

# SESSION ONE

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Tuesday, June 18, 2002—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) 1	(8) 3
(3) 3	(9) 2
(4) 2	(10) 3
(5) 3	(11) 2
(6) 1	(12) 4
	(13) 1
	(14) 3
	(15) 4
	(16) 1

## 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**

<b>QUALITY</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>
<b>Meaning: the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</b>	<p>-reveal an in-depth analysis of the text</p> <p>-make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text</p> <p>-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</p> <p>-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</p> <p>-allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>1</p> <p><b>Responses at this level:</b></p>	<p>-provide minimal or no evidence of textual understanding</p> <p>-make no connections between information in the text and the assigned task</p>
<b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b>	<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 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>2</p> <p><b>Responses at this level:</b></p>	<p>-are minimal, with no evidence of development</p>
<b>Organization: the extent to which the response exhibits direction, shape, and coherence</b>	<p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus</p> <p>-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>3</p> <p><b>Responses at this level:</b></p>	<p>-show no focus or organization</p>
<b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</p> <p>-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</p> <p>-vary structure and length of sentences to control rhythm and pacing</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose</p> <p>-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</p> <p>-reveal little awareness of how to use sentences to achieve an effect</p>	<p>4</p> <p><b>Responses at this level:</b></p>	<p>-are minimal</p> <p>-use language that is incoherent or inappropriate</p>
<b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b>	<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>5</p> <p><b>Responses at this level:</b></p>	<p>-are minimal, making assessment of conventions unreliable</p> <p>-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.

How healthy is our relationship with the environment? How much can it give? How much should we take? These answers to these questions have been taught to us before. Perhaps, by reviewing them, we'll be spared having to learn them the hard way, unlike the residents of the Southern Plains who lived a decade in the Dust Bowl.

I recently watched a television documentary about the plight of these farmers during the thirties. Evidently, just before the drought began, wheat farming was at its height. Tractors had recently been introduced and untouched prairie land stretched by the mile. While the rest of the nation struggled with The Depression, to the Southern Plains wheat farmer the future seemed limitless. Then, in the summer of 1931, the rain stopped. With so much flat, open land plowed and the wheat being withered by the ~~wind~~ drought, the rich top-soil, which can take up to one thousand years to be replenished, was totally unprotected from the wind. Relentlessly, the wind blew and took the top-soil with it.

It was a journalist travelling through the area who came up with the phrase "Dust Bowl". He left us with lasting images reflecting the quality of the air. These included the Red Cross distributing dust masks and residents covering their noses and mouths with cloths.

As the drought wore on and the summers stayed hot, farmers suffered tremendous losses. The federal

government, already overwhelmed with troubles, issued these farmers relief checks and food handouts. Then came Black Sunday, April 14, 1935. On that day, an avalanche of dirt blew through the plains, darkening the skies and temporarily blinding the residents. One Kansas farmer drove off the road and ~~he~~ suffocated in the polluted air.

Following that event, farmers and their families began to leave in earnest. Banks, businesses and schools closed. Whole communities dissolved. Of those who stayed, many grew sick with "dust pneumonia" and other lung diseases. Animals died in great number as their stomachs became coated with inches of dust.

At last the issue of soil conservation was raised. Hugh Bennett, as spokesman for a new group of farming experts, brought his ideas on how to save the Plains to Washington. Luckily, Bennett timed his testimony to coincide with a brief dust storm that was blowing through Washington. The lawmakers were convinced and, once again, the plowing and planting began in the Southern Plains, this time with the aim of restoring and conserving the soil. By 1938, this effort had reduced the amount of soil being blown away by 65%. But still there was no rain.

In the latter months of 1939, when the rain finally returned, enough rich soil was there

and ready to receive it. Soon the fields overflowed with wheat again, though the human losses were not so easily forgotten.

Did the farmers learn their lesson? Did they learn to accept the limits of the land? One farmer from the documentary was hopeful~~ly~~ saying, "People are thinking differently about taking care of the land". Another was more doubtful when he said, "You can't convince me we've learned our lesson. It's just not in our blood to play it safe." If nothing else, this time in ~~our~~ history at least got ~~beten~~ people thinking and made ~~it~~ us all more aware of our connection to the land.

Anchor Level 6–A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text through a discussion of the various stages of the Dust Bowl era, from cause ( <i>in the summer of 1931, the rain stopped</i> ) to aftermath ( <i>At last the issue of soil conservation was raised</i> ). Insightful connections between the text and task are made in the opening ( <i>How healthy is our relationship with the environment?</i> ) and closing paragraphs ( <i>If nothing else, this time in our history at least got people thinking</i> ).
<b>Development</b>	Develops ideas clearly and fully, effectively using a wide range of details from the text to discuss the results of poor conservation practices on the Southern Plains ( <i>the rich top-soil ... was totally unprotected, residents covering their noses and mouths, Whole communities dissolved</i> ). The response further describes how a new group of farming experts convinced lawmakers and farmers of the need to restore and conserve the soil.
<b>Organization</b>	Maintains a clear and appropriate focus on learning from the Dust Bowl experience. The response exhibits a logical and coherent structure, moving from rhetorical questions about the importance of the environment, to a discussion of <i>the plight of these farmers during the thirties</i> who misused the land, and ending with further rhetorical questions about the nature of the experience ( <i>Did the farmers learn their lesson?</i> ). Skillful use of appropriate transitions is evident throughout ( <i>While the rest, As the drought wore on, Following that event</i> ).
<b>Language Use</b>	Uses language that is stylistically sophisticated, precise, and engaging ( <i>untouched prairie land stretched by the mile</i> ) with a notable sense of audience and purpose ( <i>Perhaps, by reviewing them, we'll be spared having to learn them the hard way</i> ). The response makes effective use of sentence structure and variety to enhance meaning.
<b>Conventions</b>	Demonstrates control of conventions with essentially no errors, even when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

Americans depended on domestic agriculture to produce important crops for their consumption in the early twentieth century. They took advantage of the fertile Southern plains to grow essential foods, especially wheat. However, the nation's disregard for the health of the land would soon take a toll on the health of the farmers and the state of agriculture in the United States. Farmers learned the hard way that the environment needs care just as the crops do.

The phenomenon, dubbed the "Dust Bowl" by a journalist, occurred in the Southern plain states from 1931 to 1939. Farmers had been enjoying many years of planting productive and profitable wheat crops on the "virgin soil." Little did they know that their overzealous alteration of the landscape would soon do them harm. Clouds of dust began to billow up into the air, getting larger by the day, until finally the clouds led to respiratory ailments, and even death for many people and animals. Drought conditions and overuse of the land contributed to the giant, black clouds.

The people who survived the

epidemic of dust-related illnesses fled to find farming jobs in California. Ghost towns developed as all sorts of buildings were abandoned and boarded up. Any complaints to the government thus far had been dismissed. Yet, the circumstances changed drastically when Hugh Bennett, a soil conservationist, spoke to the men on Capitol Hill. Nature aided him in attaining the results he desired. While Bennett was speaking, a giant dust cloud moved eastward and enveloped Washington, D.C. The formerly complacent Easterners suddenly learned first-hand about the plight of the farmers.

Lawmakers cooperated with Bennett. They gave relief <sup>in the form of</sup> food and money to residents of the Plains States. The government also promoted the implementation of new farming techniques to end the horrid environmental crisis. Farmers began practicing new methods, such as plowing fields from dawn until dusk, continuously. These new measures reduced the amount of dust in the air by sixty-five percent in



1938. Unfortunately, U.S. agriculture still suffered because the drought in the plains persisted. Farmers with broken spirits and empty wallets continued to travel west like environmental refugees.

Rain returned to the one hundred million barren acres of the Southern plains states in 1939. The wheat crop flourished once more, it was thriving once again in America's Bread Basket instead of withering away in its Dust Bowl.

Farmers were endlessly thankful for their renewed productivity. They had also learned an extremely vital lesson. Their experience with the Dust Bowl taught Americans that the environment was a fragile, limited resource that needed to be treated thoughtfully and gently in order to continue to provide nourishment. Most farmers took this lesson to heart and completely changed their attitude toward the land from one of exploitation to one of respect and gratitude.

## Anchor Level 6–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, describing the Dust Bowl as a <i>phenomenon</i> that occurred as a result of the <i>overzealous alteration of the landscape</i>. The response thoroughly examines various aspects of the event, including the drought, the reaction of the farmers, <i>the epidemic of dust-related illnesses</i>, and Hugh Bennett’s success with the <i>formerly complacent easterners</i>, making insightful connections to the task (<i>the Dust Bowl taught Americans that the environment was a fragile, limited resource that needed to be treated thoughtfully</i>). However, the response errs in describing <i>plowing fields from dawn until dusk</i> as a conservation method.</p>
<b>Development</b>	<p>Develops ideas clearly and fully, using relevant details about conditions contributing to the creation of the Dust Bowl (<i>Clouds of dust began to billow up</i>), the devastation of the Southern Plains (<i>Ghost towns developed</i>), and soil conservation and relief work. The response concludes with the <i>rain returned to the one hundred million barren acres ... in 1939</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the lessons of the Dust Bowl (<i>Farmers learned the hard way that the environment needs care just as the crops do</i>). The response exhibits a logical and coherent structure, moving chronologically from the farmers taking <i>advantage of the fertile southern plains</i> to their changed <i>attitude toward the land from one of exploitation to one of respect and gratitude</i>, making effective use of transitions throughout (<i>However, until finally, While Bennett was speaking, once again</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>the nation’s disregard for the health of the land would soon take a toll on the health of the farmers and the state of agriculture</i>) with an evident awareness of audience and purpose. The response varies sentence length and structure to enhance meaning (<i>Farmers with broken spirits and empty wallets continued to travel west like environmental refugees</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors (<i>nurishment</i> and <i>conservationalist</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

In the twenties and early thirties, the Southern Plains were considered the ideal place to farm. Hopeful farmers plowed millions of acres of land for the first time, optimistic about the large profits they were sure to reap. However, years later, these farmers had nothing. Seven wheat crops had failed. And the land of the farmers had been swallowed up by dust.

What could cause such a dramatic change? The answer was not one that the farmers found easy to hear. Their massive overuse of the Southern plains had exhausted the soil and when there was no substantial rain for years, the topsoil was blown away. This started the Dust Bowl, an American crisis which causes hundreds of farmers to flee, fearing their previous land was turning into a sort of Sahara. After years of drought and some of the hottest summers ever, a hundred million acres of previously arable land became a wasteland. April 14<sup>th</sup>, 1935, was the worst day of these horrible conditions. It was called "Black Sunday" because on that day, there was an avalanche of dirt and blinding dust. The sickening dust was everywhere in the lungs of humans and animals alike. It was called "dust pneumonia" and one third of the deaths in a Kansas county were

caused by it. After years of the Dust Bowl, many farmers had lost their livelihoods and many farmers had even lost their lives, Hugh Bennet, a man commonly thought of as the "father of soil conservation", proposed a solution to the problem of the Dust Bowl. Bennet said that ~~farmer~~ both farmers and the government had wrongly believed that soil was limitless and indestructible. Because of this belief, they did not think to attempt to conserve the soil. This idea of conservation is exactly what Bennet stressed. He proposed new planting and plowing methods that would conserve the soil. After Washington first got a taste of the horror of the Dust Bowl, they encouraged farmers to adopt these methods in 1937. A year later, the dust had been reduced by 65%. Then, in 1939, the drought ended and the fields once again overflowed with wheat. The Dust Bowl had ended.

The horrors of the Dust Bowl forced everyone to accept the limits of the land. The previously held thought that the land could withstand anything was proven false. However, just after the end of the Dust Bowl, one farmer remarked that it would be foolish to assume anyone had learned their lesson. We must be sure, though, that we understand the lesson of the Dust Bowl. The land is not indestructible. It has its limits and therefore should be carefully conserved.

## Anchor Level 5–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the text, defining the Dust Bowl as <i>an American crisis during which a hundred million acres of previously arable land became a wasteland</i>. Clear and explicit connections to the task appear in the conclusion, as well as in the explanation of how farmers contributed to the Dust Bowl (<i>Their massive overuse ... exhausted the soil</i>) and of Hugh Bennett’s work (<i>Bennet said that both farmers and the government had wrongly believed that soil was limit less</i>).</p>
<b>Development</b>	<p>Generally develops ideas clearly and consistently, including causes of the Dust Bowl, health threats created by the dust, and the contributions of Hugh Bennett, using relevant and specific details from the text. However, “<i>Black Sunday</i>,” while mentioned, is not fully described, and how <i>Washington first got a taste of the horror of the Dust Bowl</i> is not explained.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the Dust Bowl as the cause of <i>a dramatic change</i>. The response exhibits a logical structure, with each paragraph effectively introduced (<i>What could cause; Hugh Bennet, a man commonly thought; The horrors of the Dust Bowl</i>) and a conclusion that unifies the task. However, paragraph 2 combines several separate ideas from the text, creating some internal inconsistencies.</p>
<b>Language Use</b>	<p>Generally is stylistically sophisticated, using language that is precise and engaging (<i>profits they were sure to reap, previously arable land, in the lungs of humans and animals alike</i>) with a notable sense of audience and voice (<i>We must be sure, though, that we understand the lesson of the Dust Bowl</i>). The response varies sentence length and structure to enhance meaning (<i>Then, in 1939, the drought ended and the fields once again overflowed with wheat. The Dust Bowl had ended</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>optomistic</i> and <i>indestructable</i>), agreement (<i>anyone...their</i>), and proofreading (<i>Southern Pails</i> and <i>causes hundreds of farmers to fleeing</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 stronger in language use and weaker in conventions.</p>	

The situation of the Plains people during the 1930's was a tragic and desperate one. Many people's livelihoods were destroyed during this period of time; for others, the situation ended in death. The people in the Southern Plains had their lives destroyed for want of one thing: water.

Life was not always so difficult for the ~~farmer's~~ farmers of the Southern Plains. In the beginning of the 1930's, the region was one of the most prosperous in the United States. In 1931 millions of acres went under the plow in the Southern Plains with the hopes that a record-breaking crop would be produced. The farmers were confident that rain would come, and they ignored the whirlwinds that seemed to grow larger and larger. The farmers were sure that the rain would continue to be plentiful.

Then disaster struck. A <sup>severe</sup> drought came upon the Southern Plains, <sup>helped by some of the hottest summers on record</sup> ~~cutting off~~ <sup>and</sup> ~~much~~ of the vulnerable wheat. <sup>cropped.</sup> The dirt was loosened under foot, making it difficult for the people to breathe. The millions of acres that had been plowed became a vast wasteland. The dust that continually swirled about the plains caused animals to die and people to get dust pneumonia. As situations became worse in the Plains, people left in droves to try to find ~~f~~ farming jobs in the West, because nothing could be grown on ~~the worst~~ <sup>the</sup> dusty fields. A visiting

journalist ~~and~~ coined the term "The Dust Bowl".

The worst day on record for the people of the Southern Plains was April 14, 1935. A day known as Black Sunday, ~~a~~ a huge cloud of dust covered everything in sight, making the sky as black as night ~~and~~ ~~then~~. Seeing was virtually impossible. People died of suffocation and were harmed trying to escape the dust.

During the trials of the Plains people, the rest of the country was going through its own ~~difficult~~ difficulties. To the government, the Dust Bowl was just another troubled spot. Many people misunderstood the plight of the Dust Bowl. The government tried to implement relief efforts, but the farmers still suffered. Then, a conservation expert came to the farmers' rescue. Hugh Bennett argued that conservation of the land could restore farming in the Dust Bowl. He was testifying in Washington about the plight of the people when a dust storm from the Plain settled over the capital. ~~with~~ The storm made ~~a~~ lawmakers understand what the farmers on the plains ~~and~~ <sup>dealt with</sup> every day. Washington began to help the farmers, teaching new planting and plowing methods to reduce the amount of blowing soil. The government felt that it ~~could~~ would not be able to allow the Plains people to fail.

In 1939, ~~it~~ it began to rain. Wheat once

again grew in the Dust Bowl. Some people would never forget the lesson the earth had taught them, but to others, the lesson was soon forgotten. Never theless, people began to think of the earth differently, and began to understand conservation. The occurrences in the Dust Bowl caused many people to begin taking care of the earth, a lesson that is still ignored today by people who are only out for profit. Time will only tell whether or not the occurrences of the Dust Bowl era will happen again.

**Anchor Level 5–B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, discussing the events of the Dust Bowl as they occurred and highlighting the destructive nature of the drought. Clear and explicit connections are made between the text and task in the concluding paragraph ( <i>the Dust Bowl caused many people to begin taking care of the earth</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details. The response elaborates on the initial prosperity of the region ( <i>millions of acres and farmers were confident</i> ), the effects of the drought ( <i>dust that continually swirled and nothing could be grown on the dusty fields</i> ), and the impact of Bennett ( <i>conservation of the land and teaching new planting and plowing methods</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the lesson of the Dust Bowl established in the introduction ( <i>The people in the Southern Plains had their lives destroyed</i> ). The response exhibits a coherent structure, with each paragraph logically sequenced to support the chronology of events, and the conclusion refocusing on the environmental lesson. The response uses appropriate transitions throughout ( <i>Life was not always so difficult, As situations became worse, During the trials</i> ).
<b>Language Use</b>	Uses language that is generally fluent and original ( <i>dirt was loosened underfoot and implement relief efforts</i> ), although occasionally imprecise ( <i>under the plow and Time will only tell</i> ), with evident awareness of audience and purpose. The response varies sentence structure and length to control rhythm and pacing ( <i>Many people's livelihoods were destroyed during this period of time; for others, the situation ended in death.</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>livelihoods and occurences</i> ) and punctuation that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	



Throughout American history, the midwest has been dubbed as the "Wheat Country" for its consistent abundance of wheat and other crops Americans use. Despite the gravity of the Great Depression in 1931 the Southern Plains still managed to maintain its fruitful and prosperous plains. However, after spending years as America's wheat country the crops began to diminish, and violent winds attacked the midwest, creating the infamous Dust Bowl; a time in history American farmers would never ~~repeat~~<sup>forget</sup> and hope not to repeat.

In 1931 the rains that helped grow the crops in the midwest stopped and the crops ceased from growing. The land became dry and more vulnerable to the worldwinds that many of the midwesterners were used to. Because they were accustomed to the winds that would dance across their plains, they did not notice that they were growing thicker, taller and faster. The winds were not only affecting the crops but it was also affecting the breathing of the people who resided there. It was such a problem that the red cross issued an urgent call for dust masks, especially for children. People were becoming desperate and were using any available piece of cloth as a means to protect themselves from the winds. Farmers watched as the land that took 1000 years to cultivate into beautiful fruitful soil took only minutes to be swept away from the unyielding winds. Millions of acres of land became waste lands as a result of the disastrous winds. People had to endure the humiliation of receiving relief checks from the government in order to survive this tragedy. Fellow Americans saw the Dust Bowl as just another troubled spot affected by the Great Depression.

This trouble would soon escalate, and reach the worst day on April 14, 1935, "Black Sunday". As dark clouds rolled in the ominous silence was broken by thousands of birds fleeing ~~at~~ the avalanche that was quickly approaching. The dust killed thousands of people and animals who were found with 2 inches of dust coated on their stomachs. Dust pneumonia had hit the midwest. The avalanche not only hurt the southern plains physically, but monetarily; by 1935 1/3 of the debts were because of Dust pneumonia. Thousands of people fled the midwest in search of farming jobs in California, because they believed that the midwest was turning into the "American Sahara".

The father of soil conservation, Hugh Bennette proposed conservation techniques to law makers on capital hill in attempt to restore farming. The American people took these proposals light heartedly until remnants of the Dust Bowl hit the east coast. At that point the government made it a national goal to not allow the farmers to fail. After applying the new methods and techniques, by 1938 soil blowing reduced by 65%, even though the drought continued. Six months later after a decade of dust winds, it all finally stopped. Farmers were then forced to accept the limits of the land, and to think differently about ways to protect the land.

After the Dust Bowl, their wisdom was tested, and new ideas about soil conservation arose. Even after the tragedy some farmers felt indifferent to the situation. One was reported saying "Don't fool yourself that we've learned our lesson. It is not in our blood to play a safe game." Nevertheless, the ideas of soil conservation were put to work, and the midwest gained back their ~~name~~ title as our "Wheat Country".

## Anchor Level 5–C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the text by clearly describing the problems created by the Dust Bowl and reactions to these problems. The response makes explicit connections between the speech and the task in both the introduction (<i>a time in history American farmers would never forget</i>) and conclusion (<i>new ideas about soil conservation arose</i>). However, the response misinterprets “deaths” as <i>debts</i>. (The Dust Bowl affected the plains <i>monetarily</i>; <i>by 1935 1/3 of the debts were because of Dust pneumonia</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently. The response uses specific details to describe how <i>the land became dry and more vulnerable to the worldwinds</i>, and that <i>people were becoming desperate</i>, ending with the relevance of Hugh Bennett’s <i>proposed conservation techniques</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the Dust Bowl as an historical event. The response exhibits a logical sequence of ideas through a chronological ordering of events that illuminate the Dust Bowl tragedy, concluding with its resolution. Transitions are used appropriately (<i>Throughout American History, However, In 1931, After the Dust Bowl</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate and occasionally original (<i>Despite the gravity of the Great Depression</i>) with some awareness of audience (<i>our “Wheat Country”</i>). The response occasionally makes effective use of sentence structure. However, attempts at sophisticated constructions are frequently unsuccessful (<i>Farmers watched as the land that took 1000 years to cultivate into beautiful fruitful soil took only minutes to be swept away from the unyielding winds</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>consitent, worldwinds, recieving, pneumonia, techniques</i>), punctuation, capitalization (<i>midwest, red cross, capital hill</i>), and agreement (<i>midwest gained back their</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 use and conventions.</p>	

The "Dust Bowl" is a term used to describe the environmental disaster that took place in the Southern Plains of the US during the 1930's. The Dust Bowl greatly changed both farmers and the government's view of the environment. The Dust Bowl brought about important soil conservation methods that saved the land and the nation's farmers.

In 1931, the Southern Plains were blessed with flourishing crops. While the rest of the nation was going through a depression, the Plains were prosperous. This did not last. The summer of 1931 brought a drought. The land became barren. The whirlwinds of dust began to grow until people were forced to wear dust masks. 100 million acres were turning into pure wasteland. Breathing was difficult, and danger was real. The windmills provided water, but this did not help the major problem. The people were forced to accept government funding and food. On April 14, 1935, also known as "Black Sunday," there was an avalanche of dust. This dust was causing problems for not only the farmers but for the animals.

The Dust Bowls caused health threats. It created the dust pneumonia. In 1935, 1/3 of deaths in Kansas were a result of this dust pneumonia. People headed west to find new jobs. They could not live in ~~the~~<sup>this</sup> dangerous region.

Finally, ~~is~~ a man named Hugh Bennett knew there had to be a way to help the farmers. Hugh Bennett, also known as "the father of soil conservation," encouraged conservation techniques to restore farms. At first Washington did not put time or funding into this problem. When the Dust Bowl hit the east coast, Washington stressed that the nation cannot allow the farmers to fail. The government's view on the environment drastically changed. People became more aware of the need to conserve the soil. When the worldwide conservation techniques were put to use the dust was reduced by 65% in 1938. The drought was still a problem, but when the drought was over the nation's farms were flourishing again.

As a result of the Dust Bowl people became more aware of environmental problems. The government realized the seriousness of the Dust Bowl and changes were made. In the future, if there will ever be another Dust Bowl, the nation will be more prepared because there will be a better understanding of how to help and people will be more conscience of the environmental problem.

## Anchor Level 4–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text, describing the Dust Bowl as an <i>environmental disaster</i> during which <i>the land became barren</i>, the health of area residents and animals was threatened, and <i>people became more aware of the need to conserve the soil</i>. Connections to the task are mostly implicit (<i>The government’s view on the environment drastically changed</i> and <i>people became more aware of environmental problems</i>). The response errs somewhat in identifying dust pneumonia as the cause of <i>1/3 of deaths in Kansas in 1935</i> and in describing Hugh Bennett’s conservation techniques as <i>worldwide</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response describes the change in conditions on the Southern Plains, using specific details from the text (<i>The summer of 1931 brought a drought</i> and <i>The whirlwinds of dust began to grow</i>). However, “<i>Black Sunday</i>,” and Hugh Bennett’s <i>conservation techniques</i> are not well explained, and the relevance of the <i>Dust Bowl hitting the east coast</i> is unclear.</p>
<b>Organization</b>	<p>Maintains an appropriate focus on the Dust Bowl, which <i>changed both farmers and the government’s view of the environment</i>. Ideas are generally logically sequenced; however, the discussion of <i>health threats</i> in paragraph 3 is abruptly introduced and contains some internal inconsistencies. The transition to paragraph 4 (<i>Finalley a man named Hugh Bennet</i>) reestablishes the logical flow, although the conclusion presents ideas not previously discussed (<i>In the future ... the nation will be more prepared</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate, with some awareness of audience and purpose. The response generally makes effective use of sentence structure (<i>Breathing was difficult and danger was real</i>), but occasional attempts at variety lead to faulty construction, as seen in the concluding sentence.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in proofreading (<i>the</i> for “they”), spelling (<i>pneunomia</i>), punctuation (“<i>Black Sunday.</i>”), and usage (starting a sentence with <i>100 million</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>	

The Dust Bowl occurred in the Southern Plains from 1931 to 1939. Farming was a common and popular practice, more specifically, wheat farming was a popular practice. Before the Dust Bowl period, wheat was 'doing well'. The farmers ploughed the land, not thinking about the weather. Whirlwinds and hot dry days increased, but no one noticed when they got worse. The dust became thicker and, <sup>then</sup> in the summer of 1931, the rain stopped. The wheat withered exposing the land to the elements. Breathing became difficult and the Red Cross issued a dust mask policy. Millions of acres were turned into waste lands and a journalist called the area a 'Dust Bowl.' Windmills provided water but the fields were 'bone dry' and barren. ~~The dust killed~~ Animals were found dead, coated in dirt. A sickness developed which was referred to as 'dust pneumonia'. In 1935, a third of all the deaths in the area had resulted from pneumonia. As a result of the incredible drought ~~and~~ <sup>and</sup> the dust problems, ~~churches were boarded up,~~ <sup>and</sup> several farmers and families <sup>moved</sup> to California in search of farming jobs; churches were boarded up, schools closed, and banks and businesses failed. Government offered <sup>farmers</sup> relief checks and food handouts.

Some claimed that farmers had 'the key to survive.' Hugh Bennett was one such person. Bennett argued that conservation could save the farmers. Few people, <sup>living</sup> outside of the Southern Plains ~~truly~~ understood the nature and the impact of the dust bowl. A dust storm with origins in the Southern Plains ~~never~~ reached easterners, and for the first time, they smelt the dust and understood what farmers were going through in the Southern states and the extent to which damage had been done to the land. A shift in Washington 'put support ~~behind~~ behind soil conservation.' In 1937 farmers began to employ soil conservation techniques and by 1938 there was a sixty-five percent reduction in the loss of soil. Some farmers, after the Dust Bowl period, <sup>and accepted</sup> recognized the limits of the land and purposed to change their farming practices while others 'couldn't be bothered.' The Dust Bowl caused <sup>the</sup> government and people to look at soil conservation in a 'whole new light,' and to cater for the unpredictable nature of the weather.

## Anchor Level 4–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding, reiterating the events of the Dust Bowl as they occur in the text (<i>Whirlwinds and hot dry days increased and Millions of acres were turned into wastelands</i>). The response makes implicit connections between the text and the task (<i>The Dust Bowl caused the government and people to look at soil conservation in a ‘whole new light’</i>). However, the response errs somewhat in stating that <i>in 1935, a third of all the deaths in the area had resulted from pneumonia</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. Ideas about the conditions contributing to the Dust Bowl and how Washington came to <i>put support behind soil conservation</i> are developed with relevant details from the text. However, the description of the Dust Bowl is developed largely as an unelaborated list from the text (<i>Windmills provided water but the fields were ‘bone dry’ and Animals were found dead, coated in dirt</i>).</p>
<b>Organization</b>	<p>Maintains a focus on <i>the Dust Bowl that occurred in the Southern Plains</i> in the introduction, broadening that focus to include soil conservation in paragraph 2. The response is logically sequenced; however, some ideas in paragraph 1 are ineffectively combined, creating some internal inconsistency (<i>Millions of acres were turned into wastelands and a journalist called the area a ‘Dust Bowl’</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate, with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>Whirlwinds and hot dry days increased, but no one noticed when they got worse</i>). Some language is taken directly from the text.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting unconventional spelling (<i>ploughed</i> and <i>smelt</i>) and occasional errors in spelling (<i>purposed</i>), punctuation (unwarranted quotation marks and errors in comma usage), capitalization (<i>Churches</i> and <i>dust bowl</i>), and usage (<i>cater for</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>	



In the 1930's most of the nation was going through a severe depression. However in the Southern Plains of the United States farmers were reaping their record breaking crop. At this point in time the farmers were the most prosperous of the nation. Sunrise to sunset farmers had plowed miles upon miles of sod. "There were so many tractors, that they appeared to be bugs upon a field" nobody thought anything of the whirlwinds on the plains, they usually appeared on a hot day.

In the summer of 1931 rain had perished on the southern plains. The fields were left barren by all the plowing, that it enabled the soil to fly away. Farmers wheat began to wilt, and breathing became very difficult. The red cross had called in an emergency for dust mask to protect children, while others covered their face with cloth. What took a thousand years to start top soil, only took a few minutes of a good blow to sweep away. A travelist had called this the "Dust Dowl". Farmers became distraught, they had nothing to show for their three years of hard work. Washington and the rest of the nation saw the southern plains as a "troubled spot"; however the government sent farmers money to live on.

On April 14, 1935, the worst day of the dust bowl, "Black Sunday", an avalanche of dust had covered the southern plains and all it's

residents. People panicked and tried to flee the avalanche, for many it was too late, the dust had suffocated them. Animals died with dirt up to two inches coating their stomachs. An epidemic of dust pneumonia had killed one third of Northern county Kansas's population. People were packing up and leaving town, little communities began to close their banks, businesses, school, and churches.

Hugh Bennett the "father of soil conservation" believed that the plains could be brought back to life, through new planting methods. After Washington had seen this "black cloud" overshadow them, they became overly concerned with the southern plains. The nation did not want farmers to fail so they financially supported their research into rebuilding the plains.

With these new methods the blowing of soil was reduced by sixty-five percent. After a decade of dust, rain had fallen late into 1939.

Farmers had accepted the limits of their land. They had pushed to far. what was a surplus of wheat, soon became a surplus of dirt. Farmers had used the soil for its product, not caring about its soil. Our nation learned through this tragic decade that we must appreciate our environment or our environment's beauty and resources can disappear.

## Anchor Level 4–C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text, describing factors that contributed to the Dust Bowl, the effects on the Southern Plains, the efforts of Hugh Bennett, and the subsequent change in attitude. The response makes implicit connections to the task, using a chronological recounting of events to justify the conclusion that <i>our nation learned through this tragic decade that we must appreciate our environment ... or resources can disappear.</i></p>
<b>Development</b>	<p>Develops some ideas more fully than others. The prosperous condition of the Southern Plains is well explained, as is the reaction of residents to the Dust Bowl (<i>Farmers became distraught and People were packing up and leaving town</i>). However, some ideas are not as well developed (<i>Hugh Bennett ... believed that the plains could be brought back to life, through new planting methods</i>) and some references to the text are overstated (<i>for many it was too late, the dust had suffocated them</i>) or unexplained (<i>Washington had seen this “black cloud” overshadow them</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus, broadening an initial focus on the Dust Bowl to include soil conservation and concluding with a change in attitude. The response is logically sequenced, recounting events chronologically. However, paragraph 2 combines some unconnected ideas, and transitions within paragraphs are occasionally ineffective, creating internal inconsistency (<i>however the government sent farmers money to live on</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary and is frequently imprecise (<i>rain had perished</i> and <i>Washington became overly concerned with the disaster</i>), although there is some awareness of audience. Attempts to vary sentence structure result in numerous errors in construction (<i>The fields were left barren by all the plowing, that it enabled the soil to fly away</i> and <i>After a decade of dust, rain had fallen late into 1939</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>sweap, panicked, to</i> for “too”), punctuation (<i>farmers wheat, it’s product</i>, and misplaced or missing commas), capitalization (<i>red cross</i>), and agreement (<i>their face</i>) that hinder comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use and conventions.</p>	

From 1931 to 1939, during the years of The Great Depression the "Dust Bowl" took place in the Southern Plains. Farmers lost their animals, livestock and farms, communities folded, and rural schools, churches, banks and businesses all closed their doors.

In 1931, the Southern Plains farmers had the best area of the country to farm in. But then dirt started circulate in the land and droughts began to occur and the skies closed up. Windmills would provide drinking water from the wells, but the fields however remained dry. The darkest day however - literally - was April 14, 1935 also known as "Black Sunday." In Ford County, Kansas one third of dust pneumonia affected many people with children being most vulnerable. The grain grew to shoulder height of the "average" man. The dust spread through livestock and farms, with 2 inches worth of coating found on the stomachs of dead animals lying on the ground.

An agriculturalist named Hugh Bennett came to figure out why the Dust Bowl had occurred and what could be done to save farms and improve them. After Bennett testified at Capitol Hill, the government offered relief to the farmers, and they succumbed. Many farmers moved out of the area and left their farms, even with improvements. By mid-to-late 1939, the skies began to open up again.

### Anchor Level 3–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text by describing the Dust Bowl (<i>droughts began to occur and the skies closed up</i>), the effect on health, and the role of Hugh Bennett, who <i>came to figure out why the Dust Bowl had occurred and what could be done</i>. The response makes superficial connections between the text and task (<i>farmers had the best areas of the country.... But then dirt started circulate</i>). The response errs in interpreting <i>the grain grew to shoulder height</i> as a result of the drought.</p>
<b>Development</b>	<p>Develops ideas briefly, using some details from the text (<i>rural schools, churches, banks and businesses all closed; Windmills would provide drinking water; Bennett testified at Capitol Hill</i>).</p>
<b>Organization</b>	<p>Establishes a focus on the Dust Bowl, but does not appropriately broaden the focus to include how the event changed people’s attitudes toward the environment. The response exhibits a rudimentary structure, but contains numerous internal inconsistencies and an abrupt conclusion.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that is sometimes imprecise (<i>the government offered relief to the farmers, and they succumbed</i>). The response attempts to vary sentence structure and length with uneven success (<i>An agriculturalist named Hugh Bennett came to figure out why the Dust Bowl had occurred and what could be done to save farm and improve them</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional omissions (<i>started circulate</i>) and errors in spelling (<i>occured</i>) and punctuation that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is stronger in conventions.</p>	

In society, environment ~~plays~~<sup>plays</sup> a big part in people's lives. People many times decide where they want to live because of the environment. In literature, ~~stability~~<sup>environment</sup> also can play a big role in the story to make a point. There are many historical events having to do with environment that can change people's attitudes about the environment. The dust bowl is a very good example of a historical event that changed people's attitudes about the environment.

The southern plains ~~were~~<sup>was</sup> a very nice part of the world. While the rest of the world was going through the Great Depression, the southern plains were very prosperous. They had great weather that was perfect for farming. They got a lot of rain and very little wind, and they had great soil. In the summer of 1931 though, the rain stopped, and the dust began to pick up. For seven years, the dust ~~became~~<sup>was</sup> so bad that it killed people and animals, and forced many people to move. This period of time became known as the dust bowl.

The southern plains were perfect for the longest time, and then the dust bowl came along. Many people lost a lot of faith toward the environment. The weather had hurt so many people and ruined so many things. People were suffocated by the dust

and dirt. When animals died, they had to two inches of dust and dirt lining their insides. So many people and animals were getting sick or dying from the dust, they named getting sick by the dust "dust pneumonia". On April 14th, 1435, dark, <sup>thick</sup> clouds covered the sky, making the birds fly away. There was a dust avalanche falling from the sky.

Even though the Dust Bowl ruined so many things, ~~like~~, ~~and~~ hurt so many people, and shut down things like businesses, schools, and churches, some people still think the environment is fascinating. Other people though totally lose all faith that they have for the environment, and think the environment is evil.

As proven by this essay, the environment can be very powerful, powerful enough to really change the way people feel about the environment. The Dust Bowl was a very good example showing this. Even though environment can be dangerous, it is still and will always be fascinating.

### Anchor Level 3–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, identifying the Dust Bowl as a <i>historical event that changed people’s attitudes about the environment</i>, then briefly recounting some aspects of the event (<i>For seven years, the dust was so bad that it killed people and animals</i>). Connections between the task and text are largely unclear or unwarranted (<i>Some people still think the environment is fascinating. Other people ... loose all faith ... for the environment</i>).</p>
<b>Development</b>	<p>Briefly develops the idea that the <i>Southern Plains were very prosperouse</i>, and the idea that the dust endangered health, using some details from the text. However, other ideas are merely hinted at, and references to the text are occasionally overstated (<i>the rest of the word was going through the Great Depression and People were suffocated by the dust and dirt</i>). A <i>dust avalanch</i> on April 14 is mentioned but not explained, and Hugh Bennett and the role of soil conservation are not addressed.</p>
<b>Organization</b>	<p>Establishes an appropriate focus on the <i>Dust Bowl</i> as an event that changed people’s attitude toward their environment, and exhibits a rudimentary structure. However, the inclusion of numerals and irrelevant generalizations about the environment throughout the response blurs the focus, as does the repetition of ideas. The brief conclusion, while asserting that <i>the Dust Bowl was a very good example showing this</i>, does not effectively summarize the response.</p>
<b>Language Use</b>	<p>Relies on language that is generally basic (<i>nice part of the world, got a lot of rain, lining their insides</i>) and repetitive, occasionally imprecise (<i>faith towards the environment</i>), and exhibits some confusion in audience and purpose (<i>Even though environment can be dangerous, it is still and will always be fascinating</i>). The response exhibits some attempt to vary sentence length and structure, but with uneven success (<i>So many people and animals were getting sick or dieing from the dust they named getting sick by the dust “dust pneumonia”</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>prosperouse, dieing, avalanch,</i>), punctuation, capitalization, and agreement (<i>Southern Plains was</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>	



What if your house was surrounded by a big bowl of dust that prohibited you from doing anything? People in the South Plains States had to go through it for 8 yrs, from 1931 to 1939. It was called the Dust Bowl, the most troubled spot in the nationwide crisis of the depression.

The South Plains is a place with so much dust you can smell, breathe, and taste it. The rain stopped the summer of 1931. The summers became hotter and 100 million acres of the S. Plains turned into a waste land. Breathing became difficult, and dust masks were required from the Red Cross especially for children.

There was no rain in 4 yrs and dust began to make living things sick, commonly with pneumonia in 1936. People had to abandon S. Plains because of the dust, the environment fell apart. Schools and parks closed. The government had to give food handouts and relief checks. The massive conservation crusade decreased dust by 65% because there were soil limitless and destructable resources made by the government.

In conclusion, Experiencing the dust bowl made people think differently about taking care of land. Return of the rain gave the land moisture for dry fields grew golden wheat.

### Anchor Level 3–C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text, describing <i>the Dust Bowl</i> as the <i>most troubled spot in the nationwide crisis of the depression</i>. The response makes only superficial connections between the text and the task, asking readers to imagine <i>what if your house was surrounded by a big bowl of dust</i>.</p>
<b>Development</b>	<p>Develops ideas briefly. The response describes the quantity of dust (<i>so much dust you can smell, breath, and taste it</i>) and its effects (<i>Breathing became difficult and dusk masks where required and Schools and banks closed</i>). The idea of soil conservation is developed with a single sentence containing an unjustified reference to the text (<i>indestructible resources made by the government</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on the events of the Dust Bowl and generally follows a logical sequence of ideas. However, paragraph 3 shifts abruptly from the effects of the Dust Bowl on people to <i>the massive conservation crusade</i>, and the brief conclusion combines two unconnected ideas, resulting in internal inconsistency.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>The rain stopped the summer of 1931</i>) that is sometimes imprecise (<i>soil limitless indestructable resources</i>). The response exhibits some awareness of audience and purpose, but attempts to vary sentence structure meet with uneven success. (<i>People had to abandon S. Planes because of the dust, the enviroment fell apart.</i>)</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting errors in spelling (<i>planes</i> for “plains”, <i>phneumonia</i>, <i>enviroment</i>, <i>where</i> for “were”), punctuation, and capitalization (<i>Experiencing and dust bowl</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.</p>	

The Dust Bowl occurred in the plains states from 1931 to 1939. The dust bowl changed everyone's lives that lived on the plains.

In the beginning the plains prospered for the farmers. In 1931 it stopped raining & the people lost their crops & their money.

The money they put in to the crops was destroyed because of the drought & the high winds.

Farmers began to move east and try to restart there. Soon the sky got black over the plains & birds & wind came. The red cross called a dust storm. That day they called black Sunday.

The plains lost their soil. The people had to rebuild & start over from scratch. Most of the farmers headed east to start over & begin new crops.

## Anchor Level 2–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a confused understanding of the text by vaguely describing the Dust Bowl (<i>The Dust bole Changed everyones lives</i>) but misrepresenting some events (<i>move east and soon the sky got black</i>) and omitting other key information (Hugh Bennett and soil conservation). The single connection to the task (<i>The people had to rebuild &amp; start over from scratch</i>) is unclear, as no mention has been made of change in attitude.</p>
<b>Development</b>	<p>Is largely undeveloped. The response hints at some ideas from the text (<i>In the begining the plains prospered for the farmers</i> and <i>The plains lost there soil</i>), but references to the text are vague (<i>The money they put into the crops was destroyed because of the draught &amp; the high winds</i>), repetitive (<i>try to restart</i> and <i>had to rebuild &amp; start over</i>), or unjustified (<i>farmers began to move east</i> and <i>The red cross called a dust namonia</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the effects of the Dust Bowl, and suggests a rudimentary structure, including an introduction, three supporting paragraphs, and a conclusion. However, the paragraphs consist of mainly repetitive and inaccurate ideas, and the ideas of paragraph 4 are out of sequence.</p>
<b>Language Use</b>	<p>Relies on generally basic vocabulary that is sometimes imprecise (<i>The red cross called a dust namonia</i>). The response relies on simple sentences, revealing little awareness of how to use sentences to achieve an effect.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>bole, begining, stoped, in to, namonia, there</i> for “their”) and capitalization (<i>east, red cross, Birds</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

In the years 1931-1938 the Dust Bowl gripped the southern plains. The top soil of the plains was ~~the~~ blown away.

The lack of top soil prevented the crops from growing and killed many animals. Many farmers moved west to escape these conditions. The Red Cross tried to help the farmers by providing them with dust masks.

After 3 years of plating with nothing to show for it, the farmers mainly depended on government work projects, relief checks and food handouts for survival.

The conditions faced by the farmers was terrible and should never happen again.

## Anchor Level 2–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text, stating <i>in the years 1931-1939 The Dust Bowl griped the Southern Planes</i>, and citing some aspects of the event (<i>the red cross tryed to help the farmers</i>). However, some allusions to the text are unclear (<i>The lack of top soil prevented the crops from growing and killed meny animals</i>). The response omits key information (causes of the Dust Bowl, health threats, soil conservation, changes in attitude), precluding any clear connections between the text and task.</p>
<b>Development</b>	<p>Is incomplete. The response attempts to describe conditions during the Dust Bowl, but makes only general references to the text with little elaboration (<i>Many farmers moved west to escape thes condishons</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the conditions present during the Dust Bowl, but the focus does not include how the events changed people’s attitudes about the environment. The response suggests some organization, with a brief introductory paragraph followed by two loosely connected body paragraphs, and ending with an abrupt conclusion (<i>The condishons faced by the farmers was terable and should never happen again</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary and exhibits some attempt to vary sentence structure (<i>The farmers mainly depended on goverment work projects, releaf checks and food handouts for survivle</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>griped, escape, condishons, tryed, goverment, releaf, survivle</i>), agreement (<i>condishons...was</i>), and random use of capitalization 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 language use.</p>	

Dust Bowl was a element that didn't help the farmers in their tradey. But because of the dust moving kids had to use masks and also adults used the pice of clothes to be move safely. Dust Bowl said "People thinkink diffrently" and that is true. When in 1931 the rain stopped nobody could'd brief. It was a lot of time in the sun.

After that in the 1931 it was a lot of waist the land. To rebuild the same land it is going to take the next 1000 of years. After it everything was fine everyone was going forward step by step and "pice by pice" but come next bad day that was called the the "Black Sunday." In 1935 black Sunday come and it was next bad day. " In Kansas one driver drove his car out from the road." Many Animals were founded deeth with the 2 inches line on the stomach. It was very sad tradey and I don't like if that hapen for somebody. Leeder of Banks and buisneses didn't work, and schools close their doors. In 1938 Masive conservation blowing soil was 65% that means very high. Nation decided the farmers can't fail down.

Opinion hert that "Dust Bowl" is very sad. Died many animals, people could not brief, Banks, schools get closed, but government was trying to help for the people.

## Anchor Level 2–C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a confused understanding of the text, describing the Dust Bowl as <i>a element that didn't help the farmers in their tradegy</i>. The response vaguely alludes to the text (<i>masive conservation blowing soil was 65%</i>) and attempts connections to the task that are unclear (<i>Nation decided the farmers can't fail down</i>) or unwarranted (<i>Dust Bowl said "People thinkink differently"</i>).</p>
<b>Development</b>	<p>Is largely undeveloped. The response attempts to develop the idea of Black Sunday, but references to the text are vague (<i>In Kansas one driver drove his car out from the road</i>) or irrelevant (<i>It was very sad tradegy and I don't like if that hapen</i>). Other ideas from the text are hinted at (<i>Died many animals, people could not brief</i>), but references are unjustified.</p>
<b>Organization</b>	<p>Suggests a focus on the Dust Bowl as a tragedy, and suggests a rudimentary structure, including an introduction, one paragraph of information, and a conclusion. However, each paragraph contains unconnected and inaccurate ideas.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>to be move safely, could brief, come next bad day</i>) approaching incoherence (<i>it was a lot of waist the land and farmers can't fail down</i>), with little awareness of effective use of sentences.</p>
<b>Conventions</b>	<p>Demonstrates lack of control, exhibiting frequent errors in spelling (<i>tradegy, pice, thinkink, diffrently, deth, hapen</i>), and errors in punctuation (erratic use of quotation marks), grammar, and usage that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	



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**Anchor Paper – Part A—Level 1 – A**

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Between 1931 and 1939, there were a lot of farmers in United States. They wanted progress and increase yours acres land; but they had a lot of difficult, because occured many things that complicated their wishes. Moreover, their families were affected for this disaster; however, their attitude were positive and stronge.

Farmers were affected by the weather; therefore they lost kilometres of planting acres, also they lost their effort that they did.

**Anchor Level 1–A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding of the speech ( <i>Farmers were affected by the weather</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 vague references to the speech ( <i>They wanted progress ... but they had a lot of difficult, because occured many thing that complicated their wishes</i> ).
<b>Organization</b>	Suggests a focus ( <i>families were affected for this disaster</i> ) and suggests organization. The response consists of two paragraphs containing several loosely connected ideas ( <i>there were a lot of farmers, They wanted progress, families were affected</i> ).
<b>Language Use</b>	Uses language that is frequently incoherent ( <i>increase yours acres land, because occured many things, lost their effort that they did</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>occured</i> and <i>stronge</i> ), usage ( <i>in United States</i> ), agreement ( <i>attitude were</i> ), and a comma splice ( <i>acres, also</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization and conventions.	

The Dust Bowl talks about the environment. The problems which created in the environment, changed people's attitudes.

Between 1920 to 1937 there were a lot of problems for the planting. Thus the farmers encounter difficulties. It was a hard time because of effects. As a result ~~the~~ dust and dead in the fields, and animals. In 1937 Washington adupte planting.

**Anchor Level 1–B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding, stating <i>the Dust Bowl talks about the environment</i> .
<b>Development</b>	Is minimal, providing a few unclear references to the text ( <i>problems for the planting and Thus the farmers encounter difficulties</i> ).
<b>Organization</b>	Suggests a focus on the Dust Bowl, but lacks organization. The second paragraph consists of random, incomplete ideas.
<b>Language Use</b>	Uses language that is generally incoherent ( <i>In 1937, Washingto adupte planting</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

The environment is essential to the health and prosperity of all people. Although many fail to realize the importance it has on daily life, it is very influential. The ~~function~~<sup>value</sup> of the environment is most easily recognized when it becomes harmful. A prime example is the devastating effects of what is known as the Dust Bowl in the Southern Plains. This time period, in which drought was prevalent, and large, gusting winds swept over the land, made the harsh reality of the true influence of the environment clear.

In the early 1930's, farmers of the Southern Plains faced a drastic change in lifestyle. In 1931, they were among the most wealthy in the country. Record-breaking crops characterized this period of time. But little did these farmers realize the great changes the next few years would have in store for them — a time of great prosperity and new methods of farming reverted to a time of desperation because of the environment. Within just a few years, the climate and land changed dramatically. A drought spread over the land, and I

the soil, which took thousands of years to create, became swept up in large swarms of wind. As a result of these changes, crops died and the farmers lost their steady income.

The sudden decline of crops, the health hazard caused by dust, and the desperation of the people helped transform the Southern Plains. People who did not live there could not grasp the extent of damage that the Dust Bowl caused. This environmental problem made living things ill, killed animals and endangered humans, especially children. This was an extreme problem caused by a ~~respiratory~~ respiratory disease known as "dust pneumonia", which was a reason for one third of the deaths in a town in Kansas.

To overcome this problem, many farmers moved west to places such as California. This massive move caused towns to die and banks and businesses to fail. When government officials in Washington finally experienced a large dust storm, they realized the extent of the situation and worked to solve it. They encouraged new methods of farming, which reduced the blowing soil by 65%. In 1939 the skies

finally opened and the period of the Dust Bowl ended.

This horrific experience affected the way people felt about the environment. Many people became aware of the relationship between misusing the environment and the possibilities of self destruction. It taught people to be grateful for years of prosperity and health and not to take the environment for granted.

The dust Bowl was a rough time and place for mainly farmers. In the dust bowl farmers could not produce goods and could not make money and many people lost their land. Not only was the soil a problem in the dust bowl but so was the air. People who lived in these areas were suffering from dust pneumonia because they were breathing this stuff in everyday. After Black Sunday it was getting so bad farmers started to head west to California in search for better land. Not only were farmers doing bad but so were many other places as well. Banks and businesses failed, schools closed their doors. It was just a rough time for everyone. All before the dustbowl it was the place best place to grow things.

This changed everyone's way of life and the way they thought. People respected the land and were not greedy and took better precaution of their land. They also came up with better ways to manage the land and conserve the soil and the leader of that was Hugh Bennett Ben Bennet.

There have been many environmental changes in history that have changed the way that people feel about the environment. As a part of an assignment for science class at my school I have been asked to write about one such occurrence.

Probably one of the most well known examples would have to be that of the Dust Bowl of 1931. The dust bowl occurred in the Southern plains where farming was then prosperous. There was no better place to farm prior to 1931.

Then unexpectedly the rain stopped, and the winds began to blow the soil away. It had taken over a thousand years to build up the top soil <sup>in the plains</sup>, and within days the wind had blown it all away.

# as the drought lingered on and the winds still ~~blow hard~~ breathing became difficult. People, animals, and plants began to die of what was called dust pneumonia. Businesses shut down.

Schools closed, and churches shut their doors. Then on what people called Black Sunday in 1935 an avalanche of dirt covered everything in sight. This made many farmers pack up and head west in search of new jobs.

Because of the persistent drought farmers lost everything. The plains were also experiencing record high summers.

After the effect of thousands of farmers relocating to new places, and food becoming

Scarce the govern urged that for the sake of the country people could not allow farming to fail. Hugh Bennett a well known environmentalist spoke about the need for farmers to adopt new farming techniques. Many farmers took his advice and by 1939 the amount of dust decreased by 65 percent.

Finally in 1939 the rains started to once again soak the lands. The drought had ended. More people began to think about the limits of the land, and how <sup>they</sup> could help preserve it. The events of the last nine years helped many people to realize that the environment takes its own course and that people, no matter how hard they try, can't control what happens.



The people changed attitudes toward the environment for many reasons, the destruction of acres of earth. Fires, this is dangerous for the people.

Since 1931 to 1939 the people changed attitudes about the environment, before the people didn't impact the environment but now the things changed. Since 1931 to 1939 the environments to had many changed.

In 1931 the farm planted plant of food for cant eat but a big disaster finished with their plantation. the farm lost everything with this disaster, that finished with 1000 acres of plantation.

In 1935 in Kansas a big fire destroy 1000 acres of earth that was a great lost. for everybody but specially for childrens that didn't no had a place where play.

Each year millions of acres were destroy. for this in 1937 Washinton. began a campaign of conservation for save the environment but this didn't sufficiently because many acres of earth was lost.

In 1938 the government planned a plan of conservation for environment because the environment was ~~in a~~ in a bad situation. but in 1939 this was better. but everybody. the try of save the environment

Before The Summer of 1931 the Southern Plains was the place to be to grow crops. That all changed in the Summer of 1931 it stop raining and dust started filling the place. The dust was so bad that it was making breathing hard so hard that the Red Cross was ask people to wear mask especial the children.

100 million acres were turned in to a waste land. In April 24, 1935 which was one of the worse days it was called Black Sunday. 4 years had past and there was still no sign of rain. The smoke was making living things sick. Animals were found died. people started to leave. Schools closed, Chruches were being close and buiness closed

In 1937 was gation started to run a canpain to show Framers a Method to grow crops and protect the soil. It was hard because what took years to build only took 1 blow to destory Everything. The Goverment help by giving money and food

In spring of 1939 the people could not take any more and left. But ar tch 6 months the sky clear up and the rain return. It took about a decade for it to come back to normal.

**Practice Paper A–Score Level 5**

**Conclusion:** Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning.

**Practice Paper B–Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3 in all qualities.

**Practice Paper C–Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4 in all qualities.

**Practice Paper D–Score Level 2**

**Conclusion:** Overall, the response best fits the criteria for Level 2 in all qualities.

**Practice Paper E–Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3 in all qualities.

**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: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b></p>	<p>-reveal an in-depth analysis of the documents -make insightful connections between information and ideas in 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 in the documents and the assigned task</p>
<p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</b></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: the extent to which the response exhibits direction, shape, and coherence</b></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: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b></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: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b></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.

I urge you to reconsider your proposal to adopt an earlier starting time for the high school. Any benefits to the schedule would be offset by the detrimental effects on students. Students would be sleepy and unable to focus on lessons or even simple tasks. In the long run, the grades of even the best students would slip. In the short run, students would fall asleep in class or, far worse, in their cars as they drove to school.

My alarm in this case is not exaggerated, nor am I appealing to you simply because I am unable to wake up before 7:30 a.m. Research shows that the quantity of sleep affects students' academic success. Research also ~~shows~~ <sup>reveals</sup> that the typical early-morning schedule of most <sup>high</sup> schools may also run diametrically counter to the needs—~~may~~ demands—of adolescents' bodies and brain chemistry.

According to a School Start Time Study conducted by the Center for Applied Research in Minneapolis, there is a direct correlation between total school-night sleep time and academic grades. Students earning A's typically slept from 7 hours 35 minutes to 7 hours 39 minutes, whereas F students slept from 6 <sup>hours</sup> ~~minutes~~ 48 minutes to 7 hours 5 minutes. That well-rested students learn more should come as no surprise to our teachers.

What may come as a surprise, however, is the presence of a biological component in adolescents' "late to bed, late to rise" sleep patterns. Millicent Lawton, in an article entitled "Adolescent Sleep Patterns," reports on the research of Mary A. Carskadon, a Brown University professor of ~~the~~ psychiatry and director of a sleep laboratory at E.P. ~~Bradley~~ Bradley Hospital.

Carstaden's research with adolescents reveals some startling results. In a study involving teenagers making a transition between 9<sup>th</sup> and 10<sup>th</sup> grade, Carstaden found that 10<sup>th</sup> graders had greater "sleep latency" than 9<sup>th</sup> graders; that is, given 15 minutes to fall asleep during a regular weekday, 10<sup>th</sup> graders dozed off in 8.4 minutes, compared to about 9.5 minutes when they were in 9<sup>th</sup> grade. The 10<sup>th</sup> graders were getting less sleep, not because they went to bed later, but because they had to get up earlier: their high school day started at 7:20, a full hour earlier than their ~~9<sup>th</sup>~~ 9<sup>th</sup> grade days in junior high. Carstaden points out that adolescents "need more sleep than they did before puberty, not less."

When Carstaden studied a group of 6<sup>th</sup> graders, she concluded that biology plays a significant part in sleep patterns. Although she considered other factors, such as social and academic demands, she found that it was puberty itself that contributed most strongly to the preference of adolescents to stay up late and wake up late.

So, you see, we don't sleep late because we're lazy. We simply have no choice. Most of us would actually be more alert and ready to learn in the late evening hours than in the early morning hours. If you don't believe me, believe the research. But ~~what~~ whatever you do, do not start the school day earlier.

## Anchor Level 6–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the text by analyzing the <i>biological component in adolescents’ “late to bed, late to rise” sleep patterns</i>, the “<i>sleep latency</i>” problem between 9<sup>th</sup> and 10<sup>th</sup> grades, and the importance of <i>puberty itself ... to the preference of adolescents to stay up late and wake up late</i>. The response also summarizes the finding from the table that <i>there is a direct correlation between total school-night sleep time and academic grades</i>. The response makes insightful connections between the documents and the task, listing several negative effects of <i>an earlier starting time</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and fully, effectively using relevant details from the studies of <i>school night sleep time</i>, the nap tests involving teenagers <i>making a transition between 9<sup>th</sup> and 10<sup>th</sup> grade</i>, and the study of 6<sup>th</sup> graders that concluded that the changes related to <i>puberty contributed most strongly</i> to changes in sleeping patterns. The response uses this information to support the argument that <i>any benefits to the schedule would be offset by</i> the negative effects of an earlier starting time.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the negative effects of an earlier starting time. The response exhibits a logical and coherent structure, moving from a personal statement (<i>nor am I appealing to you simply because I am unable to wake up before 7:30 a.m.</i>) to analysis of the sociological and scientific evidence from the table and text and concluding with a return to the personalized and direct appeal to the board (<i>So, you see, we don’t sleep late because we’re lazy. We simply have no choice</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise (<i>run diametrically counter to the needs and detrimental effects</i>) and engaging (<i>nay, demands</i> and <i>What may come as a surprise</i>) with a notable sense of voice (<i>My alarm in this case is not exaggerated</i>) and an awareness of audience and purpose (<i>I urge you to reconsider</i>). Sentences vary in structure (<i>That well-rested students learn more should come as no surprise to our teachers</i>) and length to enhance meaning (A short declarative sentence, <i>Carskadon’s research with adolescents reveals some startling results</i>, is followed by an intricate complex sentence). The abrupt tone at the end (<i>If you don’t believe me and do <u>not</u> start the school day earlier</i>) detracts somewhat from the overall effect of the response.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	



You have recently proposed to start high school earlier in the day. Although I understand that there is more and more to accomplish during the school day, there is evidence that starting earlier is not in the best interests of the students.

Good students need their sleep. A study carried out by the Center for Applied Research and Education Improvement observed sleep habits of students in Rhode Island and Minnesota in relation to their grades. This study found that A students in both states got roughly a half hour more sleep per school night than did their peers receiving grades of D or F.

You may ask, "Why can't high school students just go to bed earlier and get up earlier?" ~~For~~ Interestingly enough, it appears that teenagers may be biologically programmed to go to sleep late and wake up late.

According to Mary A. Carskadon, professor of psychiatry at Brown University, adolescents probably need more, not less, sleep than they did when they were younger. Furthermore, their bodies are apparently set to a "sleep late, rise late" sleep schedule.

Carskadon studied a group of 15 students making a transition from 9th grade (junior

high) to 10th grade (high school). Although the 10th graders maintained their former bedtimes, they were getting up earlier to accommodate a 7:20 starting time, as opposed to the 8:25 starting time of junior high. Researchers gave their young subjects "nap tests" to see how long it would take them to fall asleep. They found that the tenth graders fell asleep in ~~7.5~~<sup>8.4</sup> minutes, compared to 9.8 minutes for the ninth graders. The shortest times noted were 5.1 minutes for a ninth grader, but only 1.8 for a tenth grader. What's more, one of the tenth graders went right into REM sleep, indicating serious sleep deprivation.

Although tenth graders are sleepier than ninth graders, both are sleepier than elementary students. Researchers say that given similar tests, younger students simply do not fall asleep. One participant, teenager Natalie Burrows, reported that she couldn't fall asleep before 1 or 2 a.m.; the 7:15 a.m. starting time meant that she spent the first hour ~~and~~ of school in a sort of stupor.

Clearly, sleep-deprived students are not going to learn. When you consider that some of these sleepy students drive to school, you can see the potential for accidents, as well. When left to their natural body

cycles, ~~teenagers~~ <sup>adolescents</sup> sleep later, but function well once they wake up. Dr. Carskadon conducted a study of 11, 12, and 13-year olds in a sleep lab at Butler Hospital, using saliva samples to determine "what time the body thinks it is." One group of boys sleeping in a windowless room woke up naturally around noon and remained happily awake and playing games for about 34 hours. During this time, the boys performed some simple tasks assigned as "alertness tests" -- the same kind of tests administered to the "transition" group of ninth and tenth graders. Compared to the boys functioning on their own schedule, however, the "transition" group, keeping their regular school schedule, performed these simple tasks poorly.

Researchers use the term "delayed phase preference" to describe the tendency of adolescents to stay up late at night and sleep later in the morning. Carskadon's studies show that this preference is not a choice, however, nor some sort of teenage rebellion, but is, in fact, dictated by their bodies.

Given this evidence, wouldn't it be wise to choose a later, rather than an earlier starting time for high school? If students come to school before they're truly awake, they will fall asleep in class, which

the teacher may interpret as laziness or rudeness. Worse, a sleepy student may be inattentive as he drives, walks, or bikes to school, and could ~~cause~~ be involved in an accident. If the school day started later, however, students would be more alert, ready to learn, and more aware of their surroundings. They would be safer and more productive.

**Anchor Level 6–B**

Quality	Commentary
<b>Meaning</b>	Reveals an in-depth analysis of the documents by introducing the connection between <i>sleep habits ... in relation to ... grades</i> from the table, then using information from the text to support those findings. The response consistently draws the connection between the information, whether scientific (the “ <i>nap-tests</i> ”) or anecdotal (Natalie Burrows’ testimony), and the task ( <i>Clearly, sleep-deprived students are not going to learn</i> ). The response concludes with a suggestion, based on analysis of the text and table, to begin school later and lists several benefits of a later start time ( <i>students would be more alert, ready to learn ... safer and more productive</i> ).
<b>Development</b>	Develops ideas clearly and fully. For example, the response discusses biology and the “ <i>sleep late, rise late</i> ” sleep schedule, the significance of the “ <i>nap-tests</i> ” in showing <i>serious sleep deprivation</i> and its effects compared to <i>the boys functioning on their own schedule</i> . The response summarizes the data in the table, concluding that <i>A students in both states slept more than did their peers receiving grades of D or F</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that starting school <i>earlier is not in the best interests of the students</i> . The response exhibits a logical and coherent structure through the extensive use of transitions ( <i>Although, According to, Clearly, During this time, Given this evidence, Worse</i> ) and other devices such as rhetorical questions ( <i>wouldn’t it be wise</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>biologically programmed and potential for accidents</i> ) with evident awareness of audience ( <i>You may ask</i> ) and purpose ( <i>Given this evidence</i> ). The response uses parallel construction within single sentences ( <i>there is more ... there is evidence</i> ) and within paragraphs ( <i>go to bed earlier and get up earlier and go to sleep late and wake up late</i> ). The response also mixes short declarative sentences ( <i>Good students need their sleep</i> ) with longer, more complex sentences ( <i>Compared to the boys ... the “transition” group ... performed these simple tasks poorly</i> ) to enhance meaning and emphasis.
<b>Conventions</b>	Demonstrates control of the conventions with very few errors (a misused comma in <i>adolescents sleep later, but function well</i> and a missing comma in <i>a later, rather than an earlier starting time</i> ).
<b>Conclusion:</b> Overall, the response fits the criteria for Level 6 in all qualities.	

It has come to my attention that the Board of Education is proposing to commence high school earlier in the day, in compensation for an expanding schedule. I beseech you to please reconsider this plan, for it will hamper the amount of sleep that students need as a necessary component of their proper functioning in classes. Before you discard this letter as one authored by a fool, consider the importance of an activity that consumes one-third of our lives: sleep.

Professor of psychiatry and human behavior at Brown's School of Medicine, Mary A. Carskadon regards sleep as "one of the fundamental foundations for good health." For most people, a thorough sleep can help set one's biological clock and synchronize the day. Yet, beginning school at an earlier time will only cause students to get less sleep.

Amy R. Wolfson, assistant professor of psychology at the College of the Holy Cross, <sup>recently</sup> experimented with a small group of 15 students, who upon making the transition from 9th grade to 10th grade were denied nearly an hour's worth of sleep. As 10th graders, the students received less sleep and, consequently, were at a higher risk of nodding off in class or while driving their cars. Indeed, if high school is to begin earlier, students will not receive the full potential of this vital life function.

Furthermore, biological changes of puberty have a tremendous impact on the quantity of sleep that students require. Contrary to common belief, adolescents after puberty need more sleep than before puberty; as anyone who has ever been a teenager must know that teens operate on a "sleep late, rise late" mode. High school students, who are usually well adjusted to their <sup>adolescent</sup> maturation, therefore need this "late rise".

Lastly, if the Board wishes to keep students alert and prepared in the morning, then I would highly recommend that the proposal

be rejected. A "School Start Time Study" for students in Rhode Island and Minnesota shows that students who attained better grades were those who went to bed earlier and thus slept longer. This fact alone should be a window into what can be expected when students are deprived of sleep. In addition, Professor Carskadon and her colleagues conducted a "free run" sleep experiment, in which researchers studied children at various stages of puberty. The "free run" aspect necessitates isolation from outside influences to determine which is more optimal: a school-sleep schedule or a prescribed, more natural one. In the end, the students who performed best on tests which measure alertness and ability to perform tasks were those students on the prescribed schedule. Hence, biology (puberty) does not mix well with school schedules.

In conclusion, I simply recommend that the high school hours remain the same. We, as a community, should not sacrifice the students' performance in school and well-being for a new schedule. Sleep is a life function not to be dejected, and it is <sup>even</sup> the more so significant for teenagers.

## Anchor Level 5–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the documents by succinctly summarizing key ideas from the text (experimental sleep studies with students and the effect of <i>biological changes</i> on sleep needs) and offering a concise interpretation of the table (higher grades were attained by students <i>who went to bed earlier and thus slept longer</i>). The response explicitly connects these ideas to the task by using the results of the studies to warn of a negative outcome <i>if high school is to begin earlier</i> and to claim that <i>high school students ... need this “late rise.”</i></p>
<b>Development</b>	<p>Develops some ideas more fully than others. Although the discussions of the results of the studies and their relevance to an earlier school starting time are developed with details from the documents (<i>the students received less sleep and, consequently, were at a higher risk of nodding off in class or ... their cars</i>), the studies are only briefly described. The description of the Holy Cross experiment, for example, states that students <i>were denied nearly an hour’s worth of sleep</i> without explaining that this condition was caused by a change in their school schedule. The idea of <i>“sleep late, rise late”</i> is addressed but not fully explained.</p>
<b>Organization</b>	<p>Maintains a clear focus on the idea that an earlier starting time will interfere with students’ sleep. Ideas are logically sequenced, starting with a clearly stated position (<i>please reconsider this plan</i>), then discussing each study and its significance to an earlier starting time. Transitions (<i>Furthermore, This fact alone, In the end</i>) are used appropriately.</p>
<b>Language Use</b>	<p>Uses language that is fluent (<i>I would highly recommend that the proposal be rejected</i>), although occasionally redundant (<i>sleep that students need as a necessary component and more optimal</i>) or imprecise (<i>hamper the amount of sleep and ever the more so significant</i>). Complex sentence structures are well controlled and frequently enhance meaning (<i>The “free run” aspect necessitates isolation from outside influences to determine which is more optimal: a school-sleep schedule or a prescribed, more natural one</i>).</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 development and stronger in conventions.</p>	

Dear Board of Education Members:

I have heard of your recent proposal to start high school earlier in the day. I do not believe this is a good idea. I have done a lot of reading and much research on this topic. I have found out that the biological changes of puberty affect our (a teen's) sleep patterns. ~~Of~~ Perhaps you may think that it will merely be a change in time management, <sup>for the students, but</sup> you are mistaken. It is much more than that.

May A. Carskadon from Brown University has spent much of her life studying the affects of puberty on an adolescent's sleeping patterns and habits. She believes that sleep is one of the "fundamental foundations for good health". To take precious morning hours from a teenager is to throw off their internal clock, mess up their synchrony for the day, and possibly lead them to sleep deprivation. Perhaps before you make your decision, you should pick up a copy of her book, *At The Threshold: The Developing Adolescent*.

Contrary to common knowledge, Carskadon found that teens need more sleep now, than they did before puberty, not less. An earlier rising time would be greatly damaging. Carskadon performed a test of "sleep latency". They asked students to close their eyes, and then they timed how long it took for them to fall asleep. Since 10<sup>th</sup> graders ~~must~~ <sup>begin</sup> school at 7:15 am and 9<sup>th</sup> graders 8:00 am, the results were not surprising. It took the 9<sup>th</sup> graders on average of 9.5 min. to fall asleep. The 10<sup>th</sup> graders, a



were 8.4 minutes. The sleepiest 9<sup>th</sup> grader fell asleep in 5.1 minutes and 10<sup>th</sup> she fell asleep almost immediately; in 1.8 minutes! These students go to bed at the same hour. The older teens are not irresponsible, they just need more sleep! The first hour and a half of school ~~can~~ can be spent waking up. REM, or Rapid Eye Movement, is one of the last stages of sleep. REM occurred in one of the 10<sup>th</sup> graders. This action implies a serious lack of sleep. Sleep deprivation leads to an unhealthy student.

Not only does the director of chronobiology agree with me, but the Center for Applied Research and Education Improvement does as well. Their data speaks for itself. The more sleep a teenager gets, the higher their GPA. An "A" student gets about 7.5 hrs. of sleep a night on a school day. The numbers decrease as the grades fall. This direct relationship leads me to believe that setting an earlier school time would be getting off on the wrong foot. They'd start ~~out~~ out behind the normal time of those in 9<sup>th</sup> grade. I urge you to take a look at this data table. It may help to influence your decision.

I ask you not to think teenagers immature or irresponsible when it comes to time management at night. Our bodies just function better if we can sleep in longer in the morning. It has nothing to do with our maturity level. Carskadon did a test, that "sleep latency" test with younger children as well. They refused to fall asleep! They have must

less discipline than a 16-year-old student. It is our chemical make-up and biological processes in which our bodies are undergoing that make us so tired. If you were to add the time it takes 3 kids in one family to take a shower in the morning, travel time for the bus route, and other factors such as sporting events, you'd realize that starting school earlier is of no advantage. The kids will suffer," - Carskadon and Wolfson came to that conclusion and so do I. I can only hope that after reviewing the facts, you will too.

Thank you,

**Anchor Level 5-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the documents with a discussion of the biological basis for adolescents' sleep behaviors, as revealed by Carskadon's studies and data from the Center for Applied Research. The response errs, however, in identifying Carskadon as the author of <i>At the Threshold</i>. The response makes explicit connections by using evidence from the documents to argue against an earlier starting time, inviting board members to <i>take a look at this data table</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using a relevant quotation by Carskadon and details about her studies (<i>they timed how long it took for them to fall asleep</i>) and findings (<i>found that teens need more sleep</i>) to support the assertion that <i>the biological changes of puberty affect our ... sleep patterns</i>.</p>
<b>Organization</b>	<p>Maintains a clear focus on the effects of puberty on sleep habits. Ideas are generally sequenced logically, with evidence from sleep studies followed by direct appeals to the board of education to reconsider its proposal. A discussion of REM sleep, however, illogically follows the claim that <i>the first hour and a half of school can be spent waking up</i>. Effective transitions are achieved in part through the use of short sentences to introduce evidence (<i>It is much more than that</i> and <i>Their data speaks for itself</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally fluent (<i>I ask you not to think teenagers immature or irresponsible</i> and <i>starting school earlier is of no advantage</i>) but sometimes redundant (<i>Perhaps you may think</i>) or imprecise (<i>biological processes in which our bodies are undergoing</i>). Sentence structures vary and are generally effective but are sometimes flawed. For example, the following sentence effectively starts with an infinitive and maintains parallel structure but uses colloquial language and contains errors in agreement: <i>To take precious morning hours from a teenager is to throw off their internal clock, mess up their synchrony for the day, and possibly lead them to sleep deprivation</i>.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>affects</i> for "effects", <i>must</i> for "much", <i>depreviations</i>), agreement (<i>The more sleep a teenager gets, the higher their G.P.A.</i>), and punctuation 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 conventions.</p>	

To whom it may concern:

I am writing this letter in response to the Board of Education's proposal to start school at an earlier time. If the school day begins earlier, students will get less sleep. This, in turn, will decrease their performance in the classroom. We already have enough children falling asleep in the middle of instruction periods. There have been several studies to prove this point of view.

Research has been performed at Brown University, for example, concerning sleep deprivation. It shows that adolescents after puberty need more sleep than they did beforehand. This transition causes them to go through a "delayed phase preference". This means that they tend to stay up later at night and enjoy waking up later in the morning.

Studies have also been performed at the College of the Holy Cross in Worcester, Massachusetts. Here, research was performed on students making the transition from junior high to high school. These children were tested for their "sleep latency", or how long it took them to fall asleep. The high school students took significantly less time to fall asleep than the junior high students did.

Yet another study was performed at Butler Hospital. Here, students of different ages were put on a set sleep schedule. These students were told to do certain tasks ~~went~~ which would test their alertness and their response to sleepiness.

The Center for Applied Research and Education Improvement in Minneapolis, Minnesota has found a relationship between

amount of sleep and the average grade the student received. The students that had an average of "A" were getting the most sleep, while the "D" and "F" students were getting the least. The later the student went to bed at night was reflected in the grade that he or she received also. The poorer students tended to stay up later than the better students.

Sleep is not considered as a concerning issue. But it needs to be, since it consumes one third of our lives. Sleep is what gets us ready for the day ahead, yet it is one of the most overlooked aspects of life. I am asking you, in your decision, to consider these valid studies. This is important to not only the parents, but to the students as well. Many of them want to do well in class, and lack of sleep will hinder their ability. Please take this letter into deep consideration and I hope you make the right decision.

Sincerely,

## Anchor Level 5–C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a thorough understanding of the documents by summarizing the findings of research at Brown University (that adolescents need more sleep) and the Center for Applied Research in Minneapolis (<i>a relationship between amount of sleep and the average grade the student received</i>) and describing the studies in Worcester and at Butler Hospital. The response makes explicit connections by using findings from <i>several studies to prove this point of view</i> (that an earlier starting time will negatively affect students’ academic performance).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. For example, the assertion in paragraph 1 that a lack of sleep will affect students’ performance is later supported by a concise summary of the relevant details from the table. However, although the Worcester study is described, the term “sleep latency” defined (<i>how long it took them to fall asleep</i>), and the results noted (<i>high school students took significantly less time to fall asleep</i>), the significance of the study is not explained.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that an earlier starting time will affect students’ <i>performance in the classroom</i>. Ideas are logically sequenced: The first paragraph introduces the idea that <i>several studies</i> validate the student’s opinion, several studies are then presented, and the conclusion asks the reader <i>to consider these valid studies</i>. Transitional words and phrases are used appropriately (<i>This, in turn; for example; Yet another</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes fluent (<i>test their alertness and their response to sleeplessness</i>) but sometimes redundant (<i>I am writing this letter</i>) or imprecise (<i>decrease their performance</i> and <i>Sleep is not considered as a concerning issue</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions exhibiting only occasional errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use and stronger in conventions.</p>	

It is my belief that starting high school earlier in order to accommodate an expanding schedule is not a good idea. There are several reasons why I am against this proposal.

Starting school earlier can have many negative effects on high school students. A study done by Mary A. Carskadon, a professor of psychiatry, has proven that teenagers may need more sleep than they did before puberty. The research suggests that the fact the teenagers stay up later is not a matter of choice but really what is called "delayed phase preference." The study was done on 11, 12, and 13 year olds who were each at different stages of puberty. They were put in an environment where scientists could learn the sleep schedules <sup>their bodies</sup> would choose without any outside influences. While they were to remain <sup>awake</sup> in bed for 34 hours they were given tests to check their alertness and ability to perform simple tasks.

It was obvious from the test results that when the biology of phase delay butts up against a school schedule, the kids suffer.

Another scientific study done by Amy R. Wolfson proves that starting school earlier will only have a negative effect on the students. From early results one could see that 10th graders were getting less sleep than 9th graders. The 10th graders had to be in school about an hour earlier, however they weren't going to sleep any later. The students were also given nap tests for sleep latency. These showed that in 10th grade it was much easier to fall asleep. Instead of taking 9.5 minutes

it would take 15 minutes. Some of these teenagers even went <sup>straight</sup> into REM which shows that they are sleep-deprived. Natalie Burrows, one of the students who participated in the study, said that even though she's used to going to sleep late getting up early is what has more of an effect on her.

From the table you can see the effect that getting up earlier can have on teenagers grades. In both Rhode Island and Minnesota school students who got less sleep did worse. It also shows that the Minnesota students who got more sleep during the week were able to stay up later + go wake up earlier on weekend as a result of sleeping more during the week. Both schools wake up times were later which backs up Carstaddon's study that their bodies sleep clocks were set for later. By waking up earlier they cut off the sleep that their bodies need.

From both scientific research and statistics one can see that waking up earlier can have a negative effect on students. Teenagers' <sup>bodies</sup> are used to a certain amount of sleep and need to stay up later because of their biological clocks. Therefore by starting high school earlier it will have a negative effect on the students abilities in school.

## Anchor Level 4–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents, describing the Carskadon study of “<i>delayed phase preference</i>” and interpreting the table as showing that <i>students who got less sleep did worse</i> and that later weekend rise times corroborate <i>Carskadon’s study that their bodies sleep clocks were set for later</i>. However, the results of Carskadon’s studies are not made clear, and the description of the <i>study done by Amy R. Wolfson</i> is somewhat confused. The response makes explicit connections, using the studies as the <i>reasons why I am against this proposal</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The discussion of “<i>delayed phase preference</i>” is developed with details about Carskadon’s study with <i>11, 12, and 13 year olds</i>, but the results of that study are stated in a single unacknowledged quotation from the text (<i>when the biology of phase delay butts up against a school schedule, the kids suffer</i>). The discussion of sleep latency is developed with details about Wolfson’s study with 9<sup>th</sup> and 10<sup>th</sup> graders, but the term “sleep latency” is not defined, making the relevance of <i>nap tests</i> unclear.</p>
<b>Organization</b>	<p>Maintains a clear focus on the negative effects of starting school earlier. Ideas are logically sequenced, moving from the stated position against the proposal to separate discussions of the <i>scientific research and statistics</i> that support the position. However, the somewhat disordered sequence of details about Wolfson’s study and the lack of logical connections between these details result in internal inconsistency.</p>
<b>Language Use</b>	<p>Uses generally appropriate language, with some awareness of audience (<i>one can see that waking up earlier can have a negative effect on students</i>). Sentence structure is occasionally used effectively (<i>A study done by Mary A. Carskadon, professor of psychiatry, has proven</i>), but the response depends in part on language copied from the text.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>accomodate</i> and <i>then</i> for “than”) and punctuation (missing apostrophes in <i>teenagers grades</i> and <i>students abilities</i> and several missing commas) and the use of + for “and”. These errors do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	



### Board of Education:

I am writing this letter to you because I heard about how you are going to start school earlier. Starting school earlier in the day can have many negative effects on high school students.

For some students who tend to fall asleep in class it does not always mean that they are lazy. Many students just biologically cannot handle waking up early in the morning. Sleeping patterns usually change during adolescence. Most adolescents prefer to stay up later at night and sleep later in the morning. It is not like they choose this though. Their bodies are just going through a delayed phase preference. Students who have a lack of sleep and waking up earlier increases their risk of school time sleepiness. Not only are students missing out on classroom lessons, but they may be at risk of falling asleep behind the wheel of a car. Studies have shown that it takes 9<sup>th</sup> graders an average of 9.5 minutes to fall asleep. When they began 10<sup>th</sup> grade it took them an average of 8.4 minutes. The research study proved that younger children tend to not fall asleep when they are given the chance. The teenagers were trying to make up for sleep deficit.

There has been studies for sleeping patterns for students from Rhode Island and Minnesota. These show that in both states ~~the higher~~, the higher

the student's grade the more school night sleep time he has. It also shows that the kids with the lower grades go to bed later. The better students also wake up earlier. The better students also get more weekend sleep and an earlier weekend bed time. They also tend to wake up earlier on weekdays. These studies have shown how sleep time affects your academics.

After knowing this I am frightened with the fact we have to wake up earlier for school. The students should get as much sleep as possible. Please I am urging you not to start school earlier just for the sake of the school.

## Anchor Level 4–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents by summarizing two ideas from the text (the biological aspects of <i>sleeping patterns</i> and the studies related to <i>sleep deficit</i>) and interpreting information from the table to show that <i>kids with the lower grades go to bed later</i>. The response connects these ideas to the task by implying that <i>students missing out on classroom lessons</i> and <i>trying to make up for sleep deficit</i> are negative effects and that an earlier start time would lead to less sleep and thus negatively affect students' <i>acedemics</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. For example, a discussion of the biological aspects of adolescent sleep patterns is developed through relevant information, although the source of that information is not explained, and the idea that <i>sleep time affects your acedemics</i> is supported through an interpretation of the table. However, details from the study of 9<sup>th</sup> and 10<sup>th</sup> graders are given without an explanation of their significance.</p>
<b>Organization</b>	<p>Maintains an appropriate focus on the negative effects of an earlier school starting time. Ideas are logically sequenced. The response first establishes a biological basis for adolescents' <i>delayed phase preference</i>, then discusses the connection between <i>sleeping patterns</i> and grades. Internal consistency is sometimes lacking, however. For example, a sentence about students' <i>risk of falling asleep behind the wheel of a car</i> is followed immediately by <i>studies have shown that it takes 9<sup>th</sup> graders an average of 9.5 minutes to fall asleep</i>.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, using language that is sometimes redundant (<i>I am writing this letter</i>), imprecise (<i>I am frightened with the fact</i>), or repetitive (<i>also</i> is used in four consecutive sentences in paragraph 3). The response reveals some awareness of audience (<i>I am urging you not to start school earlier</i>). Attempts to vary sentence structure are often unsuccessful (<i>Students who have a lack of sleep and waking up earlier increases their risk</i>). The response depends in part on language copied directly from the text.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>There</i> for "Their" and <i>acedemics</i>), agreement (<i>there has been studies</i>), and punctuation that 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 language use.</p>	

Starting school earlier than it already is, is an atrocious ~~the~~ thought. Most students find themselves unable to function during the morning of our present school day, I can't envision how drastic the changes would be if school began any earlier. ~~The~~ <sup>Your</sup> ~~decision~~ decision would most likely have negative effects on high school students and their performance because you're commanding them to perform at ~~the~~ a time which is extremely unsuitable.

The studies of Mary A. Carskadon, a professor of psychiatry and human behavior at Brown's School of Medicine, reinforce my opinions and support them to be factual. Carskadon states that the idea that adolescents need more sleep than younger children is contrary to common belief. Students who are required to begin school about an hour earlier, have gone through a "delayed phase preference". This is a biological change in an adolescent's internal clock. The article's study of students moving from 9<sup>th</sup> to 10<sup>th</sup> grade showed that 10<sup>th</sup> graders, who began school earlier, ~~so~~ slept less than 9<sup>th</sup> graders. The amount of sleep they acquire does affect their performance in school. The main conclusion of the article and of Carskadon's research is that high school administrators, along with ~~I~~ yourself, should consider setting later start times, which is even more opposed to setting them earlier.

The table, which was acquired from the Minneapolis, MN: Center for Applied Research and Education Improvement, clearly presents the idea that children who receive more sleep, receive better grades. Beginning a school day earlier assures that children will be receiving less sleep and therefore, lower grades. This poses as

another essential reason why you should not begin school earlier.

With the information presented in both the article and the table, it is clear that you should not begin school earlier. If you do choose to, you will simply be harming the students and their futures. Also by not doing so, the students will very much appreciate it and be thankful.

**Anchor Level 4–C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the documents by summarizing adolescents' need for sleep and establishing the connection between sleep and grades. The response vaguely defines "delayed phase preference" as a biological change in an adolescents internal clock and errs in implying that early school starting times cause this change. The response explicitly connects the documents and task, using information about sleep and grades to support the claim that an earlier starting time will affect students' grades and that <i>you should not begin school earlier</i>.</p>
<b>Development</b>	<p>Develops ideas briefly. The response cites the studies of Mary A. Carskadon and suggests a biological basis for adolescents' sleep patterns, but describes neither those patterns nor Carskadon's studies. The response summarizes data from the table as the <i>idea that children who receive more sleep, receive better grades</i> without elaboration.</p>
<b>Organization</b>	<p>Maintains a clear focus on the negative effects of an earlier starting time. Ideas are logically sequenced, moving from an opinion that students should not be asked to <i>perform at a time which is extremely unsuitable</i> to findings from studies that <i>reinforce my opinions</i>. Internal consistency is lacking.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate but sometimes imprecise (<i>vision</i> for "envision" and <i>This poses as another essential reason why</i>) or hyperbolic (<i>an atrocious thought</i> and <i>you're commanding them</i>). The response occasionally uses sentence structure effectively (<i>study ... showed that 10<sup>th</sup> graders, who began school earlier, slept less than 9<sup>th</sup> graders</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>cleary</i>), punctuation (<i>adolescents ... clock</i>), capitalization (<i>High School</i>), and usage (<i>is</i> for "does") that 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>	

To whom this may concern:

Hello, My name is ~~XXXXXXXXXXXXXXXXXXXX~~ and I am currently attending ~~XXXXXXXXXXXX~~ High School. There is an issue that must be addressed, that is affecting our youth today. This issue is the amount of sleep adolescents receive every night. Recent studies have shown, the average teen doesn't get enough sleep, and the way to deal with this problem is by setting back school times.

Mary A. Carskadon, a professor of psychiatry and human behavior at Brown's School of Medicine, has devoted her studies to see why teens tend to be so tired. Carskadon and her colleagues are trying to learn more about how the biological changes of puberty affect sleep needs and patterns. From doing research at C. P. Bradley Hospital, she has discovered that teens may need more sleep than they did before puberty, not less.

Sleeping patterns during adolescence change, and as they go further into puberty they tend to stay up later and then have to rise early. Teens bodies, according to researchers, are going through a "delayed phase preference."

With the transition from middle school to high school, teens go from waking up late to getting up early. Due to this, they tend to fall asleep during class. This is not due to laziness, as most think, but the lack of sleep.

Sleep consumes about one-third of our lives, yet the importance of it is usually overlooked. According to Carskadon, "It's the last thing people think about."

In Worcester, Massachusetts at the College of Holy Cross, a study was done by Amy R. Wolfson and Carskadon to see the difference between 9<sup>th</sup> and 10<sup>th</sup> graders. It was shown that 10<sup>th</sup> graders get significantly less sleep than they did the previous year. But the sleep deficit caused by having to get up earlier puts them at significant risk of schooltime sleepiness.

The researchers gave students 15 or 20 minutes to fall asleep, then timed them. On average it took the 9<sup>th</sup> grader 9.5 minutes to fall asleep. The 10<sup>th</sup> grader took 8.4 minutes. The sleepest 9<sup>th</sup> grader took 5.1 minutes, while the sleepest 10<sup>th</sup> grader took only 1.8 mins. Carskadon analyzed the results of a study of 6<sup>th</sup> graders and their sleeping patterns. Research found that puberty had a

significant influence on the change to the pattern of sleeping late and rising late. To be able to focus on the changes in puberty alone brings to children's sleep, the researchers studied boys and girls at different stage in puberty. With this research it all becomes clear that when the biology of phase delay butts up against school schedule, the kids suffer.

With all this information that I have supplied you with please take this into consideration. Science prove that sleepy students is not a result of laziness, but of sleep deprivation, and the board of education as the solution, just set back school hours.

Thank you,



**Anchor Level 3–A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text by summarizing several main ideas (<i>Sleeping patterns during adolescence change</i>), but somewhat misinterpreting some studies (<i>the average teen doesn't get enough sleep</i>). The response makes few connections to the task, asserting that studies show that <i>the way to deal with this problem is by setting back school times</i>. There is no reference to the table.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The discussion of the effect of puberty on sleep patterns is developed with details from Carskadon's studies (largely in the form of unacknowledged quotations from the text). The response alludes to the importance of sleep and the need to <i>set back school hours</i>, but does not elaborate on these ideas. The response uses no information from the table and does not address the relation between sleep and grades.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a focus on the issue of <i>the amount of sleep adolescents receive</i> as it relates to <i>school times</i>. The response exhibits a rudimentary structure, beginning and ending with references to the problem of starting time and otherwise summarizing or repeating ideas in the order they are presented in the text.</p>
<b>Language Use</b>	<p>Generally relies on basic vocabulary. Language is sometimes imprecise (<i>devoted her studies to see why</i>) or inappropriate for the audience (<i>Hello. My name is</i>). Sentence structures vary somewhat, but with uneven success (<i>Due to this, they tend to fall asleep during class</i>). The response often depends on language copied from the text.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>receive</i> and <i>colleagues</i>), agreement (<i>science prove that sleepy students is not a result of laziness</i>), and punctuation that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Although the response fits criteria for Levels 3 and 4, it remains at Level 3 because it addresses only one document.</p>	

I believe extending the arrival time for adolescents in school earlier is a big mistake. "Students can't handle the early hours. These kids may be being asked to function at the wrong time for their bodies" says Mary A. Carskadon. "Sleep is the last thing people think of." However sleep is so important. "It helps to set the clock, helps to give synchrony to the day." Changing the arrival time would decrease a student's sleep. Not that students ~~wake~~ go to bed later they wake up earlier. It's simple earlier arrival time decreases sleep and a decrease in sleep will decrease in grades as shown in the Table from studies of Minneapolis, MN: Center for Applied Research + Education Improvement.

Carskadon also has said that teenagers may need more sleep than they did before puberty, not less, as commonly thought. Teenager bodies are going through what researchers call "delayed phase preference." They're going through a biological change and it would be difficult for them to adjust in the changed times.

Less sleep will also affect students' grades. As shown in the sleep/wake table of selected students, those that get more sleep get better grades. In Rhode Island those that sleep 7 hr 35 minutes get A's and those that sleep about 6 hr 48 minutes earn D's or F's.

So as you can see sleep is a very important part of a student's education. More sleep will help the student be more alert and less cranky. Not only

will students benefit from more sleep but the facility of the school will too. Early Earlier opening hours is not the answer.

**Anchor Level 3–B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text and task by stating that <i>earlier arrival time decreases sleep and a decrease in sleep will decrease in grades</i>. The response makes superficial connections between the documents and the task, referring to <i>students grades, attention, and mood as being negatively affected by earlier opening hours</i>.</p>
<b>Development</b>	<p>Develops ideas briefly, using some details from the text regarding students’ need for sleep (<i>sleep is so important</i>) and delayed phase preference (<i>They’re going through a biological change and it would be difficult for them to adjust in the changed times</i>). The response refers to total sleep time and its effects on student grades for students in <i>Rhode Island</i> without discussing bed times or rise times or the data from <i>Minnesota</i>. The response also suggests that <i>more sleep will help the student be more alert and less cranky</i> without supporting details from either document. <i>Carskadon</i> is quoted, but no mention is made of her status or her research.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, a focus, stating that <i>for adolescents an earlier start time is a big mistake</i>. The response lacks internal consistency; for example, bringing together two unrelated quotations from the text (<i>“These kids may be being asked to function at the wrong time for their bodies ... Sleep is the last thing people think of”</i>), and repeating the idea from the table that <i>less sleep will also affect students grades</i>.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>Students can’t handle the early hours</i> and <i>Not that students go to bed later they wake up earlier</i>) that demonstrates little awareness of audience. Language is sometimes imprecise (<i>extending the arrival time and decrease students sleep</i>). The response exhibits some attempt to vary sentence structure for effect (<i>As shown in the sleep/wake table of selected students, those that get more sleep get better grades</i>), but with uneven success.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>benefit</i> and <i>facilty</i>), punctuation (<i>later they</i> and <i>students education</i>), capitalization (<i>Table</i>), and agreement (<i>hours is</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>	

<sup>Prominent</sup> Starting school earlier is not a ~~or~~ very ~~good~~ idea. Many children already cannot function at the present school starting time.

A Brown University sleep researcher, Mary A. Carskadon, says "These kids may be being asked to function at the wrong time for their bodies." Many students need sleep more ~~so~~ after puberty, rather than before.

A test was done with 9th and 10th graders. They were asked to fall asleep several times during the day. They were given 15-20 minutes to fall asleep. On average it 9th graders 9.5 minutes to fall asleep. It took 10th graders an average of 8.4 minutes. ~~of~~ ~~of~~ It took only 5.1 minutes for the most tired 9th grader to fall asleep. While it took the sleepiest 10th grader only 1.8 minutes. ~~of~~

One of the 10th graders even went right into REM sleep, which is ~~the~~ one of the last stages of sleep.

In a table written by the Center for Applied Research and Education Improvement studies the bedtimes, total sleep times, and rise times of students on schooldays, and weekends. ~~the~~

The table shows that students who go to bed later ~~and~~ sleep for a less amount of time and wake up around the same time, get D's and F's as their grades. Not to mention they wake up later on the weekends.

Meanwhile, students who ~~go~~ go to bed earlier, sleep for more hours and wake up around the same time get A's & B's.

Therefore, according to research and studies, ~~if~~ if school

started earlier more students  
 would earn lower grades, and  
 would not function as well.

**Anchor Level 3–C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the documents by paraphrasing information from the text concerning the need for more sleep <i>after puberty</i> and the study <i>done with 9<sup>th</sup> and 10<sup>th</sup> graders</i> and by briefly summarizing information from the table. The response makes few connections to the task, suggesting that <i>many students need sleep</i> but not relating this suggestion to the proposed earlier school start time. The interpretation of information from the table is unclear.</p>
<b>Development</b>	<p>Develops ideas briefly by summarizing some information from the text (using some details from the study with 9<sup>th</sup> and 10<sup>th</sup> graders). The discussion of the table does not distinguish clearly among school-day and weekend sleep and wake times or sleep amounts.</p>
<b>Organization</b>	<p>Establishes an appropriate focus on the idea of <i>starting school earlier</i> but fails to maintain that focus. The response exhibits a rudimentary structure: An implied position is followed by a relevant quotation, a discussion of a sleep study of adolescents, and a summary of data linking sleep and grades. However, this structure is often inconsistent. For example, the discussion of <i>REM sleep</i> appears irrelevant because its significance is not explained.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that is sometimes imprecise (<i>a very prominent idea</i>). The response depends in part on language copied (or closely paraphrased) from the text. The response varies sentence length with uneven success. The fifth paragraph, for example, consists of a long fragment.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional omissions (<i>on average it 9<sup>th</sup> graders</i>), and errors in punctuation and usage (<i>a less amount</i>) that hinder comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

The sleep patterns of people who go to bed earlier are better than those who go to bed later. If you look on the chart between Rhode Island and Minnesota the students who get more sleep get better grades. In Minnesota 4,017 students get A's when 150 students fail. The weather is colder in Minnesota so students don't go out after school as much and go to bed earlier. In Rhode Island students have nicer weather so they go out even more and go to bed later the number of students in Rhode Island that get A's are 1238. For more information about students sleeping patterns and how it affects their grades read stuff by Millicent Lawton a very important passage he once wrote is Adolescent sleep patterns, It has about 150 lines in it and a study done by Minneapolis center for Applied research and education Improvement, this is a very good research chart.

**Anchor Level 2–A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides minimal evidence of understanding. The response alludes to, but cites no information from, the text by directing the reader <i>to read stuff by Millicent Lawton</i>. Although the response accurately interprets the table as showing that <i>students who get more sleep get better grades</i>, no connection is made between this interpretation and the task, nor is the issue of an earlier starting time mentioned.</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at the idea that more sleep will benefit adolescents, but making no direct reference to the text. References to the table are largely unjustified (the conclusion that weather affects bedtimes) or irrelevant (the number of students with A’s).</p>
<b>Organization</b>	<p>Lacks an appropriate focus, but suggests some organization. The observation that <i>sleep patterns of people who go to be earlier are better than those who go to bed later</i>, while illogical, is followed by supporting evidence from the table and directions for finding <i>more information about students sleeping patterns</i>.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>students have nicer weather so they go out even more</i>). Attempts to vary sentence structure are often unsuccessful (<i>If you look on the chart between Rhode Island and Minesota the students who get more sleep get better grades</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting errors in spelling (<i>then</i> for “than” and <i>there</i> for “their”), agreement (<i>sleeping patterns ... it affects</i>), punctuation (misused commas and missing periods resulting in run-on sentences), and capitalization that hinder comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and stronger in language use and conventions.</p>	



The negative effects that the board of Education is doing is to start school earlier in the day. I disagree with that whole idea. Students have to wake early in the morning to come to school for a 7:30 am first bell. The body of the students will not function correctly because most of the students are night people.

Researchers say that students need more sleep to pass class because the student that have an early start of sleep are the one to pass the class and the one that sleep late is the one to fail the class.

**Anchor Level 2–B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding with only vague allusions to the documents ( <i>researchers say that student need more sleep to to pass class</i> ). Although the response alludes to the Board’s proposal and notes that <i>students will not function correctly</i> , ideas from the documents are not clearly connected to the task.
<b>Development</b>	Is largely undeveloped. The response hints at ideas of sleep patterns ( <i>most of the students are night people</i> ) and the connection between sleep and grades ( <i>the one that sleep late is the one to fail</i> ), but provides no details to elaborate these ideas.
<b>Organization</b>	Lacks an appropriate focus but suggests some organization. The objection that <i>students have to wake early</i> is followed by a statement explaining the effect of waking early ( <i>students will not function correctly</i> ); this statement is then followed by a supporting sentence about <i>research and a early start of sleep</i> .
<b>Language Use</b>	Uses language that is imprecise ( <i>The negative effects that the board of Education is doing and early start of sleep</i> ) and ambiguous ( <i>the body of the students will not function correctly</i> ). Sentences are generally ineffective.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation, spelling ( <i>past</i> for “pass”), usage ( <i>a early start</i> ), and agreement ( <i>student that have ... are the one</i> ) that somewhat hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and stronger in conventions.	

I don't think you should change the time for school because kids will all be tired ~~that~~ which will be harder for them to learn and pay attention. Grades will fall and the kids will just get upset and fail. More sleeping is always good for the body unless you sleep too much then you are over resting your self. You would just make things harder on all students if you made them all come into school earlier. If you wanted them to stay longer but no bring them in so early you could keep them later on after school and make the start of school later on during the day but not changing it too much.

**Anchor Level 2–C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides no evidence of understanding of the documents. The response contains a single allusion to the table (<i>Grades will fall and the kids will ... fail</i>) and does not refer to the text. The response minimally addresses the task, stating <i>I don't think you should change the time for school because kids will all be tired</i>, but makes no connection between the documents and the task.</p>
<b>Development</b>	<p>Is minimal in terms of evidence from the documents. The response asserts that <i>kids will all be tired</i> and <i>grades will fall</i>, but provides no evidence to support these assertions.</p>
<b>Organization</b>	<p>Suggests a focus on the idea that a change in school starting time will be harmful (<i>harder for them to learn and pay attention</i>). The response suggests some organization. The opinion is followed by a list of the harmful effects of an earlier starting time and then by a suggested alternative (<i>you could keep them later on after school</i>).</p>
<b>Language Use</b>	<p>Reveals little awareness of how to use sentences effectively (<i>If you wanted them to stay longer but no bring them in so early you could keep them later on after school and make the start of school later on during the day but not changing it to much</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>to</i> for “too”) and punctuation that hinder comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and development and stronger in conventions.</p>	

## Board of Education

I am against your decision to start High School earlier. I think this is very unfair to students like me. When I get out of school at 2:30, I have to go to work. I am at work until 7 o'clock and have to take a bus home. I never get home until, at least 7:30 and then have to eat. I have to listen to my mom and talk about my day, call my girl, relax by playing some Xbox and do my homework. Sometimes a friend comes over and we watch a DVD. I can't even think about going to bed until 1 AM. You know we students have to wake up too after already putting in our hours of school a day where we have to mostly sit and be quiet if you don't want to get in trouble.

My alarm goes off at 6:30 am and it is now. I don't want to get up even earlier. If I have to get up at 6:00, I probably would quit and then I'd have to have a drink my shower and then my teacher and friends would be happy. Actually, I'd probably take my shower for my girl's sake and just have to

~~school~~. Then I'd have to stay for  
detention and it's not my fault,  
it's yours for ~~starting school~~ to  
early.

I'm a pretty good student at  
school and I don't get in trouble  
I don't want to start going to detention  
for coming in late in the morning  
just because you decide to start  
school earlier. If I have to stay  
for detention I'll lose my job  
and if I skip detention my mom  
will be on my back when she  
gets the phone call.

Starting school early can  
have negative effects all around  
for most average students. I am  
against an earlier school time and  
hope you are too.

## Anchor Level 1–A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides no evidence of understanding the documents and makes no connection between the documents and the task. Although the response argues <i>against your decision to start High School earlier</i>, there is no reference to either document.</p>
<b>Development</b>	<p>Is minimal in respect to evidence from the documents. The response is developed with descriptions of the student’s schedule before and after school. Although the response notes that an early starting time <i>can have negative effects</i>, those effects (<i>I’ll lose my job and my mom will be on my back</i>) are drawn from the student’s experience, not the documents.</p>
<b>Organization</b>	<p>Exhibits a rudimentary structure, but inappropriately focuses on the idea that <i>this is very unfair to students like me</i>. The rudimentary structure consists of a list of after-school activities followed by a list of before-school activities. Between these lists are the irrelevant observations that <i>students have to have a life</i> and that <i>in school we ... mostly sit and be quiet</i>.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>I’d have to hurry and skip my shower</i>) and a complaining tone that shows little awareness of audience or purpose. The repetition of <i>I</i> results in a monotonous rhythm, but long sentences are occasionally used effectively (<i>I have to listen to my mom ..., call my girl, relax by playing some x box and do my homework</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>lose</i> for “lose” and <i>to</i> for “too”), capitalization (<i>High School</i>), and punctuation that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response fits criteria for Levels 1, 3, and 4, but it remains at Level 1 because it makes no reference to the documents.</p>	

Board of Education:

This letter is to argue against your proposal to start high school earlier in the day, and I believe your decision could have a negative affect on high school students. Not only will this affect there grades, but also there health will be in danger

According to A Brown University sleep researcher has some advice for people who run high schools:

Don't start classes so early in the morning. Instead it maybe that biologically these sleepyhead students simply can't handle the early hours.

## Anchor Level 1–B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides minimal evidence of understanding, consisting solely of conclusions that are vague (an earlier starting time will <i>affect there grades</i>) or unwarranted (<i>there health will be in danger</i>) and two unelaborated quotations from the text. Although the quotations are relevant, relating both to sleep and school hours, too little information is presented to make clear their connection to the task.</p>
<b>Development</b>	Is minimal. The only reference to the documents consists of unacknowledged quotations from the text.
<b>Organization</b>	Suggests a focus on the negative effects of an earlier starting time and suggests an organization: An opinion is followed by two reasons and support drawn from a <i>sleep researcher</i> . The response appropriately uses the transition <i>not only ... but also</i> .
<b>Language Use</b>	Is minimal, using language that is predominantly copied from the text and task. The response contains a single original sentence.
<b>Conventions</b>	Although the response exhibits only occasional errors in spelling ( <i>affect</i> for “effect” and <i>there</i> for “their”), there is too little original language to make assessment of the conventions reliable.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.</p>	



Respected ~~XXXXXXXXXXXXXXXXXXXX~~ Board of Education,

I have been alerted about your proposal to make high school days start earlier with the purpose to implement an expanding schedule. I also understand the need for students to thrive and excel academically, and how important it is to add classes that will benefit us. Still, it is not a good decision to make.

While doing my research about Adolescent sleep patterns, I've come to the conclusion that this decision will have a negative impact on the lives and grades of students, although the purpose behind it is positive.

According to Mary A. Carskadon, a Brown's University School of Medicine Professor of Psychiatry and human behavior, it is against the biological events of puberty in a teenager's physicality to make high school start earlier in the morning.

Indents  
=> As we move on to puberty our bodies function differently, and go through a series of events called "delayed Phase Preference". This series of events make it very hard for adolescents to adapt to waking up early (earlier than we already wake up) and that has a domino effect on our grades. This is evident in a study that took place in Rhode Island and Minnesota which suggests that students earning "A's" and "B's" get more hours of sleep than those earning "C's", "D's", and "F's".

As shown by this school start time study academic

achievement is directly affected by the amount of sleep that students receive.

It is also clear to Doctor Carskadon that our society today takes for granted sleeping time. It is a common belief that adolescent don't need much sleep, but contrary to that idea studies and statistics show that we do need our time to sleep.

The decision is yours to make. But I firmly and strongly suggest that rather than making school start earlier, ~~we~~ you delay schedules. I am sure that it is to our advantage as students to get more resting time. Getting more time to sleep and rest signify better grades which above all is the most important assets of students. Please consider my opinion and the facts presented while making your decisions, and thank you for your time.

Dear Board of Education Members;

It has been brought to our attention that due to an expanding schedule, your organization wishes to open school earlier in the morning. I have written to you in regards to that because I feel this would react negatively with the quality of school work & grades. I have come to this conclusion based on what I have been learning about adolescent sleep patterns in my Health class.

Although it had been thought that as a child gets older they need less sleep, recent studies have proved otherwise. In actuality as students progress further into puberty, they require more sleep, which due to their biological difference may begin at a different time now. When considering the bed time of students, youth at the beginning of puberty may go to bed earlier and wake up later. Students in high school however tend to go to bed late for various reasons, but are still required to wake up earlier in the morning to arrive at school on time. Studies at Brown University have discovered that many teens in puberty have these sleep patterns because of "delayed phase preference", a condition where the body is making transition between when it wants to go to sleep and when it needs to go to sleep.

After a study of 6<sup>th</sup> graders in different stages of puberty was compared to an equivalent

study performed on 9-10<sup>th</sup> graders in Louisiana, researchers found that the group that started school later did better on these tests. Students with tendencies to go to bed later suffer more when it comes time to wake up earlier for high-school. Some fall asleep in class or are simply non-functional till around 9:30-10am. Because of this their grades are affected, and so is their quality of learning. If a student can't stay awake, they can't learn, and eventually start slipping grade-wise.

In light of this information, I propose school not be open so early. To open school at an earlier time would cause several major problems. One would be that there would be a higher chance of students sleeping in the morning classes. Another problem would be that students would be unable to function completely, this could lead to car accidents for student drivers and poor test scores\*. Another possibility is the possibility of more acts of violence in school due to the high irritability of students who are still tired and disoriented.

\* In a research on bed times and rising times of Rhode Island & Minnesota students, those students with the higher average tendend to go to sleep earlier. Although it is a reasonable suggestion, one must realize that going to bed earlier is not always possible due to

jobs and other responsibilities that cannot be avoided. Finally, another item to consider before beginning classes earlier is transportation. When speaking in regards of parents, they too have places to be and steps to attain and cannot be disregarded when making such a decision. Also consider the public transportation schedules are often difficult to follow. In some cases the transit line needed to get to school may not begin early enough to get a student to school on time, or buses & trains may have only one bus/train scheduled for that time, so students have only one chance at getting to school on time. Schools may see an increase in tardiness. This would lead to other problems and the system would seem faulty.

In closing I hope you consider all the information I have given you and you make your final decision.

Respectfully,  
You

In this Essay I will be compare to different works an article and a Graph. I will give you some similarities and some differences.

Some similarities that the article and the Graph have are they both talk about sleeping situations on how the students can get more or less sleep. They both set different bed time rules and rules so the people or the students will know when to go to bed and when to wake up in the morning. They both also talk about how the students can earn good and successful grades. The teachers are very similar they are both are very caring and kind, and ~~is~~ give the students time to work on the things they need time working on.

Now I am going to talk about the differences about the Article and the Graph. The article has some ~~thing~~<sup>thing</sup> called REM Sleep which is the amount of sleep you get in a week and the Graph does not have any type of thing that tells the students the amount of sleep they get. The Article was easier to understand than the Graph because the Graph did not give that much information on how the student slept it was mostly on

how they could earn Good and Successful  
grades if they got enough sleep.

So that's all the similarities  
and differences between the two works  
the Article and the Graph.

Dear Members of The Board of Education:

I am writing this letter in regards to your proposal to start school earlier. I do not believe that you should do this. People need sleep to function properly, and lengthening the school day would only take away some person's opportunity for good grades.

I cite, as my backing, two pieces of media. Adolescent Sleep Patterns, by Millicent Lawson, and a Table Sleep Time, Bedtime, and Rise Time for Students Getting Different Grades in Two States. These both support my stance. In Adolescent Sleep Patterns: it suggests that "it may be that biologically that biologically these sleepyhead students simply can't handle the early hour." Mary A. Carskadan, a psychiatry says that students are being asked to function "at the wrong time for their bodies."

The article continues in saying that sleep is "The Rodney Dangerfield of human biology. It gets no respect." They also say that sleep is the foundation to good health. The article sites that in a sleep test, Ninth grader take more time to fall asleep than tenth graders, indicating a biological change. Amy Watson, a professor who ran the tests, said that "people shouldn't be falling asleep like that during the day." Through further biological research, the article indicated that certain chemical changes which occur during puberty cause the adolescent tendency to "sleep late, wake



late." John A. Lummel, who works for the National Association of secondary school principals says "maybe administrators should take student sleep into consideration.

The Chart, which measures sleep, grades, and stateship, indicates that students who receive "A's" get approximately one hour's more sleep than students receiving "F's" and "D's."

So maybe, dear board members, the school day should start later, so all students could be given the advantages they truly deserve.

- Sincerely,

When a teacher sees a student taking a nap in the back of the classroom she automatically thinks that the student is lazy. The reason why students sleep in class is because they are tired, ~~it~~ it sounds simple but it is ~~true~~ true. Students go to bed ~~early~~ <sup>late</sup> and wake up early. To propose to have school earlier is not a good idea. This would have many negative effects on the students.

"These kids may be being asked to function at the wrong time for their bodies" says Mary Carskadon, a professor of psychiatry and human behavior at Brown's School of ~~Medicine~~ Medicine. The reason why adolescents go to sleep late and sleep later in the morning is because their bodies are going through what researchers call a "delayed phase preference". Since adolescents' internal clocks are set on "sleep late, rise late" mode, it is very difficult for them to wake up and be ready for a 7:30am bell. It would be even more difficult to get students up earlier. ~~if students~~

Amy Wolfson, an assistant professor of psychology at Holy Cross in Massachusetts, has been working with Carskadon on a study comparing 9<sup>th</sup> and 10<sup>th</sup> grade students' sleep patterns. It showed that 10<sup>th</sup> graders were getting significantly less sleep, due to starting time of school changing, starting much earlier. During the study, students were given nap tests to test for "sleep latency." They were asked to try to go to sleep. ~~Research~~ Researchers timed how long it took for students to fall asleep. It took the average 9<sup>th</sup> grader 9.5 minutes to fall asleep while it took the average 10<sup>th</sup> grader 8.4 minutes.

Another part of Carskadon and Wolfson's research was to understand the changes that biology may have on the body's internal clock. At a sleep laboratory in Butler Hospital, researchers studied boys and girls ages 11, 12, and 13 at different stages of puberty. To get the children on their "free run" time, the children were put into rooms

With no outside influence such as television, friends & daylight. The children were told to stay awake for 34 hours. While awake the students took tests to check their alertness. These tests show when their ~~bodies~~ bodies want to sleep. Children changing from 9<sup>th</sup> to 10<sup>th</sup> grade ~~per~~ performed poorly on these tests.

Students in ~~the~~ Rhode Island ~~the~~ earning A's have an average sleep time of 7 hours and 35 minutes. Students in Minnesota earning A's sleep an average of 7hr and 39 min. The students in Rhode Island earning D's/F's sleep an average of 6hrs and 48 min. The students in Minnesota earning D's/F's sleep an average of 7hrs and 5min. This information comes from: School start time study Minneapolis, MN: Center for ~~the~~ applied research and education improvement.

If students making the transition from 9<sup>th</sup> to 10<sup>th</sup> grade, a time change from 8am to 7:15 am are doing poorly then one can ~~at~~ only imagine the

effects of starting school earlier.

Students would do poorly academically and they would be tired all of the time. Instead of starting school earlier the school officials should think of starting school later.

**Practice Paper A–Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4 in all qualities.

**Practice Paper B–Score Level 5**

**Conclusion:** Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.

**Practice Paper C–Score Level 2**

**Conclusion:** Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.

**Practice Paper D–Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.

**Practice Paper E–Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4 in all qualities.