	Responses at this level: <b>6</b>	Responses at this level: <b>5</b>	Responses at this level: <b>4</b>	Responses at this level: <b>3</b>	Responses at this level: <b>2</b>	Responses at this level: <b>1</b>
<p><b>Meaning:</b> the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the documents -make insightful connections between the documents and the assigned task</p>	<p>-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a basic understanding of the documents -make few or superficial connections between information and ideas in the documents and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of understanding -make no connections between information and the documents and the assigned task</p>
<p><b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the documents</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the documents</p>	<p>-develop ideas briefly, using some details from the documents</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p><b>Organization:</b> the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p><b>Language Use:</b> the extent to which the awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text</p>
<p><b>Conventions:</b> the extent to which the response exhibits conventional spelling, punctuation, capitalization, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

As a member of the career guidance class, I have reviewed school-to-work programs extensively. My research shows that implementing a similar program in this school district would benefit both the students and the local businesses. By creating such a program in the upcoming years, consisting of five main types of work-based activities the school will be able to strengthen connections between school and work.

My in-depth study of similar programs in other schools has revealed the numerous benefits such a program could provide. First of all, it decreases the drop-out rate. Roosevelt High in Portland, Oregon, through implementing a career program has decreased its prior thirteen percent drop-out rate. Secondly, it makes school more relevant to work. Roosevelt High created a so-called, "Roosevelt Renaissance 2000". Students were exposed to different career pathways including but not limited to natural resources, manufacturing, and health occupations. Third of all, a direct correlation between internships and a student's behavior at school has been revealed. This correlation had proven to be a positive one; students remain in school and take harder classes than students in schools who don't offer such programs. Students in a "Vital Link" program in Fort Worth, in which students are "placed in internships that match

their skills and interests," also take harder courses, perform better on state-mandated tests, and have a better attendance and discipline record than students who are not part of the project. Fourthly, students gain "transferable skills," skills that are useful in different situations both in work and everyday life. Such skills include working on a team and executing critical thinking skills effectively. Milwaukee's program coordinator, Eric Maria Hall, has commented in much of the same manner, revealing similar information. These are just a few of the many advantages a school-to-work program can offer students. As for businesses, they will receive a better prepared work-force. Yucille Mantelli, community relations director for the Eastman Kodak's Colorado Division, said as a business representative, "It's a way for us to work with the school systems to develop the type of workforce we'll need in future years."

These great benefits require specific conditions. To implement this type of program in this community we will need local business participation to provide the job opportunities. We will need to arouse student interest; this could be done through such a fair as Roosevelt High had, "Roosevelt Renaissance 2000". We will also need a program coordinator. This individual

will be responsible for helping to organize five different types of "work-based activities". These activities include job shadowing ("a student follows an employee for one day or more to learn about a particular occupation"), internships in which students work for an employer for a "specified amount of time to learn about a particular occupation or industry", mentoring ("an employee is assigned to guide a student and serve as a liaison with the school on behalf of the student and the firm"), cooperative education ("students alternate or coordinate their academic and vocational studies") and registered apprenticeships in which students work with an approved state apprenticeship agency. Following these conditions will provide the students with advantageous opportunities and skills.

Providing this district's students with the skills for the future will benefit the community in various ways. This improved work force will reflect upon the school, shedding positive light on the job it is doing with its students. The students will become part of a microcosm of the macrocosm and will become an integral part of modern society.

**Anchor Level 6 - A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the documents through judicious selection of information to summarize benefits of successful school-to-work programs. The response makes insightful connections between the documents and task by describing programs and identifying conditions required for successful implementation in the local community</p>
<b>Development</b>	<p>Develops ideas fully, using specific details from the graph regarding types of work-based activities and relevant information from the text describing several benefits of school-to-work programs (<i>decreases the drop-out rate and makes school more relevant to work</i>). The response identifies several conditions necessary for program success, arguing the need for <i>local business participation</i>, the need to <i>arouse student interest</i>, and the need for a program coordinator to be <i>responsible for helping to organize</i> several work-based activities.</p>
<b>Organization</b>	<p>Establishes in the first paragraph, and maintains throughout the response, a clear focus on benefits of school-to-work programs for students, businesses, and the school community. Logical and coherent structure is maintained through obvious transitional words (<i>First of all</i> and <i>Secondly</i>) and clear topic sentences (<i>These great benefits require specific conditions</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally fluent, although occasionally redundant (<i>advantageous opportunities</i>) or imprecise (<i>a microcosm of the macrocosm and much of the same manner</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, with essentially no errors, although paragraph two is overly long.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p>	



"All students have the ability to change the world, not just to live in it," quotes Milwaukee's Eve maria Hall. However, because students are required to take classes in school that are of little interest to them a large number of these students are becoming bored with academics and are choosing to leave high school and go directly to "dead-end jobs." A thirteen percent drop-out rate at Roosevelt high school in Oregon is evidence that students need some form of incentive or something to keep them interested in their studies.

A possible solution to students' apathy is school-to-work studies. These programs include: job shadowing, during which a student follows an employee; internships where students work for an employer; mentoring, in which an employee guides a student; cooperative education, when a student combines academic + vocational studies and registered apprenticeships, which are typically paid work.

In all of the schools in which these programs are offered, the results are positive for the students and the workers.

For example, Eastman Kodak in Colorado offers programs for students in grade school through high school. They provide shadowing experiences and internships to high school students where the students receive money + high school credits. They also receive feedback on their performances. The students that participated in these programs have a tendency to stay in school longer and take more difficult courses than students who aren't offered these programs. In addition, students become a better prepared workforce. Therefore business will also benefit. Similar patterns also exist in the Fort Worth Independent School District in Texas.

In addition to higher academic achievements, school-to-work programs also help students to make important career decisions. Jondel Hoye, states that students begin to make decisions in

middle school, therefore school-to-work programs should be targeted towards that age group. This provides students with experience in several career fields + helps them to find an occupation that interests them + is suited to their needs. School-to-work programs also make students aware that their academic knowledge will be important to them in the work place. This was shown to students in Milwaukee, Wisconsin when middle school students were introduced to early-planning.

Because school-to-work programs have been proven to have several positive impacts on students, workers and school systems, one would assume that they are costly + difficult to administer; This is a misconception. However, there are certain conditions that are necessary to the survival of these programs. First, the involvement of local businesses is vital. Without the cooperation <sup>+ possible funding</sup> of businesses, it would be impossible for a school-to-work program to exist. In addition, cooperation from the entire school system, including the students would be necessary. Teachers have to be willing to give up a portion of class time + students must be willing to give up a portion of personal time. Based on a 1994 National Employer survey, it appears that the largest percent of programs are mentoring, internships + job shadowing. This is evidence that these are the most easily accessible programs, and are the ones that should probably be explored first.

All of this seems minute, however, when compared to the large picture. These programs will make school more relevant to the work place, improve academic standards, and provide students with experience. As a member of the career guidance class I strongly urge you to consider this proposal. + look into it further. Bear in mind that today's students are the future, and should be provided with every possible opportunity.

Thank you for your time!

In today's quickly changing career-oriented world it is easy for young students to be disillusioned with the school system. Dropout rates have increased as students have entered the world without the skills needed to perform in today's society. To combat this, many schools have turned to school-to-work programs. These programs provide a viable option for students looking for an education that will give them real-life skills while giving them the proper academic background.

The benefits of a school-to-work program that allows students to go to businesses in and around classroom time for credit are multi-fold. Other schools who have used such programs such as the Fort Worth Independent School District, report harder working students. A reporter of such programs, Harriet Webster, reports the Fort Worth students "~~upset to better~~" take harder courses, perform better on state-mandated tests, and have better attendance and discipline records." These programs peak the interests of those who may be sick of traditional schooling while showing that an academic background is useful. Kathleen Floyd, director of the school-to-work Baltimore National Academy of Finance program at Lake Clifton Eastern High School says that these programs "... helps [students] see how classes relate to what's happening in the real world." Students in these programs obtain skills that can be applied to any work environment such as dealing with senior staff, ~~workplace~~ <sup>workplace</sup> etiquette, and ~~business interaction~~ business interaction. All of these benefits will help

our students in many ways.

Once the decision to have a school-to-work program has been made, the logistics can be worked out by examining the successes of other programs. Jondal Hayce, the director of the National School-to-Work office, recommends beginning some aspects of school-to-work programs in the Middle School. Career exploration at this age are valuable, says Hayce, because "... research shows that at age 12 kids start making choices that will affect them for the rest of their lives." The actual program elements can be worked out in different ways. A US Bureau of the Census ~~survey~~ National Employer Survey in 1994 indicated mentoring, job shadowing, and internships to be the most popular programs. Mentoring features a student working one-on-one with a worker, shadowing features a student following a worker for a period to learn of an industry, and in an internship a student would simply work at the company for a period of time. Programs such as cooperative education, where a student alternates between the classroom and the workplace, and registered apprenticeships, where a student works ~~at~~ an ~~apprenticeship~~ apprenticeship registered with the US Dept. of Labor and is paid, were less popular. The types of programs used will mainly depend on the participation and willingness of industries and businesses in the area. Businesses are generally eager to participate in these programs because they see them as excellent PR and an opportunity to train future employees. Lucille Mantelli, community relations director for Eastman Kodak's Colorado division

which participates in a school-to-work program indicates that these programs are "... a way for us to work with the school systems to develop the type of workforce we'll need in future years." This willingness to work with schools is what makes these programs so successful.

With the proper vision and desire for such a program to work, a school-to-work program could be quite helpful to this district. Besides strengthening relationships between the school and the business community, this program could increase student interest in school. Once students are interested in school we will see an increase in performance, and this district's students will be prepared better than ever, for life beyond high school.

**Anchor Level 5 - A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the documents through a description of several work-based activities and a discussion of some existing school-to-work programs. The response explicitly connects the documents and task by identifying the benefits of those programs and deducing the necessary conditions by <i>examining the successes</i> of other programs. Those conditions include targeting middle school students, the participation of <i>industries and businesses in the area</i>, and <i>the proper vision and desire</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using specific details about the Fort Worth and Lake Clifton programs and relevant quotations by program directors to discuss benefits and conditions, and information from the graph to discuss specific work-based activities.</p>
<b>Organization</b>	<p>Maintains a clear focus on the desirability of school-to-work programs. The response exhibits a logical and coherent structure, beginning with problems that may lead schools to consider such programs, then moving to benefits of the programs and ways to ensure their success, and ending with a statement of the discussion's relevance to the writer's school district. Transitional phrases are skillfully used throughout (<i>Once the decision to have a school-to-work program has been made, the logistics can be worked out</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, occasionally sophisticated (<i>to be disillusioned with the school system</i>), but occasionally repetitive (variations of <i>report</i> are used three times within two lines), imprecise (<i>in and around classroom time</i>), or colloquial (<i>sick of traditional schooling</i>). The response uses a variety of sentence structures, including some that effectively incorporate quotations from the text.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in agreement (<i>Career exploration ... are valuable and schools who have used</i>), comma usage, and spelling (omitted <i>t</i> in <i>mulifold</i> and <i>peak</i> for <i>pique</i>) that do not hinder comprehension. The response correctly uses ellipses, quotation marks, and brackets.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.</p>	

A school-to-work program would be highly beneficial to both the schools and to the companies who partake in the program. School-to-work programs have major impacts on the students who ~~use~~ enroll in them. These students become aware of the connections of school and work and as a result have better school attendance. They also have fewer discipline problems, take harder courses and perform better on state tests than those who are not enrolled in school-to-work programs. One of the reasons for these positive attributes of these programs is the hands on experience the students gain. Since the students are on the job so to they gather an accurate vision of what of what a job skills are needed. The students see the direct correlation between job skills and academics. So rather than taking time away from academic subjects these programs illustrate the need for them in everyday life causing the student to come back more focused and ready to learn.

School-to-work programs have the added benefit of helping insure students decide which field of work to pursue. Students interested in law go to law firms and students interested in health fields may shadow a doctor for a day. The students now know what that person actually does as well as what skills that person uses.

The students, themselves, also learn those same important skills.

There, however, obstacles to securing school-to-work programs. These obstacles are easily overcome, though. First, one must secure school support. The school must be willing to change schedules and offer different courses for this to be possible. The school must also incorporate the school-to-work program into almost every aspect of the curriculum in order to have a large scale success.

The second factor in making school-to-work programs a success is student willingness. However, that was not deemed a major problem in most schools who have already begun this program.

And the last factor, a most important one, is the availability of a community business to become involved and take an active role in the program. This should not prove extraordinarily hard since there would be myriad benefits for the company.

The company gains a workforce with the skills that the company will need in future years as Eastman Kodak employees, in Colorado who are heavily involved in school-to-work programs, are quick to point out. The companies not only get employees with the skills the company wants but the company gets students



who are ~~or~~ familiar with a work place environment and know how to be team players. The employees seem to enjoy it too. The employees especially seem to enjoy one-on-one activities with the students such mentoring (which makes up 19% of school-to-work programs) and job shadowing (18%). This leads to better employee morale as well as better future workers since students come to know one job very well instead of knowing six jobs vaguely. Once the benefits of school-to-work programs are shown to them most companies will be ~~quite~~ quite eager to join up.

With its major benefits and easily surmountable obstacles ~~work-to~~ school-to-work programs deserve to be tried out both at this school and many others.

**Anchor Level 5 - B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the documents through a discussion of the benefits and obstacles involved with school-to-work programs. The response makes a clear connection between the documents and the task by linking observations about Eastman Kodak and curriculum changes to necessary conditions (<i>availability of a community business to become involved and incorporate the school-to-work program into almost every aspect of the curriculum</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant details from the documents to explain why the programs can be successful for schools (<i>causing the student to come back more focused and ready to learn</i>) and for businesses (<i>company gains a workforce with the skills</i>). The discussion of <i>obstacles to securing</i> programs integrates accurate deductions about conditions with details about benefits</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on how schools, students and businesses can benefit from school-to-work programs and factors in their success. Ideas are logically sequenced, beginning, for example, with an idea about <i>obstacles to ... programs being easily overcome</i>, which is supported with a discussion of several necessary conditions and then restated (<i>This should not prove extraordinarily hard</i>).</p>
<b>Language Use</b>	<p>Uses fluent and original language that is occasionally sophisticated (<i>every aspect of the curriculum and easily surmountable obstacles</i>) but sometimes imprecise (<i>companies who partake in the program</i>). The response demonstrates evident awareness of audience and purpose (<i>would be highly beneficial to ... the school</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional proofreading oversights (repetition of <i>of what</i> in paragraph one and an omitted word in <i>there, however, obstacles</i>), errors in comma usage (missing comma after <i>obstacles</i> in paragraph 5), and a misspelling (<i>expiereance</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

As a member of the career guidance class, it is felt by the whole class that school-to-work programs should be started here in our school. We have researched other school-to-work programs in various schools around the country, and the programs provide only advantages and benefits to those who participate in them. This would be a way for our students to get involved in the community and start making decisions about what they enjoy and what they want to do in the future.

We are a middle school of grades six through eight, and it has been shown, as in the passage, that middle school is the best time to get the students thinking and involved. These are the years that students get bored in school and we want to make the experience helpful and enjoyable.

There are many different kinds of work programs. There are internships, job shadowing, mentoring, cooperative education and registered apprenticeships. We were thinking that cooperative education should be the program we choose because it connects our everyday school subjects and academics with outside work. This way, we can learn how our studies can be used in other ways than on tests and homework. Ten percent of employers offer this kind of

work and if they should be interested and want to continue, about fourteen percent also internships for more experience.

It has been proven that students in schools like the Fort Worth Independent School District and Milwaukee's Eve Maria Hall program do better overall in school. Their attendance is better, they are more disciplined and they do better in all of their academic studies and tests. They are able to accomplish all this while also learning how to act in the workplace, what skills are needed for certain jobs and how to work with and get along with co-workers and other employees. This program will teach school skills, work skills and people skills while the students have having fun and learning.

Our teachers would have to 'put aside class' time to talk to the students about the working experience and the parents would also have to be informed of how beneficial this program will be. We would also have to slightly alter the way subjects like history and math were taught so the students can see how this can be used at work and see a reason for why they should even bother to learn it in the first place.

The students will learn "critical thinking skills... know how to solve problems... be able to work in teams..." because of these programs. The only

disadvantage may be that this requires some hard work and responsibility on behalf of the students, but these are qualities we want our students to possess and the only way they will have them is by learning to use them.

Our businesses will prosper by the number of qualified workers that will come out of our school and many businesses have offered to take part in this program by offering different types of work in a variety of fields, such as medicine, the arts, education, engineering and the legal services.

The students can start out by taking part in job shadowing so they can figure out which field or occupation interests them the most. Then, they can alternate the work with school in our cooperative education program and if they are still interested, can participate in the mentoring or internships at a specific job.

These programs, with the reasons given, will be very beneficial to our students and will keep them interested in school and learning and prepare them for learning and dealing with the real world. They will be well prepared to go on interviews, they will conduct themselves properly and be able to use their skills towards their jobs. I hope the point has been made clear and these programs will hopefully begin soon.  
Thank you.

**Anchor Level 5 - C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a generally thorough understanding of the documents and assigned task through a discussion of the advantages of school-to-work programs. The response errs, however, in implying that the graph refers to employers in general and in identifying Eve Maria Hall as Milwaukee's <i>program</i>. The response clearly connects the documents and task by recommending specific work-based activities (<i>The students can start out ... in job shadowing</i>) and noting specific conditions (<i>Our teachers would have to put aside class time</i>).</p>
<b>Development</b>	<p>Develops ideas clearly, using details from the text to describe benefits derived by both students and businesses and the conditions needed for the success of these programs. Although the response refers to specific work-based activities (<i>can participate in the mentoring or internships</i>), these activities are not described.</p>
<b>Organization</b>	<p>Maintains a clear focus on the advantages of and necessary conditions for school-to-work programs. The response exhibits a logical sequence of ideas, although coherence is disrupted somewhat by a shift in point of view (<i>a way for our students to get involved</i> and <i>we can learn how our studies [can] be used in other ways</i>).</p>
<b>Language Use</b>	<p>Uses language that is appropriate, but occasionally imprecise (<i>their skills towards their jobs</i>). Sentence structure varies somewhat and is sometimes effective. For example, parallelism is used effectively (<i>will teach school skills, work skills and people skills</i>), but the opening sentence contains a misplaced modifier (<i>As a member of the career guidance class, it is felt</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension. Errors include a split infinitive (<i>to slightly alter</i>), singular pronouns with a plural referent (<i>this</i> and <i>it</i> referring to <i>subjects like history and math</i>), and occasional omission of commas. The response correctly uses quotation marks and ellipses when quoting from the text, though the items being quoted are out of order.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p>	

A school-to-work program in connection with local business would benefit our students. Many communities around the nation have not only experimented with this idea but have succeeded. Schools such as Roosevelt High in Portland, Oregon, a high school in Colorado, the Fort Worth Independant School District in Texas, ~~and~~ public schools in Milwaukee, Wisconsin, and also the Baltimore National Academy of Finance offer programs like the School-to-work program.

Here are numerous benefits that come out of school-to-work programs. At Roosevelt High in Portland, Oregon they had realized that their system of education did not benefit all of the students. The faculty of the school developed "Roosevelt Renaissance 2000." As freshmen the students chose a certain pathway to follow. The pathways were natural resources, manufacturing and engineering, human services, health occupations, business and management, and arts and communications. The next year they would examine a specific pathway in more depth. ~~Some~~ Some students spent three hours a semester watching a person do their job. As

Seniors and seniors students were involved with internships for a longer amount of time. Just as the school-to-work program in Roosevelt High, a win-win partnership benefited students in Colorado. A major business in Colorado, Eastman Kodak, did a ~~similar~~ similar program like Roosevelt High. The students who participated in this tended to remain in school and ~~to~~ take tougher courses. In Texas the Fort Worth Independent School District has similar programs for their 7th graders. Just as the other programs these students benefit in internships. The teachers reinforce the correlation between the work skills and academic skills. These benefits are ~~emphasized~~ shown by better scores on mandated state tests and also attend school more with better discipline. "Our philosophy is that they can learn as much outside the classroom as in," says Kathleen Floyd who directs the Baltimore National Academy of Finance. Floyd also says, "It helps them see how classes relate to what's happening in the real world." These school-to-work programs produce numerous benefits but there must be appropriate conditions for them to be successful.



There are many conditions as a school and community need in order to have successful programs such as school-to-work. First off, these programs would not exist without involvement of local businesses. The school needs to go to their community and look for willing businesses to participate. By doing this it will strengthen connections between school and work. Another important condition is to encourage the students. The school and businesses should ~~try to~~ get kids at a young age when they have to make big decisions in their life. A graph entitled "Work-Based Activities Offered by Employers Participating in School-to-Work Programs" shows each different program and their conditions. These are the conditions to make these programs successful. A school-to-work program obviously seems to be a brilliant plan for students and a community.

The school-to-work program strengthens connections between school and work. Students tend to stay in school because of it and experience many important benefits.

**Anchor Level 4 - A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents by listing some schools that have school-to-work programs and describing elements of those programs, although the graph is misinterpreted as showing <i>each differnt program and their conditions</i>. The response makes implicit connections between the documents and the task by citing positive effects of programs (<i>students ... tended to remain in school</i>) to support the position that <i>there are numerous benefits</i> to such programs and by suggesting some conditions (<i>look for willing businesses and encourage the students</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses details about Eastman Kodak and the Fort Worth Independent School District and quotations from Kathleen Floyd to develop ideas about successful school-to-work programs. However, ideas about conditions for success (<i>involvement of local businesses and encourage the students</i>) are developed less fully, relying primarily on unsubstantiated conclusions drawn from the text (<i>try to get kids at a young age</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on examples of school-to-work programs that have been successful in various states. Ideas are logically sequenced, explaining how specific programs have succeeded, then moving to conditions of success. Although transitions between ideas are effective (<i>Just as, similar</i>; repetition of <i>school-to-work</i>), transitions between sentences are less effective.</p>
<b>Language Use</b>	<p>Uses appropriate language with some awareness of audience (<i>our students</i>) and purpose (<i>plan for students and a community</i>). Sentence structures vary, but are sometimes unsuccessful (<i>These benefits are shown by better scores ... and also attend school more with better discipline</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in agreement (<i>a person... their job</i> and <i>The school ... their community</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

School-to-work programs are an effective way to make school more relevant to the workplace. In recent years, dropout rates have been high, and students have been going straight from high school to low-paying, dead-end jobs. This was the case at Roosevelt High in Portland, Oregon until a program called "Roosevelt Renaissance 2000" was instituted. Freshman year, six general career pathways are explored. Sophomore year, students choose one pathway and studies it more thoroughly. They also participate in job shadowing, observing someone working in their particular field of study. During the last two years, students become interns in their fields of study.

Support from the community is important with programs like these. Businesses who are eager to provide opportunities to students are invaluable. Eastman Kodak, a company in Colorado, formed a partnership with a local elementary school. Students participated in internships and cooperative education. Involvement of businesses is beneficial to both the students and the employer. Students participating in school-to-work programs stay in school and take more difficult courses than those that they would take if not participating in the program. Businesses are provided with a stronger workforce for the future.

Instituting a school-to-work program in middle school will assure its success. Since research shows that children begin to make

Decisions ~~to~~ relevant to the rest of their lives at age 12, it is important to catch their interest in the link between school and their futures before they lose interest in school entirely. A program in Texas called Vital Link was instituted in middle schools and was very successful. Participating students stayed in school, scored higher on state mandated tests, take harder courses and have better attendance and discipline records than students not involved in Vital Link.

In the future it is expected that the average person will change jobs six or seven times in his life. Kindergarteners now will hold jobs that don't even exist now. Considering these facts, it is important that students be prepared for many different working situations by building transferable skills and having a comprehensive knowledge of today's workplace. Employers seem to be ready to make this happen. According to the National Employer survey, conducted by the U.S. Bureau of the Census in 1994, employers seem to be most readily providing opportunities in Mentoring and job shadowing, two activities that are very conducive to school-to-work programs essential to the future of America's children.

**Anchor Level 4 - B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents through a summary of their key ideas, including benefits of the Portland program, Kodak's participation, and the significance of middle school. The response connects the documents to the task by asserting that <i>support from the community is important</i> and that <i>instituting a ... program in Middle School will assure it's success.</i></p>
<b>Development</b>	<p>Develops ideas clearly, citing specific details about the Roosevelt High program to discuss benefits to students; details about Kodak are used to discuss benefits to students and employers as well as to imply one condition for success.</p>
<b>Organization</b>	<p>Generally maintains an appropriate focus on the effectiveness of school-to-work programs, although the narrow focus suggested by the opening sentence (<i>make school more relevant to the workplace</i>) is not maintained. The response exhibits a logical sequence of ideas. However, because the response consists largely of a summary of the documents presented in the same order as in the original, there is some inconsistency. For example, the response provides no transition between a paragraph dealing with the involvement of business and the following paragraph about the significance of middle school.</p>
<b>Language Use</b>	<p>Uses appropriate language, although it relies significantly on language closely paraphrased or copied directly from the text. The response shows little awareness of purpose and audience. The high dropout rates and <i>dead-end jobs</i> cited in the first paragraph, for example, do not pertain to the writer's community; rather, <i>this was the case at Roosevelt High in Portland</i>. Sentences vary somewhat in structure but are frequently unsuccessful (<i>A program in Texas called Vital Link was instituted in Middle School was very succesful</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in punctuation (<i>it's success</i>), spelling (<i>succeful</i>, <i>Bussinesses</i>, and <i>thoroughly</i>), and tense consistency (<i>students stayed in school, scored higher ... , take harder courses</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development and weaker in meaning and language use.</p>	

School-to-work programs are becoming popular and there are many reasons why. There are a lot of benefits resulting from the program. One of the most important benefits of the school-to-work program is that more kids are staying in school. If the student is involved then they have more of a reason to stay in school instead of dropping out.

The program is a great learning experience for the students. They get a head start on learning what it is like to have a job. Participants acquire interview and resume writing skills. Business etiquette and how to dress for an interview or job are things the students learn too. Other traits that the children get from the program include how to speak to adults, how to work with other people, how to use critical thinking skills, how to solve problems and how to develop transferable skills. All which are needed for a successful career.

Participants of the school-to-work program seem to be encouraged by it. They study harder courses. Their attendance and discipline records improved. Also, state tests are being performed better.

Not only do the students benefit from the program but so do the businesses that get involved. They get a much better prepared workforce. By showing the students what the job is all about in a job shadowing or mentoring experience, the two highest activities offered by employers according to the graph, saves the businesses later when the students get a real job at the business.

There are certain conditions needed for this school-to-work program to happen. First you need local businesses to participate. They have to be businesses that are willing to put

Anchor Paper - Part B—Level 3 - A

The use of school-to-work programs will benefit our school. Using these programs will give each student an opportunity to understand how the real world works. The knowledge acquired in academics can be applied as they apply them on internships and other work-based activities. The experience will give them an advantage to those in schools who don't have this program. I feel that with the support of parents and faculty, we have a better chance of finding jobs that are higher paying than we would without the program. Should this program be successful, ~~we~~<sup>we</sup> should extend this program to the upper grades of the elementary school. "A majority of our kindergarten students will have jobs that don't even exist today," said Hoye, ~~National~~ director of National School-to-work office. With that in mind, school-to-work programs will train and educate our students on how to use and maintain the rapidly advancing tech.

"It's a way for us to work with the school systems to develop the type of workforce we'll need in future years," says Martelli for Eastman Kodak. This program will also develop communication, critical thinking, and problem solving skills. It also develops leadership and abilities to work in a team.

**Anchor Level 4 - C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents through a partial summary of the text and a reference to two activities from the graph. The response makes explicit connections between the documents and the task by discussing benefits derived by students and businesses from school-to-work programs and conditions needed for these programs to succeed.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response provides several examples of how students benefit from school-to-work programs and several conditions necessary for success. However, the assertion that businesses benefit from school-to-work programs is not clearly explained and the assertion concerning the necessity of thinking about future careers <i>when the students first enter school</i> is not wholly justified by the text.</p>
<b>Organization</b>	<p>Maintains a clear focus on why <i>school-to-work programs are becoming more popular</i>. Ideas are logically sequenced. A recommendation for the <i>right courses</i> is followed by specific examples (<i>economics, accounting</i>). The paragraph explaining why children need to speculate on possible careers in the future is logically followed by, but not connected to, the idea that the classroom must support the program.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>things the students learn</i>), using language that is sometimes inappropriately colloquial (<i>a great learning experience</i> and <i>The classroom has to go along</i>) or imprecise (<i>traits that the children get</i> and <i>the two highest activities</i>). Attempts to vary sentence structure are often unsuccessful (<i>By showing the students ... saves the businesses later</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>benifits, aquire, and carreer</i>) and punctuation (A misplaced period results in the sentence fragment <i>All which are needed for a successful carreer</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	



The use of school-to-work programs will benefit our school. Using these programs will give each student an opportunity to understand how the real world works. The knowledge acquired in academics can be applied as students apply them on internships and other work-based activities. The experience will give them an advantage to those in schools who don't have this program. I feel that with the support of parents and faculty, we have a better chance of finding jobs that are higher paying than we would without the program. Should this program be successful, ~~we~~<sup>we</sup> should extend this program to the upper grades of the elementary school. "A majority of our kindergarten students will have jobs that don't even exist today," said Hoye, ~~district director~~ director of National School-to-work office. With that in mind, school-to-work programs will train and educate our students on how to use and maintain the rapidly advancing technology. "It's a way for us to work with the school systems to develop the type of workforce we'll need in future years," says Mantelli for Eastman Kodak. This program will also develop communication, critical thinking, and problem solving skills. It also develops leadership and abilities to work in a team.

In conclusion, if we hope to better the chances of seeing our students successful, we should acquire a school-to-work program immediately.

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text by stating some benefits of school-to-work programs (<i>an opportunity to understand how the real world works</i>), but only vaguely alludes to the graph (<i>an internship and other work-based activities</i>). The connections between documents and task are superficial. For example, the response expresses the desire for the <i>support of parents and faculty</i> and alludes to Eastman Kodak, but does not link these ideas to conditions necessary for success.</p>
<b>Development</b>	<p>Briefly develops the idea of benefits with general statements (<i>we have a better chance of finding jobs</i>). Quotations regarding kindergarten students and school-workplace cooperation do little to support the discussion. The response hints at ideas about conditions (<i>extend this program to ... the elementary school</i>) but neither specifies nor elaborates those conditions.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a focus on the idea that <i>school-to-work programs will benefit our school</i>. The response begins with an unelaborated list of benefits, then shifts abruptly to a suggestion to implement the program in elementary schools. The use of the phrase <i>with that in mind</i> to link a quotation about <i>jobs that don't even exist today</i> and training students to use <i>rapidly advancing technology</i> is not altogether successful.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate, with some awareness of audience (<i>will benefit our school</i> and <i>we should acquire a school-to-work program immediately</i>). Sentences vary in structure, but are often unsuccessful (<i>The experience will give them an advantage to those in schools who don't have this program</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (missing apostrophe in <i>Its a way</i>) and spelling (<i>aquired</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.</p>	

School-to-work programs are something I feel would be a great asset to our school. I'm doing research on this topic & have found some information about the school-to-work program that shows it's successful.

The most important years are the middle grades where students begin to lose interest in school and start to make choices that will affect them for the rest of their lives, says coordinator Nancy Pickler. With this program students become more involved in school and are placed in internships that match their ability. Programs such as Vital Link offers students experiences in banking, accounting, hotel management, engineering, medicine, government, the arts, communications, education, retailing, legal services, and printing. With all these opportunities students would have a better experience and understand of what they want to do.

Students need to understand that the skills they learn in school such as writing and math are necessary in the workplace. With these partnerships between schools and businesses everyone benefits. Students tend to take harder classes

and businesses have a letter prepared workplace. In Maryland, at the Baltimore National Academy of Finance there is a personal development day, explained Kathleen Floyd, who directs the academy, the students are taught "interview skills, resume writing, business etiquette, how to dress for success and how to speak to adults."

Many people do not know what they want to do with their lives and they may feel school is a waste of time. With programs such as job shadowing, internships, mentoring, cooperative education, and registered apprenticeships students can better gear their lives in the right path. Students need to be encouraged to dream about careers and to make the most of the knowledge they carry and their motivation.

**Anchor Level 3 - B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents by citing experiences offered in the Vital Link program as <i>opportunities</i> and listing the five types of programs in the graph as examples of how students can <i>gear their lives in the right patch</i>. The response does not address conditions needed for the programs to be successful.</p>
<b>Development</b>	<p>Develops ideas briefly, using details from the text to list the components of programs that benefit students. For example, the response lists the 12 areas of work experience offered by the Vital Link program to support the idea that <i>students would have a better experience and understand of what they want to do</i>.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a clear focus on the success of school-to-work programs. The response exhibits a rudimentary structure. For example, although the second paragraph presents a logical sequence of ideas about middle school students' involvement in work experiences, paragraph three is a collection of several statements that are not clearly related to each other.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>would be a great asset to our school</i>). The response uses language that is sometimes imprecise (<i>gear their lives in the right patch</i>) or copied directly from the text. Sentences vary somewhat in structure, but are often uncontrolled (<i>Students need to be encourage to dream about careers and to make the most of the knowledge they carry and their motivation</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting errors in spelling (<i>opportunities</i> and <i>writting</i>), agreement (<i>Programs such as Vital Links offers</i>), and use of homophones (<i>waist of time</i>) that do not hinder comprehension. Phrases and sentences copied from the text are seldom acknowledged with quotation marks.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

I have done a lot of research on school to work programs. I believe there are vast benefits to this program.

The first school to work program was set up at Roosevelt High in Portland, Oregon. It was called "Roosevelt Renaissance 2000". Students could pick from 6 different career pathways. They would choose one and research it in depth. During the freshmen and sophomore years they did job shadowing following with internships in their junior and senior years.

The school to work program is a win-win situation. Kids will get experience at the work force while still getting credit in school. For example at a Eastman Kodak store students did such things as accounting, clerical or secretarial work. They got paid and still at school credit.

As I looked at a study ~~did~~ comparing students who did this program and students who didn't, the facts were clear. Students stayed in school, took harder classes, and their behavior was much better. The director of school to work office, Jonkel Hove feels that middle school is the time to start kids in these programs. This is the point in their life where kids start making important decisions. Nancy Ricker agree's stating, "by age 12 children start making

choices that will affect them the rest of their lives.

I believe we need to start setting up these programs all around the country.

Kids will go into the work force with experience they need to get a high paying job instead of dead end jobs most people receive,

Anchor Level 3-C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text by describing the Portland program and listing some ways that students benefit from school-to-work projects. The response does not identify benefits to businesses and inaccurately describes “win-win” by citing benefits to students only. The response makes only superficial connections between the text and task. For example, paragraph four suggests, but does not explicitly address, conditions for program success (<i>middle school is the time to start kids in these programs</i>), and the description of “Roosevelt Renaissance 2000” is connected with neither benefits nor conditions. The response does not address the graph.</p>
<b>Development</b>	<p>Briefly develops ideas by summarizing elements of two school-to-work programs described in the text. No information from the graph is presented. References to the text are occasionally redundant (<i>Kids will get experience at the work force while still getting credit ... They got paid and still got school credit</i>).</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a focus on <i>vast benefits</i> of school-to-work programs. The response exhibits a rudimentary structure. The second and third paragraphs present summaries of program descriptions. The fourth paragraph discusses how students benefited from school-to-work programs and the importance of the middle school years, but fails to make any connection between the two concepts. There are no transitions between paragraphs.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary and is occasionally imprecise (<i>Kids will get experience at the work force</i>). The response exhibits some attempt to vary sentence structure and length, but with little success (<i>as I looked at a study did comparing students who did this program and students who didn't</i>). The response shows some awareness of audience but a somewhat mistaken sense of purpose (<i>I believe we need to start setting up these programs all over the country</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in capitalization, punctuation (<i>The director of school to work office Jondel Hoye feels that</i>), and agreement (<i>the point in their life</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

I am very excited to hear about your interest in developing a school-to-work program here in our community. I think it will be a great chance for students to participate in this sort of program, working in teams, approving there spirit to learn, aswell as approving there academics and leadership skills. Although a program like this can only be successful under certain conditions. In some way or another, there has to be a connection between our community and our surrounding businesses. Without this connection, a school-to-work program in our community is almost impossible to accomplish.

Anchor Level 2-A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys an inaccurate understanding of the documents, alluding to benefits of school-to-work programs and to one condition for success ( <i>a connection between our community and our surrounding businesses</i> ), but omitting key ideas such as work-based activities and current programs. The response does not refer to the graph.
<b>Development</b>	Is largely undeveloped, hinting at ideas about benefits ( <i>approving there academics</i> ) and conditions, but making only vague references to the text and none to the graph.
<b>Organization</b>	Suggests a focus on <i>developing a school-to-work program</i> , but presents too little information to maintain it. The response suggests some organization, using one-sentence ideas to move from an introduction to a statement of benefits, then making a transitional statement about <i>certain conditions</i> before stating a condition.
<b>Language Use</b>	Generally relies on basic vocabulary, although there is some awareness of audience and purpose ( <i>your interest in developing a school-to-work program here in our community</i> ). Sentence structures vary somewhat, sometimes successfully ( <i>Without this connection, a school-to-work program ... is almost impossible to accomplish</i> ), sometimes not (the sentence fragment <i>Although a program like this can only be successful under certain conditions</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting several errors in spelling ( <i>approving</i> for <i>improving</i> ; <i>there</i> for <i>their</i> ; <i>acidemics</i> ; <i>although</i> ) that hinder comprehension somewhat. However, the brevity of the response makes assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	



In many schools today they're  
are many internships. A lot of these  
students today in many different  
schools need to take internships.  
It can really help a lot of students  
today. Internships can make school  
more relevant to the workplace. I  
believe this should start early as  
elementary school. This internship  
should start as early as possible.  
Kids need to learn how to be  
dependent in a workplace, they need  
to know the characteristics and the  
responsibility. I also think teachers  
should reinforce their students to  
try on internships because it can  
help and make a difference in a young  
child's life.

Kids who are interested in becoming  
what they want to be ~~in~~<sup>in</sup> life, they  
should try the internship. Internships  
can help you perform better in state  
exams and have better attendance. Inter-  
ships helps students to see how  
classes relate to what's happening  
in the real world. Like in line  
80 "All students have the ability to  
change the world, not just to live in  
it."

**Anchor Level 2 - B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a confused and inaccurate understanding of the text in a discussion that deals only with internships, omitting other key aspects of school-to-work programs. The response makes no reference to the graph or to conditions needed for the success of these programs.</p>
<b>Development</b>	<p>Is largely undeveloped. References to the text are vague and repetitive...(<i>internships can really help alot of students today and internships ... can help and make a difference in a young child's life</i>).</p>
<b>Organization</b>	<p>Establishes a clear, but inappropriately narrow, focus on the idea that internships will benefit participating students. The response, however, lacks organization; sentences tend either to be unrelated to preceding material or to repeat earlier ideas.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>teachers should reinforce their students to try on internships</i>) and redundant (<i>Kids who are interested in becoming what they want to be in life</i>). Sentences tend to be short and choppy, with little variation in structure.</p>
<b>Conventions</b>	<p>Demonstrates emerging control of conventions, exhibiting occasional errors in spelling (<i>they're</i> for <i>there</i> and <i>alot</i> for <i>a lot</i>), subject-verb agreement (<i>Internships helps</i>), and pronoun reference (<i>students ... try on internships because it can help</i>) that hinder comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

There are many benefits of the programs, such as "Roosevelt Renaissance 2000," to help teenagers prepare for future jobs and stay in school. The students who do these internships get paid for the work they do, and also get school credits. Many of the participating students stay in school and tend to take more difficult courses.

The Vital Link program coordinator Nancy Ricker says that usually by age 12 children start making important choices. These interests are matched to specific internships which are available to them. These students take harder courses, and do better overall in school.

At the Lake Clifton Eastern High School students study extra classes to help them gain knowledge of these jobs in the class-room.

Anchor Level 2-C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the documents, asserting that <i>there are many benefits</i> , but wrongly attributing qualities of the Colorado program ( <i>students who do these internships get paid ... and also get school credits</i> ) to the Oregon program, and omitting any reference to the graph. Connections to the task are unclear, inasmuch as the response alludes to neither the writer's own community nor conditions needed to make school-to-work programs successful.
<b>Development</b>	Is largely undeveloped. References to the text hint at benefits ( <i>students stay in school, take harder courses; do better overall in school</i> ) but remain unelaborated.
<b>Organization</b>	Suggests a focus on <i>benefits of the programs</i> and an organization based on clusters of information about three programs mentioned in the same order in the text (Roosevelt Renaissance 2000, Vital Link, and Lake Clifton). However, ideas within each discussion are only loosely connected to each other.
<b>Language Use</b>	Relies on basic vocabulary ( <i>The students who do these internships</i> ), with little awareness of audience or purpose. The response reveals little awareness of how to use sentences effectively, consisting largely of language paraphrased from the text. For example, "students are placed in internships that match their skills and interests" is paraphrased as <i>these interests are matched to specific internships which are available to them</i> .
<b>Conventions</b>	Demonstrates partial control of the conventions, exhibiting occasional errors in comma usage that do not hinder comprehension. However, the brevity of the response and the dependence upon the language of the text make assessment of the conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2.	

As a member of the career guidance class, I am here to tell the benefits of school-to-work programs and the conditions needed to make such programs successful.

Years ago, the faculty at Roosevelt High in Portland, Oregon developed "Roosevelt Renaissance 2000." In their freshmen year, students explore six career plans: natural resources, manufacturing, and engineering, human services, health occupations, business and management, and arts and communications. The following year, each student chooses one of the pathways and examines it in depth. The ninth and tenth graders also participate in job shadow experiences, spending three hours a semester watching someone on the job. During their junior and senior years, students participate in internships that put them in the workplace for longer periods of time.

The participating students tend to stay in school and to take more difficult courses than students in schools that don't offer such programs.

Many employees offered in participating in school-to-work programs. Eighteen percent of employees are offering activities in job shadowing, fourteen percent of employees are offering in internships, and nineteen percent of employees are offering in mentoring.

As you can see, there are many benefits to school-to-work programs.

Anchor Level 1-A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides minimal evidence of understanding inasmuch as the response consists largely of words copied directly from the task and text. The response offers a somewhat confused interpretation of the graph and makes no connection between either document and the task. For example, the statement that <i>participating students tend to stay in school</i> is presented in isolation and not identified as a benefit.</p>
<b>Development</b>	<p>Provides no evidence of development, relying on a description of “Roosevelt Renaissance 2000,” copied directly from the text, that does little to support the statement <i>I am here to tell the benefits of school-to-work programs and the conditions</i>. The discussion of the graph consists of a literal interpretation in which numerals have been changed to words (<i>forteen percent of employees are offering in internships</i>).</p>
<b>Organization</b>	<p>Lacks a focus but suggests some organization, providing an introduction that alludes to benefits and conditions, a conclusion that echoes the idea of benefits, and separate paragraphs dealing with the Oregon program and the graph. Copied text is presented in the same order as it appears in the original.</p>
<b>Language Use</b>	<p>Uses language that is predominantly copied directly from the task and the text, although the original concluding sentence (<i>As you can see, there are many benefits to school-to-work programs</i>) indicates some awareness of purpose, and the original sentence alluding to the graph reveals a partially successful attempt to use parallel structure.</p>
<b>Conventions</b>	<p>Exhibits omissions (<i>I am here to tell the benefits and offering in mentoring</i>) and a spelling error (<i>forteen</i>) that hinder comprehension somewhat. However, the response contains too little original work to make a reliable assessment.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.</p>	

Dear Sir or Madam,

The Planning team in your school is interested in developing a school to work program in connection with businesses in your community. We need to make more work in class make the class more interesting for the student, for they could learn better math and reading skills in the classroom and showed our students how math, science, writing and communication skills relate to building new structures. It helps them see how classes relate to what's happening in the real world.

All student needs to know about the Real--world.

Sincerely,

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides minimal evidence of understanding, consisting primarily of words copied directly from the text. One original sentence reveals confusion about the task (<i>make the class more interesting</i>). Although the final sentence suggests a connection to the task’s charge to describe benefits (<i>needs to know about the real world</i>), there is no other connection between task and text. The graph is not addressed.</p>
<b>Development</b>	<p>Is minimal, consisting primarily of words copied from the text and task that do little to support the position <i>we needs to make more work in class make the class more interesting for the student</i>.</p>
<b>Organization</b>	<p>Shows no focus or organization. Ideas about purpose (<i>you school is interested in developing a school to work program</i>), the need to make classes interesting, and relating academic classes to <i>building new structures</i> are not connected to each other.</p>
<b>Language Use</b>	<p>Is minimal, using language that is predominantly copied from the text and task. Of the two original sentences, one is nearly incoherent (<i>We needs to make more work in class make the class more interesting for the student, for them could learn</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in usage (<i>We needs to</i> and <i>All student needs to know</i>) that make comprehension difficult. Indentation is used ineffectively, creating the appearance, but not the function, of paragraphs. Capitalization and punctuation are generally correct. However, the brevity of the response makes assessment of conventions unreliable.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.</p>	

experienced group of people from which to hire employees.

Finally, a major benefit of school-to-work programs is that students have a greater desire to learn and be challenged. Before installing the program at Roosevelt High in Portland, Oregon, the school had a 13% dropout rate.

Now students have discovered a reason to stay in school. Schools that participate have greater enrollment in more challenging classes. Students involved in the school-to-work programs have higher attendance rates and better behavior records. The whole school benefits.

This school could benefit greatly from the school-to-work program. It would help uncertain students find a path in life. It should definitely be installed in this school system.



To the School Planning Team:

It has been brought to my attention that many of our students, faculty, and parents as well as myself would like to request the development of a school-to-work program in our school. We feel it would be a great benefit to the students, parents, and faculty who want them to do well in school. The program will also give the confidence and a higher feeling of self-worth. They will be motivated to do better in all aspects of life. They will also learn the skills they need to attain a job in coordination with the school and after graduating.

Many schools have already begun this program and had great success with it. For example, "Roosevelt High" in Portland Oregon started the program after noticing the high percentage of dropouts their school possessed. This program became very helpful in letting students complete internships and go on to work there permanently after internship is over. Many businesses join in partnerships to local schools and offer many positions to intern in according to the students field of interest. These companies offer apprenticeship, internships, job shadowing, mentoring, and

Cooperative education in banking, accounting, hotel management, engineering, medicine, government, the arts, education, communication, nonprofit agencies, retailing, legal services, and printing. One major employer in Colorado, Kodak Eastman, lets middle school students do clerical, secretarial, and accounting work for them about two or three times a week. Some schools have begun as early as kindergarten to give them an early start on learning skills that will be beneficial in the workplace.

I think this program will greatly benefit our students and help give them a brighter future.

## Part B - Practice Paper - C

A school-to-work program, who would benefit from this?

Of course the students would benefit from such a program. There are many conditions that would be needed to make such a program successful. With a lot of help from local businesses in the community, the school-to-work program could be a great success.

There are many benefits from this school-to-work program. One benefit is that students can participate in internships, this would put them in the workplace for longer periods of time. Participants in this program tend to stay in school along with taking harder courses. This helps students become better prepared for the workforce. This helps the workforce also, by having a better workforce in the future. The school-to-work program helps students better understand why math, science, writing, and communication skills are needed in the future. This would also help students decide what career they want in the future and help them determine if this is what they would enjoy doing for the rest of their life.

In order to make this program a success, there are conditions that need to be met. One condition needed is the local companies cooperation. They need to be willing to help benefit the future employees. If the school wants this program to be a great success, it is believed that the program should be introduced to ~~kindergarten~~ elementary students. As these elementary students grow older they could get involved in partnerships. If the school thinks elementary is too young, then middle school would also be an appropriate start. This idea is true in that middle school students tend to lose interest in school, this would help reinforce exploration. If the local companies around here cooperated students could experience many careers. Employers around here could offer job shadowing, internships, mentoring, cooperative education, and registered apprenticeships to our students in the school-to-work program.

## Part B - Practice Paper - C

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As a member of the career guidance class, it is believed that school-to-work would ~~benefit~~ better our students and head them into a good direction. This program helps students see how classes relate to the real world and what's going on in it. This program would be excellent <sup>an</sup> ~~to achieve~~ <sup>choice</sup> because more would be focused and have a direction in life.

Harriet Webster made a statement that would be true in the years to come if this program was started early in elementary, "a majority of our kindergarten students will have jobs that don't even exist today."

I have written this letter to let you know that our school would like a school-to-work program. Our school has a high drop out rate and we think this program will help our school. We have learned that many schools have this program and the drop out rate is low.

In Colorado, Eastman Kodak has opened its doors for schools. Many other companies have also opened their doors for this program. Many small businesses in our community have already said they are in favor of this program.

Most of the kids in my school have never had this program in middle school and it's never too late to start.

I think this program will be a great success and help our fellow students in the future. Please help us to build this program and stop students from dropping out.

"All students have the ability to change the world, not just to live in it". The school-to-work program contains many benefits to the students and the community. Even though this program could be very successful, the schools must provide the conditions necessary for students to achieve their goals.

In order for the school-to-work program to be successful the schools must provide the right conditions. First the schools must reinforce the math and reading skills along with the exploration activities. The schools have to be willing to provide internships, and guest speakers from throughout the community's businesses. The schools should teach transferable skills such as problem solving and critical thinking skills. Such programs as teaching interview skills, résumé writing, business etiquette and how to speak should be offered. Finally teachers should have children get used to working in teams or groups. With these conditions, the school-to-work program should be very successful.

Many benefits may result from the right conditions: kids that become involved in this program tend to do better in school and take more challenging classes. These kids have better disciplinary records, and tend to stay in school. With the help of this program kids are able to see how their classes in school relate to the real world. As shown in the graph there are several work-based activities offered by employers participating in the school-to-work program. The

**Part B - Practice Paper - E**

most popular activities are those of mentoring and job shadowing. The least used program is the Registered Apprenticeships.

If the proper conditions are available to the kids that become involved in the school-to-work program, many benefits could result. Several employers are more than willing to become involved in this program, because it will not only be a benefit to the kids but also to the community.

**Practice Paper A—Score Level 5**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the documents by describing various activities (internships and job-shadowing). Although the response connects documents and task by explaining explicitly some of the benefits to students (<i>an idea of what...to do with their lives and knowledge of ... skills</i>), it only superficially connects ideas about business participation to the task's charge to describe the necessary conditions.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. Ideas about types of programs available are elaborated with explanations of benefits to students (<i>greater enrollment in more challenging classes, higher attendance, better behavior</i>) and businesses (<i>more experienced group ... from which to hire</i>), but conditions for success are neither specified nor elaborated.</p>
<b>Organization</b>	<p>Maintains the focus established in the opening paragraph on benefits that school-to-work programs provide students. Each subsequent paragraph expands on one of the three benefits mentioned, using repetition of <i>school-to-work programs</i> as an appropriate transition between paragraphs. Other appropriate transitions include <i>Many companies ... Others; Finally and Before ... Now</i>.</p>
<b>Language Use</b>	<p>Uses language that is generally fluent and original (<i>greater enrollment in more challenging classes</i>), but sometimes imprecise (<i>installed in this school</i>). Sentences vary in structure and are usually well-controlled. For example, a long sentence in paragraph one effectively lists a series of benefits using parallel noun phrases. Although the response exhibits awareness of the audience (<i>I would like to recommend to you that our school develop a ... program</i>), the reference to <i>the attached graph</i> diminishes this sense somewhat.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in meaning and development and stronger in conventions.</p>	

**Practice Paper B - Score Level 3**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents through a list of general benefits of school-to-work programs, some descriptions of programs, and a list of work-based activities. The response makes only superficial connections between the documents and task. For example, the observation about dropout rates in Portland is not connected to the previous discussion of benefits, and the observation that <i>many businesses join in partnerships to local schools</i> is not connected to any discussion of conditions.</p>
<b>Development</b>	<p>Develops ideas briefly. For example, the discussion of benefits remains somewhat general (<i>a higher feeling of self worth</i>), with no details from the documents; the discussion of the program at Roosevelt High includes details about the dropout rate and internships, but little description of the program. A discussion of work-based activities consists largely of simple listings of details (activities from the graph and work fields associated with the Fort Worth program).</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a focus on benefits of school-to-work programs. The response exhibits a rudimentary structure, moving from a list of benefits to a disjointed description of programs, but there is little consistency. For example, the topic statement <i>it would be a great benefit</i> is connected, illogically using <i>also</i>, to the subordinated idea <i>give the[m] confidence</i>.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, although there is some awareness of audience (<i>would like to request the development of a school-to-work program</i>). Attempts to vary sentence structure result in uneven success (<i>For example, "Roosevelt High," in Portland Oregon started the program after noticing the high percentage of dropouts their school possessed</i>). The discussion of work-based activities and work fields (<i>banking, accounting</i>) depends upon language closely paraphrased or copied directly from the documents.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting a proofreading oversight (omitted letter in <i>give the[m] confidence</i>) and occasional errors in punctuation (<i>one major employer ... let's middle school students</i>), subject/verb agreement (<i>This program become very helpful</i>), and spelling (<i>medecine</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	



<b>Meaning</b>	Conveys a basic understanding of the documents, although some inaccuracies are present. The response discusses benefits deriving from a school-to-work program and conditions needed for the program's success. The discussion of the age of participating students, however, reveals an incomplete understanding of the relationship between schools and businesses ( <i>As these elementary students grow older they would get involved in partnerships</i> ), and a quotation about kindergarten students is wrongly attributed to Harriet Webster.
<b>Development</b>	Develops some ideas more fully than others. The discussion of benefits to students includes specific details (students <i>tend to stay in school</i> , take <i>harder courses</i> , and to <i>understand why math ... and communication skills are needed in the future</i> ); ideas about middle school students, work-based activities, and the need to prepare for " <i>jobs that don't even exist today</i> " are less fully developed.
<b>Organization</b>	Clearly maintains a focus on benefits of a school-to-work program and the conditions for its success. However, paragraph two inconsistently mixes ideas about the benefits for students with benefits for business and paragraph three inconsistently mixes ideas about participating companies and the appropriate age for students to enter a school-to-work program.
<b>Language Use</b>	Relies on basic vocabulary, using language that is sometimes imprecise ( <i>head them into a good direction</i> ), redundant ( <i>local companies around here</i> ), or colloquial ( <i>stay in school along with taking harder courses</i> ). The response makes some attempt to vary sentence structure and length, but with uneven success ( <i>As a member of the career guidance class, it is believed that school-to-work would better our students</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>there</i> for <i>their</i> ) and punctuation ( <i>companies cooperation</i> and <i>whats going on</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

*Practice Paper E—Score Level 4*

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents, although some inaccuracies are present. The response discusses some of the benefits of school-to-work programs, but omits some key ideas, such as benefits to business and the desirability of targeting students before high school. The response explicitly connects the task with information from the documents by showing how the programs benefit students and how their success depends upon certain conditions. However, the response errs somewhat in attributing those conditions solely to the school (<i>The schools have to be willing to provide internships</i>).</p>
<b>Development</b>	<p>Develops ideas briefly. The discussion of benefits to students contains some relevant details from the text (<i>tend to stay in school</i>), as does the discussion of the need for schools to provide appropriate conditions (<i>The schools should teach transferable skills</i>). However, these discussions do not refer to specific programs cited in the text, and although some activities are mentioned (mentoring and job shadowing), they are not described.</p>
<b>Organization</b>	<p>Establishes an initial focus on the benefits offered by school-to-work to students and to the community, but maintains only the former. The response exhibits an overall logical pattern of ideas (discussion of conditions for success followed by discussions of the benefits of a successful program) and it achieves some coherence through repetition of key terms (<i>the right conditions</i> and <i>the school</i>) and use of transitional words (<i>first, these, this,</i>). Internal consistency is lacking at times. The opening quotation is not connected to the rest of the paragraph, and the third paragraph moves abruptly from a point about the relevance of courses to the real world to a discussion of the popularity of various school-to-work activities.</p>
<b>Language Use</b>	<p>Uses appropriate language, although there is little awareness of audience. Variation in sentence length is sometimes used effectively, as in the short sentence used as a topic sentence of paragraph three (<i>Many benefits may result from the right conditions</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control. Occasional misspellings (<i>neccessary, speekers, speak</i>) and punctuation errors do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 although it is somewhat weaker in development.</p>	

**Practice Paper E - Score Level 4**

	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the documents, although some inaccuracies are present. The response discusses some of the benefits of school-to-work programs, but omits some key ideas, such as benefits to business and the desirability of targeting students before high school. The response explicitly connects the task with information from the documents by showing how the programs benefit students and how their success depends upon certain conditions. However, the response errs somewhat in attributing those conditions solely to the school ( <i>The schools have to be willing to provide internships</i> ).
<b>Development</b>	Develops ideas briefly. The discussion of benefits to students contains some relevant details from the text ( <i>tend to stay in school</i> ), as does the discussion of the need for schools to provide appropriate conditions ( <i>The schools should teach transferable skills</i> ). However, these discussions do not refer to specific programs cited in the text, and although some activities are mentioned (mentoring and job shadowing), they are not described.
<b>Organization</b>	Establishes an initial focus on the benefits offered by school-to-work to students and to the community, but maintains only the former. The response exhibits an overall logical pattern of ideas (discussion of conditions for success followed by discussions of the benefits of a successful program) and it achieves some coherence through repetition of key terms ( <i>the right conditions</i> and <i>the school</i> ) and use of transitional words ( <i>first, these, this,</i> ). Internal consistency is lacking at times. The opening quotation is not connected to the rest of the paragraph, and the third paragraph moves abruptly from a point about the relevance of courses to the real world to a discussion of the popularity of various school-to-work activities.
<b>Language Use</b>	Uses appropriate language, although there is little awareness of audience. Variation in sentence length is sometimes used effectively, as in the short sentence used as a topic sentence of paragraph three ( <i>Many benefits may result from the right conditions</i> ).
<b>Conventions</b>	Demonstrates partial control. Occasional misspellings ( <i>neccessary, speakers, speak</i> ) and punctuation errors do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 although it is somewhat weaker in development.	

## Anchor Paper – Part A—Level 6 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding, consisting primarily of words copied directly from the text. One original sentence reveals confusion about the task ( <i>make the class more interesting</i> ). Although the final sentence suggests a connection to the task's charge to describe benefits ( <i>needs to know about the real world</i> ), there is no other connection between task and text. The graph is not addressed.
<b>Development</b>	Is minimal, consisting primarily of words copied from the text and task that do little to support the position <i>we needs to make more work in class make the class more interesting for the student</i> .
<b>Organization</b>	Shows no focus or organization. Ideas about purpose ( <i>you school is interested in developing a school to work program</i> ), the need to make classes interesting, and relating academic classes to <i>building new structures</i> are not connected to each other.
<b>Language Use</b>	Is minimal, using language that is predominantly copied from the text and task. Of the two original sentences, one is nearly incoherent ( <i>We needs to make more work in class make the class more interesting for the student, for them could learn</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in usage ( <i>We needs to</i> and <i>All student needs to know</i> ) that make comprehension difficult. Indentation is used ineffectively, creating the appearance, but not the function, of paragraphs. Capitalization and punctuation are generally correct. However, the brevity of the response makes assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	