

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Monday, January 27, 2003—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) 3	(7) 3
(2) 2	(8) 4
(3) 4	(9) 2
(4) 1	(10) 1
(5) 4	(11) 4
(6) 3	(12) 2
	(13) 4
	(14) 3
	(15) 1
	(16) 2

Rating of Essays

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

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary
(**Note:** Anchor papers are ordered from high to low within each score level.)

Practice scoring individually—

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

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

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

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p>Meaning: the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</p> <p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p>Organization: the extent to which the response exhibits direction, shape, and coherence</p> <p>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</p> <p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<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>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p> <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>-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>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</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>-develop ideas clearly and consistently, using relevant and specific details from the text</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas through use of appropriate devices and transitions</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>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-convey a basic understanding of the text</p> <p>-make implicit connections between information and ideas in the text and the assigned task</p> <p>-develop some ideas more fully than others, using specific and relevant details from the text</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas but may lack internal consistency</p> <p>-use appropriate language, with some awareness of audience and purpose</p> <p>-occasionally make effective use of sentence structure or length</p> <p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</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>-develop ideas briefly, using some details from the text</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>-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>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</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>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p> <p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</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>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</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> <p>-are minimal, with no evidence of development</p> <p>-show no focus or organization</p> <p>-are minimal</p> <p>-use language that is incoherent or inappropriate</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.

From prehistory to the modern era, the human species has sought to control its destiny. Initially this quest centered on ^{the} satisfaction of basic needs for food, shelter, clothing, and protection; but as humanity evolved, their social and political institutions, even the language, exhibited a decidedly masculine bias.

In the early twentieth century an English woman, Emmeline Pankhurst, sought to change the status of women. She pointed out that a woman who was gainfully employed and subsequently chose to marry was expected to discontinue her employment and to become subservient to her husband. If she were lucky and her husband were a "good" man, she could expect appropriate food, shelter, and clothing; but should he be a "bad" man, her state could be one of the meanest subsistence.

Should a married woman suffer the loss of her husband, she had no guarantee of any share of his estate. He could leave it to whomever he pleased. Should a married woman bear children, she was guaranteed no control over their lives. The decisions governing their conduct, schooling, and religious practice were solely determined by the father.

Even those women who struggled to educate themselves in order to enter a professional career found that while educational opportunities were available to them and while they were able to compete well against their male counterparts, the positions actually open to them were limited. Positions of importance were predominantly granted to men and denied to women. Women seeking to ~~rise~~ rise to high paying leadership positions recognized the need to bring an end to such discriminatory practices.

Mrs. Pankhurst saw the vote as the logical solution to these problems noting that the ~~achievement~~ ^{achievement} of male suffrage had solved many similar problems for her forefathers. She saw women who had ~~been~~ been confined to the home using the vote to assure that the nation would become a home for all, a home where the destiny of all would be controlled by all. By voting, both genders could assure that equality, justice, and wisdom would prevail.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Reveals an in-depth analysis of the text, describing women’s suffrage as a means of changing the status of women in early twentieth century England. The response makes insightful connections to the task, citing numerous social conditions which resulted in females being made <i>subservient</i> or being discriminated against, and asserting Pankhurst’s view of <i>the vote as the logical solution to these problems</i>.</p>
Development	<p>Develops ideas clearly and fully, effectively using specific details from the text to provide examples of the social repression of English women in the early twentieth century (<i>her state could be one of the meanest subsistence, she had no guarantee of any share of his estate, solely determined by the father, Positions of importance were ... denied to women</i>). The response then explains Pankhurst’s belief that the vote would achieve for women what <i>male suffrage</i> had achieved <i>for her forefathers</i> and <i>the nation would become a home for all</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on suffrage as a means of raising the status of English women, and exhibits a logical and coherent structure. The response includes an effective introduction and conclusion which provide a larger perspective, and makes skillful use of transitions throughout (<i>as humanity evolved, subsequently, while ... actually, By voting</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>quest centered</i> and <i>decidedly masculine bias</i>) with a notable sense of voice and awareness of audience and purpose. The response juxtaposes simple and complex sentences to enhance meaning.</p>
Conventions	<p>Demonstrates control of conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Power and position in England at the beginning of the twentieth century were, in actuality, controlled by the male members of society. Men held rule in both the business and domestic arenas. In 1908, Emmeline Pankhurst, an English suffragette, took note of these ~~and~~ conditions and became an outspoken leader in the struggle to procure voting rights for the women of England. Pankhurst realized that the vote had evolved beyond being merely a symbol of citizenship, freedom, and liberty and a safeguard for those concepts. The vote had become an instrument, a tool needed to ensure that the "women's point of view" would be represented in the government.

A woman's point of view seemed to have little standing in English law in Pankhurst's time since there were many statutes on the books which seemed to provide for the oppression of women ~~and~~ even in their own homes. For example, the English (marriage) laws, in effect, rendered women powerless. (Under these laws, husbands were responsible for the housing, feeding, and clothing of their wives. However, the ~~the~~ level of provision was left solely to the discretion of the males. What awaited young women who married mean, selfish,

or selfish men? At best, they were doomed to lives of deprivation. They had no choice but to stay home and endure since they lived in a society that even frowned upon married women working outside the home.

A woman not only had little control over her own situation, but also had little say in the upbringing of her children. An English woman was not legally her children's parent. That title was held by the father, who, in addition to controlling the family's financial finances, also controlled the children. He decided where they would live, how well they would be educated, and what religion they would follow. The mother's influence, however strong, held no legal sway.

The lack of protection afforded women by the marriage laws was further shown by the laws governing the distribution of property in the event of a man's death. The law required that the man's will be followed, even if that resulted in leaving his dependents destitute. Legally, his widow and children could make no claim on his estate.

Women who chose not to marry were nonetheless subjected to the injustices of English society. While females could not freely compete with men in an educational

^{Environment}
~~Environment~~, once training was completed, the most desirable positions went to the men, ~~Regard~~ regardless of women's capabilities. The possibility that equality between the sexes would slowly be achieved was unlikely as long as men continued to hold on to the positions of power.

Pankhurst argued that acquiring the vote would help end the injustices against English women, and history has proven her right. ~~Interested~~ Interestingly, like her modern day counterparts, Pankhurst was careful to stress that acquiring the vote would not result in women abdicating their role in the home. Rather, she entreated women to see their nation as their home and their place within it as secure and as highly valued as their husbands'.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the text, explaining that Pankhurst saw the vote as a tool needed to ensure English women a voice in their government. The response makes insightful connections between the text and task, describing English women as oppressed <i>even in their own homes</i>, a mother’s influence as holding <i>no legal sway</i>, the marriage laws as affording a <i>lack of protection</i>, and professional men as continuing to <i>hold on to the positions of power</i>.</p>
Development	<p>Develops ideas clearly and fully, using a wide range of details from the text to elaborate on various social conditions affecting the oppression of English women in 1908 (<i>the English marriage laws, in effect, rendered women powerless; An English woman was not legally her children’s parent; and the most desirable positions went to the men</i>). The response includes Pankhurst’s assurance that <i>acquiring the vote would not result in women abdicating their role in the home</i>, but would enhance their role in the nation.</p>
Organization	<p>Maintains a clear and appropriate focus on the social conditions that oppressed English women in 1908 in relation to the <i>struggle to procure voting rights</i>. The response has a logical structure, introducing Pankhurst and suffrage in paragraph 1, followed by four paragraphs of description of unjust social conditions, then returning to Pankhurst’s argument in the conclusion. Coherence is achieved by the skillful use of transitions (<i>For example, not only ... but also, further, nonetheless</i>).</p>
Language Use	<p>Is generally fluent and original (<i>Men held rule and legal sway</i>), although occasionally precise and engaging (<i>provide for the oppression and level of provision was left solely to the discretion</i>), with an evident awareness of audience and purpose. Sentence length and structure are generally used to control rhythm and pacing and occasionally to enhance meaning (<i>What awaited young women who married mean, lazy, or selfish men?</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and language use.</p>	

Throughout history, voting has been considered a significant part of person's rights. Voting is considered a symbol, safeguard, and instrument. It is a symbol of freedom, citizenship, and liberty and it is the safeguard of all liberties it symbolizes. It is also the instrument for obtaining many more rights. However, women have been deprived of this right. In 1908, women were especially deprived of this right in England. Women were ~~not~~ influenced to seek the right to vote because of a variety of social conditions.

The first social condition that influenced women to seek their right to vote were marriage laws. Many individuals questioned whether marriage laws were equal, just, or wise. The marriage laws basically stated that a woman was forced to give up her employment for being a wife and had no voice legally or legal claim on ^{the} income. These laws were unfair towards all women. Women were not allowed to control their basic necessities of food, shelter, and clothing because they were controlled by the men. With the right to vote, women would be able to introduce their point of view to amend old laws that inflict injustices upon women.

Furthermore, there were laws governing the rights of a parent of a child that affected women tremendously. Women that gave birth to a child were not legally the mother of the child. Instead, the father was the only parent that could make decisions for the ~~the~~ child. This affected both women and children drastically because ~~women~~

mothers did not have a say in her child's growth or education. This is a prime reason why women were seeking the right to vote.

In addition, women were also discriminated against when it came to various professions. Women would have the same qualifications as men, but men would receive the higher positions. One ~~so~~ example of this was with the College of Arts, in which women did as well or exceeded the men. However, women never received posts or professorships because these positions were only given to the men. Due to this discrimination, women had a strong desire to earn the right to vote in order to have equality with men in such places as the work place.

Women in England wanted to pursue the right to vote. This desire was ~~the~~ driven by a variety of social situations that discriminated against women. With this right to vote, women wanted to create a nation that was like a proper home, where ~~all~~ children have the opportunity to be fit, happy, and useful to the community.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the text, stating Pankhurst’s view of the vote and reiterating the <i>variety of social conditions</i> that encouraged women to seek the right to vote. Connections to the task are clear and explicit (<i>The first social condition ... were marriage laws; laws governing the rights of a parent, women were also discriminated against when it came to various professions</i>). However, the response does not identify the society being discussed, and Emmeline Pankhurst is not introduced as the source of the information.</p>
Development	<p>Clearly and consistently develops the ideas of the marriage laws, laws governing the rights of a parent, and hiring practices as being discriminatory against women, using specific and relevant details from the text. However, some references are overstated (<i>a women was forced to give up her employment</i> and <i>These laws were unfair towards all women</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the social conditions that influenced women to seek the right to vote. The response is logically sequenced, using appropriate transitions (<i>Throughout history, Furthermore, In addition</i>). The conclusion effectively sums up the response, emphasizing women in England more clearly than the introduction.</p>
Language Use	<p>Uses language that is fluent and original (<i>to amend old laws that inflict injustices</i>), although occasionally redundant (<i>voice legally or legal claim</i> and <i>In addition ... also</i>) with some confusion of purpose. The response varies sentence structure and length to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>a women</i>), grammar (<i>social condition ... were</i>), omission of articles (<i>of person’s rights</i> and <i>and instrument</i>), and punctuation (<i>mother’s</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

The social conditions in England in 1908 provided a strong catalyst for women to seek so rigorously the right to vote. English law's view of women and their role in society was unjust to say the least. Emmeline Pankhurst, a women's rights advocate, described the vote as, "...worth fighting for...". She said the vote was the most important step towards ending the horrible social conditions of the time.

The Marriage Laws in England were of the biggest concern to women like Pankhurst. These laws were certainly out of date and needed to be reformed. The woman had to give up her employment after marriage. Under the law, the husband had to provide shelter, food, and clothes for his wife. However, it was his decision of how much food, shelter, and clothing he would provide her with. There was absolutely nothing wrong with the husband nearly starving the wife or giving her only a shirt to wear. The husband also had all the money and he decided how it was spent. The woman had no voice legally on income. Pankhurst stated, "the position of a married woman is not a secure position."

If the husband died, he was not obliged under law to leave his wife and kids any property. It was perfectly legal for a man to give his friends and other people his belongings and property, and leave his wife and children with nothing.

Another clear injustice was that under English Law, the mother was not seen as the parent. The child had only one parent who decided what his future was, where and how he lived, what his education and religion was, and what money should be spent on him - and that parent was the father.

Educated women had difficulty getting jobs. Bright, promising young girls went jobless because all the jobs went to men.

It was most certain that the vote is the thing that would change all these injustices. Pankhurst described the vote as having three characteristics. First, it was a symbol of freedom, citizenship, and liberty. Second, it was a safeguard for all those liberties it symbolizes. And finally, it was an instrument that could get more things than the forefathers who fought for the vote ever realized.

For women of 1908, the vote would change their status. It would make their lives easier because of all the good they could do with it. It would not interfere with their duties at home. Instead, it would provide a means of fighting the injustice and making the world an equal place.

It is evident that the unfortunate social conditions of 1908 led women to seek the right to vote. To women, it was certainly a cause worth fighting for.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the text and makes clear and explicit connections to the task (<i>The social conditions in England in 1908 provided a strong catalyst for women to seek so vigorously the right to vote</i>). The response identifies Pankhurst as <i>a women’s rights advocate</i> and uses points made by Pankhurst as the basis for the report (<i>The Marriage Laws in England were of the biggest concern to women like Pankhurst</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe the injustices of the marriage laws (<i>The woman had no voice legally on income and the mother was not seen as the parent</i>) and to present Pankhurst’s view of the vote <i>as having three characteristics</i>. However, employment opportunities are only briefly touched on, and how <i>the vote would change their status</i> is not clearly explained.</p>
Organization	<p>Maintains a clear and appropriate focus on the social conditions which led women in England to seek the right to vote. Ideas are generally logically sequenced; however, transitions between paragraphs are uneven, and transitions within paragraphs are lacking, creating some internal inconsistency. The succinct conclusion effectively restates the initial focus.</p>
Language Use	<p>Uses language that is appropriate, although occasionally colloquial (<i>kids</i>) or imprecise (<i>decision of and the world an equal place</i>), with an awareness of audience and purpose. The response varies sentence length and structure to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>liberities</i> and <i>certainly</i>), punctuation (comma use and use of hyphen), capitalization (<i>English Law’s</i> and <i>Marriage Laws</i>), and grammar (<i>It was most certain that the vote is the thing</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use.</p>	

Women have long fought for the right to vote. The social conditions in England caused these women to fight for their right to vote. In 1908, a woman by the name of Emmeline Pankhurst delivered a speech informing the people of the injustice towards women. She states the inequality in the household and workplace, among other things.

Pankhurst called the vote a "symbol of freedom citizenship...and liberty." She claimed the laws of the people were "out of date" and called for "reformation." There was a demand that the government would see the women's point of view, and treat them as equals. Pankhurst brought several social conditions to light to show of the unfair way in which women were being treated.

One condition in which Pankhurst informed the people was of the marriage laws. She stated a woman was encouraged to give up her employment when she got married and/or had children. The males' only responsibility was to provide such materials as shelter and clothing. It was up to the man to decide how much of these materials he would give to his spouse. To add another blow to the insignificance of the woman's position in marriage was the fact that she had no legal claim to her husband's income. She had no say in the manner of his property. And if the man saw fit, he could leave his wife and children absolutely nothing in case of his death. Wills are considered to be a legal document.

Therefore, it is okay by law for a man to exclude his wife of his assets. The law also comes to play with the future of couple's children. By English law, a wife is not the parent of a child. The child's father is the sole parent, thus deciding the child's housing, religion, education, etc. Once again, the wife has no say in the matter.

Another example Parkhurst gave was in the workplace. She stated that women often went through the same training as men for the same sort of jobs, but were treated unjustly. Parkhurst claimed that after training, men often got the good jobs while ambitious young women were disheartened by the idea that, while they were just as good as a man, the fact that they were female cost them the job.

In conclusion, Emmeline Parkhurst claimed that women had no intention of imitating men. They need the vote because without it, they couldn't do what was necessary to do their justified duties. Parkhurst also reminded the people that no woman should feel the need to give up their duties in the home in order to get the vote. By getting the vote, they are attaching a larger meaning to the duties of women everywhere.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the text, citing Pankhurst’s assertion <i>of the injustice towards women as it appears in the household and workplace</i>. The response makes clear and explicit connections to the task (<i>Pankhurst brought several social conditions to light, One condition ... was ... the marriage laws, Another ... was in the workplace</i>).</p>
Development	<p>Develops ideas clearly and consistently, illustrating the unjust social conditions of 1908 using relevant and specific details from the text (<i>a woman was encouraged to give up her employment, she had no legal claim to her husband’s income, the child’s father is the sole parent, the fact that they were female cost them the job</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the social conditions that caused women <i>to fight for their right to vote</i>, and exhibits a logical sequence of ideas, moving from Pankhurst’s words on the need for change, to discussion of the marriage laws and the work place, making effective use of transitions (<i>By English law, Once again, Another example</i>). However, the conclusion is less effective at integrating Pankhurst’s words to summarize the argument. Shifts in verb tense create some inconsistency.</p>
Language Use	<p>Uses language that is generally appropriate, with an awareness of audience and purpose (<i>Women have long fought and the duties of women everywhere</i>). However, language is sometimes colloquial (<i>it is okay</i>), awkward (<i>insignificance</i>), or imprecise (<i>to show of, in which, manner of, in the manner, justified duties</i>), with some sentences used effectively, and others not (<i>They need this vote because without it, they couldn’t do what was necessary to do their justified duties</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>chid’s</i>), punctuation (<i>males’</i>), verb tense (<i>delivered ... states</i>), use of prepositions, agreement (<i>they ... a man, no woman ... their, wills ... document</i>), and proofreading (<i>come to play, no woman should not feel</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p>	

women's voting rights have always been a topic for argument and discussion. A speech, delivered by Emmeline Pankhurst in 1908, summarizes the struggles women dealt with.

Not only were women fighting for voting rights, but for so much more. Conditions for women in England were unjust. Laws from Parliament required women, especially married women, to sacrifice professions, motherhood, and freedom for men.

Marriage laws stated that husbands decide on shelter, clothing, and food for their wives. He decides how much money is spent. If a husband wants all property and money away from his family in his will, it is valid and legal.

When a woman gives birth to her son, she is not considered a parent. The father is considered the only parent who ~~decides~~ decides where the child will live, how much money will be spent on the child, how much education the child will receive, and what religious beliefs will be taught!

Although these are only a few guidelines and laws women and

wives must follow, there are many more restrictions.

Voting, however, was a doorway to freedom for women. It was considered a symbol, a safeguard, and an instrument. Women wanted to vote not to boast for what they have, or to "imitate men", but because they realized the positive actions that could be done!

In conclusion voting was considered an overall privilege that would free them from the injustices of men!

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that it <i>summarizes the struggles women dealt with</i> in England, where laws <i>required women ... to sacrifice professions, motherhood, and freedom for men</i> . Connections to the task are generally implicit (<i>conditions for women in England were unjust</i>). The response incorrectly implies that the limits on women's parental rights pertain only to mothers of sons.
Development	Develops some ideas more fully than others. The response explains some injustices in the marriage laws, using details from the text (<i>husbands decide on shelter, clothing, and food and If a husband wants all property and money</i>). Laws requiring women to <i>sacrifice professions</i> are mentioned, and references to the text in paragraph 6 are undeveloped.
Organization	Maintains a clear and appropriate focus on why English women fought for their right to vote. The response identifies Pankhurst, then discusses various unjust conditions, gives some details of the marriage laws, suggests more restrictions, and concludes with ways the vote would free women <i>from the injustices of men</i> . Ideas are logically sequenced through the use of appropriate transitions (<i>Not only, Although, however, In conclusion</i>).
Language Use	Uses language that is generally appropriate, although occasionally awkward (<i>actions that could be done</i>). Paragraph 6 relies heavily on vocabulary from the text. Varied sentence length is occasionally effective (<i>The father is considered the <u>only</u> parent who decides</i>).
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>arguement, sacrifice, wives, recieve, privilege</i>), agreement (<i>husbands ... He</i>), and verb tense (<i>stated ... decides and There are ... Voting ... was</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and weaker in development.	

Emmeline Pankhurst, an English woman, made a speech in 1908. It was about an important issue women were facing in their society, the right to vote. In her speech she addressed conditions that led her and the other women of England to seek their right to vote.

What was her argument? She believed that "The Vote" was "a symbol of freedom, citizenship and liberty," a safeguard of these liberties and an instrument of the public, to attain more and do what's best for them all. She felt that women should be able to vote so that their point of view could be put forward. She brought up such problems as the Marriage laws and women in professions, to show her point.

Ms. Pankhurst thought that a reformation of the marriage laws was in order. Were these laws equal, just, or wise? No. A woman who might have a great paying job, when married would have to give it up. The husband would be the only one working and legally decides how the money is spent, what his wife would wear and eat, and where she would live. She brought up the point that the majority of men were good men, but for the few bad men this law should be changed. Women weren't even legally parents to their children. In the law's eyes there was only one parent, the father, and only he could decide the future of his child.

There were working women, thanks to their previous fight for that right, but ~~were~~ were the conditions fair? She said that

Anchor Paper – Part A—Level 4 – B

there were "bright young girls expecting to get their living, and finding after their training is over that they can get nothing to do", does this seem fair? No, it's not. Society thought that if a woman were working when married that it would take away from her duties in the home, when in actuality, according to Ms. Pankhurst, it was "attaching a larger meaning to those duties."

Women deserved the right to vote and Emmeline Pankhurst proved that in her speech. She brought up situations that were wrong and needed to be reformed. The battle was won and women in England, slowly but surely became equal with the men.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating Pankhurst <i>addressed conditions that led ... women of England to seek their right to vote</i> . Connections to the task are generally implicit (<i>do what's best for them all and were the conditions fair?</i>), although some explicit connections are made (<i>Women weren't even legally parents to their children</i>).
Development	Develops some ideas more fully than others. The response describes Pankhurst's views of the vote and the need to reform the marriage laws, using some details from the text. However, ideas about women working are not as well explained. The response misinterprets working as " <i>attaching a larger meaning to those duties</i> " and makes some personal observations in the conclusion that are unsupported.
Organization	Maintains a clear and appropriate focus on Pankhurst's <i>argument</i> in favor of the vote. Ideas are generally logically sequenced, but a lack of effective transitions both between and within paragraphs, and shifts in verb tense in paragraphs 3 and 4, result in some internal inconsistency.
Language Use	Uses language that is generally appropriate, with some awareness of audience and purpose. The response attempts to use a variety of sentence structures, including questions, but with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>proffessions</i>), punctuation (<i>society, the; that "The Vote" was; laws eyes; its for "it's"</i>), capitalization, and grammar (<i>husband would be ... decides and does this... its not</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Voting rights have been an issue from many groups in the world. It is important for different groups of people to be able to vote so that all kinds of people have a say in the government and what happens in society. Gaining the right to vote was definitely a struggle for the women in England but it was worth it in order to gain better rights.

The right to vote means many things. It is a symbol, a safeguard and an instrument. The right to vote is a symbol of freedom, citizenship and liberty. It also serves as a safeguard for those liberties that it symbolizes. It is an instrument that can be used to gain many more of these liberties. This ~~is~~ is why the right to vote was very important for the women of England to gain. If the women of England gained the right to vote it would open the window of opportunities to many things.

Many of the laws of England are not equal and do discriminate against women. The marriage laws of England say that when a woman gets married she must give up her employment and devote her life to her husband. Once she is a married woman she legally has no say in how money will be spent and what it will be spent on. A woman of England also was not considered the parent of her child even though

She was the one that brought the baby into the world. The child has one parent legally that will decide the future of the child: how it will be educated, the religion it will follow, the money it will need and all the other important essentials. Also, the marriage laws of England do not require that a husband leave his wife anything in his will. If a man passes away and leaves his wife who ~~prob~~ probably has children, who by the way aren't legally hers because she is female, with nothing then how will she survive. She has ~~no~~ job, because upon marriage she was forced to give up her occupation to become a wife. For these reasons, it is important for women to gain the right to vote so that some of these unjust laws could be changed. If the women of England did gain the right to vote it would be a benefit to the country as a whole.

The women of England did have to struggle to gain the right to vote but it was worth it so that they would have a better say in the government. Women only want to do things that are proper and necessary in order for England to succeed. By gaining the right to vote, they would have an extension on their duties as citizens

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text by stating in the introduction that <i>gaining the right to vote while definitely a struggle ... was worth it in order to gain better rights</i>. The response makes implicit connections to the task through a detailed description of the marriage laws. However, the time frame being discussed is uncertain.</p>
Development	<p>Develops some ideas more fully than others. For example, the unfairness of the marriage laws is well explained, using specific details from the text. However, how voting <i>would open the window of opportunities to many things</i> is not elaborated, the <i>one parent</i> is not identified as the father, and the unfair treatment of professional women in England is not addressed.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on English women’s struggle to gain voting rights. The coherence of the response is weakened by the failure to delineate between social conditions in England in the past and in the present. The conclusion attempts to return to the original focus, but errors in sequence undermine its effectiveness.</p>
Language Use	<p>Uses language that is appropriate, although occasionally redundant (<i>important essentials</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>definitely</i>), punctuation (comma use and end punctuation), paragraphing, grammar (sequence of verb tense), and usage (<i>from</i> for “for” and <i>women</i> for “woman”) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.</p>	

Voting to women is a lot of things, its freedom, liberty, it shows citizenship. Voting gives a great many more things than the four fathers fought for. ~~There are 3~~ ~~three major reasons why~~ Marriage Laws, equality, and education are the reasons women struggle to vote. These social conditions have driven women to believe voting should be a part of their life as well as men's.

One social condition that made women struggle for their voting rights is the marriage law. Women have no say about income, if men they are forced to quit their jobs, in order to be a mother. As a married mother she doesn't exist. She is not the parent only the father is the decision maker for the ~~the~~ child. This doesn't give women any say in her child. What if a father dies, then what is she to do. ~~She~~ She has no income for the child. Women should have some say in being a mother for a child.

Another social condition that women would include is equality. Not all men are perfect nor all women but some laws should be changed to allow women to act as those bad men. Women are not trying to be like men. Voting to them would give them a say in what's good and proper. She wouldn't give up her duties at home she would extend

her duties that she already has. She would feel a bigger meaning at home. Women's point of view should be moved forward.

A final social condition that women struggle for is education. If they are married and have to quit their jobs, what do they need for an education right? Wrong, women want an education to feel a part of the working world and smarter. A place where every woman should be fit and have a use of the community. Women never get and pay for college, men get the best universities and college help. Women feel education is an important role in their life.

Many social conditions have made women chase the fact that they would like to vote. Marriage, equality, and education have all played an important role in that struggle. To women and all people voting is a sense of responsibility that everyone should have.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text by discussing some <i>reasons women struggle to vote</i>. However, the response misinterprets the struggle of English women as the struggle of all women. Connections to the task are implicit, suggesting ways <i>marriage, equality, and education have all played an important role in that struggle</i>.</p>
Development	Briefly develops the idea of unjust marriage laws, the lack of equality, and the desire for education, using some details from the text (<i>only the father is the decision maker, Women’s point of view should be moved forward, men get the best university and college help</i>).
Organization	Maintains a focus on the social conditions that encouraged <i>women to believe voting should be a part of their life</i> , but does not specify English women. The response exhibits a rudimentary structure; however, paragraphs contain some unconnected ideas. Confusion about the time frame being discussed creates some internal inconsistency.
Language Use	Uses language that is generally basic (<i>alot of things, say about income, chose the fact</i>) and sometimes imprecise (<i>As a married mother, a bigger meaning, be fit and have a use of the community, post for college</i>). Attempts to vary sentence length and structure are frequently unsuccessful, resulting in fragments and run-ons.
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>four</i> for “for,” <i>tring</i> , <i>their</i> for “they’re,” <i>responsability</i>), punctuation (comma and apostrophe use and missing end punctuation), capitalization, agreement, pronoun reference, and grammar (verb tense) that hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

before 1908, Women in England Couldn't Vote, by this time all the Females had bad conditions of living with the Men's Society which had all the power by this time.

Women Couldn't Vote and their reason to live was to make children, educate them until they grew old, plus the house work including the cooking and the cleaning. Women Couldn't do anything without the permission of the husband or the man of the house, or in different meaning, Women didn't have any right for no solid reason but because they're Women.

For a Women who had an equal education as a man or even better, she Couldn't find someone to hire her, because the owner wants a man. So Women were considered lucky if they had a job even though if they worked in the same condition as a man with the same work Women had a smaller salary than the man.

but in a Women's Marriage it's also worse than she was leaving before, because once she's married she's going to have to quit the job if she has one or keep working and giving a part of her salary to the men of the house, and take care of the children by cooking to feed them, and clean them, take them to the school etc. So if a working a Women can't live and continue her life with all this hard situations, she's going to have to quit the job and stay home raising the children for the rest of her life.

all the Women's pain will end in 1908, because of a woman who has also suffered from the inequality between men and women. Her name was Emmeline Pankhurst, she spoke and addressed her speech to all the nation. She talked about all what's happening

and that England's not going to grow stronger if only men are in power and that also women are capable to do the same job as a man or even better. So the solution that she proposed and insisted on it was to let women vote free just like a man then they can help the society to get bigger and stronger and more sophisticated. at the end, Emmeline Pankhurst obtained what she wanted and she won the war.

Anchor Level 3 – B

Quality	Commentary
Meaning	Conveys a basic understanding of the text (<i>before 1908, Women in England Couldn't Vote and the Men's Society ... had all the Power</i>). The response makes some superficial connections to the task (<i>a Women ... Couldn't Find Someone to hire her and one's She's Married She's going to have to Quit</i>). Some connections are unwarranted (<i>Women Couldn't do anything Without the permission of the Husband</i>).
Development	Briefly develops the ideas that men had more power in the home and professional world, and that Pankhurst proposed the right to vote as a solution. While the response uses some details from the text, ideas are largely developed through personal observation and overstatement, resulting in some unjustified references to the text (<i>Women didn't have any right and all the Women's pain Will end in 1908</i>).
Organization	Establishes a focus on the social injustices suffered by English women before 1908, then broadens that focus in paragraph 5 to include Pankhurst. The response exhibits a rudimentary structure (four paragraphs with a brief conclusion), but contains numerous inconsistencies, including unconnected ideas within paragraphs.
Language Use	Relies on vocabulary that is generally basic (<i>plus, the Man of the house, no solid reason</i>), and sometimes imprecise (<i>bad Conditions, different Meaning, the owner, all what's, Capable to do, Vote free</i>) with some awareness of purpose. Attempts to vary sentence length frequently result in run-ons and faulty constructions.
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>Cleoning, Leaving</i> for "living," <i>one's</i> for "once," <i>Sofisticated</i>), punctuation (comma use and end punctuation), capitalization, grammar (agreement and verb tense), and usage that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is slightly weaker in meaning and development.	

The numerous social conditions that led women in England to seek the right to vote consisted of unjust treatment of women by men. The life of a female in 1908 was not a pleasant one. There were daily tasks to be performed, and the rights of women were few.

Women sought for a symbol of freedom, citizenship, and liberty. They wanted a safeguard for those liberties as well.

Initially, a woman was obligated to resign from her job, if at any given time, she becomes married. By English law, no woman is recognized as the mother/parent of their own child. Therefore, one may sympathize with a woman in 1908 and understand their reasons for an opportunity to vote so that possibly one day, these misgivings will eventually be eliminated.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text describing the <i>life of a female in 1908 as not a pleasant one</i> and stating <i>the rights of women were few</i>. The response includes a single superficial connection to the task (<i>the numerous social conditions ... consisted of unjust treatment of women by men</i>), however, other connections are less clear (<i>Womens saught for a symbol</i>).</p>
Development	<p>Is incomplete. The response attempts to develop the idea that specific social conditions prompted women to struggle for the vote, but references to the text are vague and unexplained (<i>no woman is recognized as the mother/parent of their own child</i>), and key information about the marriage laws and professional world is not addressed.</p>
Organization	<p>Establishes a focus in the opening sentence on the <i>social conditions that led women in England to seek the right to vote</i> and exhibits a rudimentary structure (three paragraphs and a concluding sentence). However, the response contains numerous inconsistencies, including inappropriate transitions (<i>Initially</i> and <i>therefore</i>) and unconnected ideas.</p>
Language Use	<p>Uses language that is generally appropriate (<i>The life of a female</i> and <i>the rights of women</i>) although occasionally imprecise (<i>at any given time she becomes married</i> and <i>misgivings</i>). The response demonstrates some attempt to vary sentence structure and length with uneven success.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>safegaurd</i>, <i>a women</i>, <i>elimanated</i>), agreement (<i>woman ... their</i>), and word omission (<i>for an opportunity</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and stronger in conventions.</p>	

In England, all women's had a bad social conditions, they didn't have to seek the right to vote; There are many reasons that women's couldn't have the right to vote and also women's didn't have other choose, just take care about their children and it was so unjust, because women's can have a good capacity to vote and give their opinion.

In that time, women's were discriminate from men, who thinks that women's didn't have a good capacity to give their opinion, of course it wasn't truth. ~~women's~~ ~~women's~~ Also men didn't help, because they didn't want that women can do other things they just wanted that women stayed at home to care about their children.

Although, women's didn't have ~~education~~ ~~education~~ education and it was bad, because in that time women's didn't have advantages, also men think that women's couldn't ~~have~~ have the right to vote, because they weren't prepare for something like that.

In this time is not the same, but the problems about what women can do, still happened ~~women's~~ and I think it's not fear, because women can do the same of men and maybe women's can do better, it's just women's need more opportunities

to show their capacity, abilities; because if women's are at home they can't discover and ~~find~~ have a good experience to be better in their life.

Also, women's and men can share responsibilities at home that both can discharge whatever they want and I think in that form women's can have more capacity to be intellectual in life.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused and inaccurate understanding of the text (<i>There are many reasons that women's couldn't have the right to vote and women's didn't have education</i>). Attempts to connect text and task are unclear (<i>women's didn't have other choose, just take care about their children and women's were discriminate from men, who thinks that women's didn't have a good capacity to give their opinion</i>).
Development	Is largely undeveloped. The response hints at some ideas, but references to the text are vague (<i>In England, all women's had a bad social conditions</i>) or unjustified (<i>men didn't help because they didn't want that women can do other thing</i>). Paragraphs 4 and 5 are comprised of only personal observation.
Organization	Establishes, but fails to maintain, a focus on bad social conditions. Suggests some organization through paragraphing and the attempt to use transitions (<i>In that time</i> and <i>Although</i>), but ideas within paragraphs are repetitive and unconnected.
Language Use	Uses language that is imprecise (<i>take care about, discriminate from men, it wasn't truth, discharge whatever</i>). The response demonstrates little awareness of effective sentence structure, as evidenced by numerous run-ons and errors in construction that undermine coherence.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>women's, injust, Fear</i> for "fair," <i>responsabilities</i>), punctuation (comma use and end punctuation), capitalization, grammar (verb tense and agreement), and usage (<i>choose</i> for "choice," <i>take care about, discriminate, truth</i> for "true," <i>good capacity, want that, same of</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	

The social conditions in England that led women there to seek the right to vote. There are many reasons. The first reason is. ~~Some~~ some kind of bad husband in the society. In the society they don't have enough freedom.

Some kind of bad husband in the society. They don't let women out side the home. The man Ageation with the women. They don't have right to vote. They couldn't be become citizenship. The women set unfairness of the marriage laws. Women didn't get freedom of men Ancestors. Women don't get they social acceptance. Women should fight for their right and vote like "OUR fore fathers who fought for vote"

In the society of women doesn't have their enough freedom activities. The women didn't get freedom how good they are from man. How much good work they could do it. They could do work as a man. They should get freedom like the peaceful nature of women. ~~women should~~ The women didn't have right to get their enough education and they have poor quality on it.

The social conditions in England ~~that~~ that led women there to seek the right to vote. Women did their ~~limited right to do~~ limitation right on every thing. They could do some work like their husband do. In the societies they need their freedom to protect their self.

In the future the women ~~will~~ will do better than men.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text, stating English women sought the right to vote because of <i>somekind of bad husband</i> and <i>they don't have there enough freedom</i> . The response alludes to the text, but connections to the task are unclear (<i>They don't let work out side the home</i>) or unwarranted (<i>They couldn't be become citizenship</i>). The response includes inaccurate information taken from the multiple-choice questions (<i>They should get freedom like the peaceful nature of women</i>).
Development	Is largely undeveloped. The response hints at ideas, (<i>They could do work as a man</i>), but references to the text are unjustified (<i>Women didn't have Right to get their enough education</i>). References made to the multiple-choice questions are irrelevant (<i>Women didn't get freedom of her Ancestors</i>).
Organization	Suggests a focus on <i>the social conditions in England</i> , and a rudimentary structure, with an introduction, two body paragraphs, and a conclusion; however, paragraphs consist of random, unconnected ideas, resulting in an overall lack of cohesiveness.
Language Use	Uses language that is imprecise and reveals little awareness of sentence use, exhibiting frequent errors in construction resulting in a lack of coherence.
Conventions	Demonstrates a lack of control, exhibiting errors in spelling (<i>there</i> for "they're," <i>sociaty</i> , <i>mean</i> for "men") punctuation, grammar, and usage that make comprehension difficult. Some words are unrecognizable as English.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use and conventions.	

Women are struggle to seek the right to vote in England. The social conditions in England are so hard. The woman works and is seeking at the same time the right to vote. Women in this century in England became strong so she can be a part of government. Women who are married have to do an ability under their social conditions there are. She has to choose her home or her job or she has to choose her house and to quit the job. Women are fight for the vote in England and they are under security. In the passage the author writes: "our forefathers who fought for the vote" in order to emphasize the women freedom.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a generally confused understanding of the text (<i>Women in this century in England became strong so she can be a part of government and Women are fight for the vote and they are under security</i>). Connections to the task are unclear (<i>social conditions in England are so hard</i>).
Development	Is largely undeveloped. The response hints at ideas, but references are vague and repetitive (<i>She has to choose her home or her job or she has to choose her house and to quit the job</i>).
Organization	Suggests a focus on the social conditions in England, but lacks organization. The response is comprised of a single paragraph containing unconnected and inaccurate ideas. The concluding sentence refers to the multiple-choice questions, and appears out of sequence.
Language Use	Uses language that is generally imprecise (<i>are struggle to seek and the women freedom</i>). Sentences contain frequent errors in construction, resulting in an overall lack of coherence (<i>Women who are married have to do an ability under their social conditions there are</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in agreement (<i>Women ... she</i>), grammar (verb tense), and usage (<i>under security</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

During an circumstance in England the vote between women and men are different. The difference are the men have more capacity than woman. In this relation between women and men have a influence that have in the society. The woman's vote are to be pass.

The social condition in England have to know about the capacity of women that want to improve in an society. The Communist of England have to do a solution about woman right vote. Women right's are improve in the social in England. It's important known about the influence woman's right vote. England have to led women to vote in they known, between law. Women's have freedom of vote.

Women's have two way to aproviety between married law. or citizen law. Women have to choose some way that have relation with the society. Women's married ~~is~~ ~~is~~ position ~~is~~ not value in the social of England. This way's are women's to private shopping clothes and food. Women ~~are~~ ^{have} control with they husband. The another things women's citizen law have to aproviety in the government. This women have to following the rules in this social of England. The women's of this social have to fight with the social law because women's have right to vote in they decision.

The another point professional women's have to know about the education pre-child and students. This professional's women have a future of the child. The capacity of women are interesting but some social didn't know women ~~and~~ capacity.

Today women's are capacity equal men. ~~The vote was~~ The women's right was upset in the social of England. Women doing some much in the world. Women provided the men what they do. After the all home is the big influence that have between women's and men's. Women's have a good influence like worker and mom. Between women's and men gave a good face in the build, that influence the life between them. Right now women's are the top in the society of England because they fight with the law and they benefits that survive in that extension. That's why the women's had a strong supporting and a hope that ~~can~~ they can find a good decision about women right.

women's have freedom and opportunity between right and law. Women's have capacity like a men's. Today women's and men's are equal in the society. The influence or conditions are compartment between women's or men's.

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides minimal evidence of textual understanding (<i>During an circumstance in Englad the vote between women and men are different and Today women's and men's are equal</i>) and makes minimal connections to the task (<i>Women's married position it's not value in the social of England</i>).</p>
Development	<p>Is minimal, with no evidence of development beyond a few random or confusing references to the text (<i>professional women's have to know about the education and home is the big influence</i>).</p>
Organization	<p>Shows no focus. The response suggests some organization by providing paragraphs; however, cohesiveness is lacking both within and between paragraphs. For example, paragraph 5 begins with <i>Today women's are capacity equal men</i>, but concludes with <i>that's why the women's ... hope that they can find a good decision about women right</i>.</p>
Language Use	<p>Uses language that is imprecise, approaching incoherence, with words frequently used to convey concepts different from their denotation (<i>capacity, social, between married law</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>circunstance, Englad, comunist, knewn, chooise</i>), punctuation (use of the apostrophe), and grammar (article usage, subject/verb agreement, noun usage, word omissions) that make comprehension difficult. Occasionally, words are unrecognizable as English.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.</p>	

Anchor Paper – Part A—Level 1 – B

This statement by Amilian Pankhurst in 1908 was a good thought. I feel that women should be treated fairly no matter what. Also they should be able too graduate from college go for what they want too do.

I know in America women are allowed too vote, also marry whoever they want to marry and still work. They might get 2-3 days of just too celebrate, but they are allowed too come back. The deal with the children both parents should be able too come together and make a choice for the children.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Is largely a personal response (<i>I feel that women should be treated fairly</i>), providing minimal evidence of textual understanding (<i>This statement by Amilian Parkhurst in 1908 was a good thought and they should be able too graduate from college go for what they want</i>). No connections are made between the text and task.
Development	Is minimal, with no evidence of development beyond a few vague references to the text (<i>marry and still work</i> and <i>The deal with the children</i>).
Organization	Lacks an appropriate focus, but suggests some organization. The response consists of two paragraphs containing some loosely connected ideas (<i>I know in America women are allowed too vote, also marry ... and still work</i> and <i>The deal with the children both parents should be able too come together</i>).
Language Use	Is minimal, and somewhat unsuitable for the audience and purpose (<i>a good thought, no matter what, The deal with the children</i>). The response is comprised of six sentences, two of which are run-ons.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is slightly stronger in organization.	

Many of the social conditions during the past century were very informal, and in some way very unfair, this made that many of the citizens in that time came to a revolution. Also this kind of social conditions affected in different ways, emotionally, socially and also in economy.

We have a good example of this kind of governments or social conditions, England were a country where men had the right to do whatever they want, but the women didn't have that lucky, many women said

that this was unfair, women didn't have the right to vote for governments or for social events even if these events would concern to them, women in that time didn't have any right to decide at home they were depend on men, some women at that time could have education, but most of the time they were suffering discrimination, also they didn't have equality of hiring jobs.

Many other also were suffering not only socially, also emotionally, many of the laws in England by 19th century (1908) didn't let the women to have an emotional maturity. Women couldn't decide what religion or, what costumes follow, socially women couldn't decide what

were the best education or way to guide their children.

Also in economy women were affected by that time, women didn't have right to decide where to live how to live or the conditions in where women were expected to live, at that time they were employers whom didn't give jobs to women just for the simple reason that were women.

These unfair conditions, these emotionally and social reasons, were the cause that women led to see for the voting rights.

Why has it always been the case that women had to fight for their right to be recognized? From the right to an opinion, to the right to be treated as equals, women have struggled to obtain these liberties. Liberties fought for by women, came natural to men. Men had every right and were the only ones who made a difference in government with the right to vote. This was the most significant right to have, but why? Why did women seek the right to vote? What difference would it make?

In 1908, Emmeline Pankhurst delivered a speech about women's right to vote in England. She believed that a vote was defined as two things. A symbol, and a safeguard. A vote was a symbol because it symbolized freedom, citizenship, and liberty. It was considered a safeguard because it protected these liberties. Pankhurst believed that women's right to vote was essential to their significance. Women in England needed to fight for their right to vote to be recognized. Their point of view of the government needed to be seen. There were many inequalities between men and women and the right to vote needed to be obtained in order to make a change. The life of a woman was unjust, and unstable, and they needed to speak out and be heard.

The laws of marriage were just few of the many unfair laws to women. When a woman married and became a mother, she was expected to leave her job, if she was working, and stay home. At this point, the father/husband, has total control of the family. Deciding from what food they will eat, to what clothes they will wear. IF the man decides to leave his wife, she is left with absolutely nothing, no financial security. The women have no voice in either of the men's choices, or actions. In most cases, the men will treat their women as equal but for those who are different, the law should be changed to deal with them.

Another example to prove the ~~unjust~~ unfairness of English laws are the laws that state that a child's mother is not considered his/her mother and has no say over the child's future. The father of the child will decide everything.

In all, it seems that women had no point in society. Their basic need was to reproduce and maintain the household. It didn't matter if they went to college, they were never placed at a job after completing their courses. Men were guaranteed jobs no matter if ~~they completed their courses~~ ^{their courses were completed} or not. This is why women fought for their right to vote, because

a vote does make a difference in a life that is lived unfair. A woman will never give up her duties at home, she will just feel more important getting them done. Her life will have had greater meaning living as she pleases rather than living under the orders of a man.

Voting rights. Something women have fought for for quite a long time. Not just here in the U.S. ~~gh~~ but internationally as well. In England, women had to fight for these rights as well. Not to "gain power" or to imitate men, if not, because without them, they were nothing. According to a speech delivered in 1908 by Emmeline Pankhurst, English women, at this time, had no voice. A voice she knew could only ~~to~~ be gained by the right to vote.

One factor that led these women to believe they were in need of this right were, marriage laws. A woman could have a job, and have a very good income, yet she was to give this up once she got married. Leaving the woman to the ~~on~~ mercy of the man. His only duty was to shelter, cloth, and feed her. The conditions of which, were up to him. He could leave her to starve if he so chose to.

Something else Pankhurst pointed

out was, that, by English law, a child has only 1 (one) parent, the father! ~~She~~ She who gave birth to him and fed him had no say over him.

The father was the one that decided what he or she would eat wear, do, believe in ect. By law, the mother had no say over her child.

In all, the ability to vote was not just a privilege for women in England, it was life. They knew the ability to vote in Parliament would change the ~~above~~ around. Without it they were no one. With it they had a voice, they were somebody!

Various social conditions in England led women to seek voting rights. The male dominated society in the early 1900's oppressed women to the point that the vote would be needed to protect themselves.

The marriage laws provided by the male controlled the power or total lack of power that women had in a marriage. Married women were forced to give up successful careers to stay at home.

The men were only required to provide shelter, food and clothing. Men were also able to visit their families out of their wills.

By law, a child had only one parent.

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Women were also subjected to inequality in the workplace. After completing training for various jobs, the women would be discarded by employers and only the men would gain the positions. With the vote, women would have the ability to lobby for fairness in the workplace.

The various injustices would drive women to attain voting rights. Their votes would prove to be a symbol of freedom, ~~and~~ ~~was~~ a safeguard of all liberties, and ~~was~~ an instrument with which they could gain more rights.

In England a lot of women thought it was unfair that men got to vote, while women did house hold chores. In 1908 Emmeline Pankhurst wrote a report about the rights of English mothers, and wives. There were many things that women weren't allowed to do, so people wrote about them and made laws to help women of England. Therefore, in England many social conditions led to the women's right to vote.

In England there were many things that women didn't have or couldn't do. In England women's points couldn't be heard because their husbands didn't want them to speak their piece. Men in England didn't believe in their wives speaking about certain things because they thought it was their job. Women had no say in what their husband did, or how the husband spent his money. Women lacked financial security, as well as intellectual challenge. Women would go to school like an art school and have paintings just as good as the guys but wouldn't get paid all the guys would. Women could only take so much so they began to speak their mind and a lot of women wrote speeches and reports about women's rights. Therefore many women were sick of not being respected by men.

After women began to get upset many women wrote books, and speeches on how ~~the~~ women's rights should be changed. Some laws were for the good, and some were for the bad. Some laws that weren't good were the marriage laws.

In these laws women had no voice, they had no legal claim from their husbands, so men decided where they lived and how things were going to be done. Another bad law is that "no English mother exists as the mother of her child." In this quote mothers couldn't have anything to do with her child except cook and clean for her kid. The father gives the kid a future of what schools to go to, and what jobs to get. A good law is the parliamentary vote which went make things a bit better but better than they were. Therefore many laws did women no good but the one law they worked for helped them the most.

In England many social conditions led to the women's right to vote. There were many things that women weren't allowed to do, so people wrote about them, and made laws to help women of England. Now men know women are just as equal all they had to do was listen to them.

Practice Paper A–Score Level 2

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language use and weaker in development.

Practice Paper E–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.

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

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

- 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.

In the 20th century, natural disasters have impacted social and economic life. One of the greatest disasters of that century was Hurricane Mitch. The conditions and effects Hurricane Mitch left on Honduras and Nicaragua were unspeakable. The storm brought devastation to the people and the economies of both these Central American countries.

The conditions Hurricane Mitch brought about were horrible. The situation began on October 20, 1998, when unorganized thunderstorms began to cluster over the southern Caribbean, eventually taking a westerly path. On October 22, the clusters consolidated into a tropical depression, and by the end of the day, Tropical Storm Mitch came into existence. The storm continued to intensify on October 23 and 24; on the 25th, however, the storm made a drastic change. Its central pressure fell "1.77 inches" bottoming out at 26.73 inches, the fourth-lowest central pressure on record. It then broke the record by maintaining that low pressure for 33 hours, making it the Category 5 hurricane of longest duration, as compared with ^{several} hurricanes, ^{like} Albert (1988), Florida Key (1935), Allen (1980) and Camille (1969).

During those 33 hours, huge amounts of rain poured down over Honduras and

Nicaragua, at one point dropping 25 inches in an amazing 6 hour period. Forty to fifty-foot waves lashed the coast. Once ashore, the heavy rains only increased as air skyrocketed up many highlands covering both countries. The catastrophe worsened in the form of floods and mud-filled waters that raced down the valleys, exacerbated by the loose volcanic soil that covered the slopes. As a result, some banana plantation workers were stranded atop roofs for two weeks until the muddy waters receded, while 10 communities were buried.

Clearly, this natural disaster had a significant effect on the land. Even the rain gauges used to record weather-related information were washed away. Hurricane Mitch also had a great effect on the people living in these lands. The most serious consequence was the loss of over 9,000 lives, making this storm the second most deadly Atlantic hurricane on record. While families struggled with such personal losses, their economies collapsed around them. Due to the storm, \$1.3 billion worth of damage was done to Nicaragua alone

in the form of ruined banana crops. Even worse, young trees were also killed, leaving the future of the industry in doubt. Even though the coffee crop survived because of the elevation at which it is grown, most mountain roads disappeared because of the heavy rains and mud slides, so the coffee could not be brought to market. Since Nicaragua and Honduras depend on both crops to fuel their economies (80% of all exports), little hope remained for the people of the countries to find jobs.

Hurricane Mitch was a terrible natural disaster that could not be avoided. It left effects that will plague these countries for many years, making this storm one of the most significant natural disasters of the 20th Century.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents through a thorough discussion of the factors that made Hurricane Mitch a significant natural disaster. The response makes insightful connections between the documents and the task using a judicious selection of information to describe the storm’s origins (<i>unorganized thunderstorms began to cluster</i>), intensification (<i>on the 25th ... the storm made a drastic change</i>), and effects (<i>\$1.3 billion worth of damage</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of details. The response traces the history and severity of the storm (<i>Its central pressure fell 1.77 inches ... the fourth-lowest central pressure on record</i>), its devastating effects on the land (<i>During those 33 hours, huge amounts of rain poured down over Honduras and Nicaragua</i>) and on the people (<i>the loss of over 9,000 lives</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the conditions and impact of the hurricane <i>on Honduras and Nicaragua</i>. The response exhibits a logical and coherent structure, first discussing the chronology of the storm’s development and then detailing its impact on the land and people. The response skillfully uses devices such as topic sentences to provide transitions between (<i>Clearly, this natural disaster had a significant effect</i> and <i>Due to the storm</i>) and within paragraphs (<i>One of the greatest disasters, On October 22, As a result</i>).</p>
Language Use	<p>Uses language that is fluent and original, with an evident awareness of audience and purpose (<i>The storm brought devastation to the people and the economies of both these Central American countries</i>). The response uses a variety of complex sentence structures to enhance meaning (<i>The catastrophe worsened in the form of floods and mud-filled waters that raced down the valleys, exacerbated by the loose volcanic soil that covered the slopes</i>).</p>
Conventions	<p>Demonstrates control of the conventions, with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p>	

Many natural disasters have occurred in the 20th century, and hurricanes are one of the most prominent kinds of disasters. Studies and reports have been developed by both Mace Bently and Steve Horstmeier, and the National Climatic Data Center on the topic of Hurricane Mitch. With these, one can assess the amount of devastation experienced from this storm, and also how it was even created.

Reports of unorganized thunderstorms developing in the Caribbean started on October 20th, 1998. The intense sunshine at the south, and warm ocean waters fueled the development of these clouds by providing them with unlimited amounts of water vapor. This time of year is the best season for a hurricane, with the humidity intensifying from the ocean, and the atmosphere increasing in pressure. Gradually, as Bently and Horstmeier point out, the originally unorganized storms came together and started moving further west, but ever so slowly. The storm intensified as it went west and north, with high pressure and light winds to move it along. The central pressure of the newly dubbed Hurricane Mitch fell 1.77 inches, tying it with 4th lowest central pressure of 26.73 inches. It eventually reached category 5 on October 26th, and maintained that status for 33 hours. Fifty to seventy-five inches of rain fell on Honduras and Nicaragua, causing 40-50 feet high waves. The air being forced upward

by the highlands of Honduras and Nicaragua enhanced the torrential downpour. Water running off the slopes of the mountains gathered in streams causing flash-flooding in the valleys and banana plantations. In some areas, from Document A, 25 inches of rain fell in six hours. Unfortunately the steep mountainous terrain consisted of loose volcanic soil, causing devastating mudflows and landslides. One mudslide in Nicaragua traveled 13 miles and destroyed 10 communities in its way.

The effects of this hurricane were debilitating to both Nicaragua and Honduras. Many communities were completely wiped out. Chart A has records of over 9,000 deaths, noting the hurricane as the second most deadly in Atlantic history. Although, from Chart B, Mitchell's wind speed was not the fastest recorded, it was for the longest duration of time, 15 hours. The crops and vegetation of Honduras were destroyed. Agriculture there makes up 60% of all jobs and 80% of all exports. The damage to banana crops was estimated to be valued at hundreds of millions of dollars. Young banana trees were destroyed, leaving future product and jobs at a low. Fortunately the coffee crop was left relatively untouched, according to Bentley and Horstmeier, because it is growing at a relatively high elevation, away from the flooded streams. With that flooding, the roads to transport

The crops were destroyed, further diminishing the hope and future of the people. The damage to Nicaragua was estimated to be \$11.36 billion, which made up 67% of its Gross Domestic Product. Both countries were left in a "standstill," with 50 years of progress, demolished in just a few days.

After such devastation, one can only imagine the amount of relief needed to support the recovery of both nations. Certainly they would both pull through in the end, but only with the support and charity from the world. Then, and only then, can the wrath of Hurricane Mitch be a thing of the past to those who survived such a tragedy.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents through a discussion of the conditions and effects that made Hurricane Mitch a significant disaster of the 20th century. The response makes insightful connections between the documents and the task by describing the atmospheric conditions that would create an epic hurricane (<i>intense sunshine ... and warm ocean waters fueled the development</i>), as well as the ruinous effects (<i>The damage to banana crops was estimated to be valued at hundreds of millions of dollars</i>).</p>
Development	<p>Develops ideas clearly and fully, using relevant and specific details from the documents (<i>25 inches of rain fell in six hours and 9,000 deaths, noting the hurricane as the second most deadly</i>) to support the central idea that collected data and reports helped assess the storm's evolution and devastation.</p>
Organization	<p>Maintains a clear and appropriate focus on the conditions and effects of Hurricane Mitch. The response exhibits a logical structure, presenting conditions which created Hurricane Mitch followed by the results of the storm. Coherence is achieved through appropriate transitions within paragraphs (<i>Gradually</i> and <i>It eventually</i>) and through effective topic sentences (<i>The effects of this hurricane were debilitating</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>further diminishing the hope and future of the people</i>), but occasionally colloquial (<i>wiped out</i> and <i>pull through</i>). Sentence structure is varied, and complex sentences are generally well controlled (<i>Fortunately the coffee crop was left relatively untouched ... away from the flooded streams</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>fuled, origionally, mountaneous</i>) and punctuation.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.</p>	

In the course of the 20th century, Hurricane Mitch has become one of the Atlantic Coast's deadliest natural disasters. The low air pressure and high rainfall amounts made Hurricane Mitch a killer. Suffering the second greatest death toll in hurricane history and devastating economic losses, both Nicaragua and Honduras received the full wrath of this powerful storm.

During its formation, the central pressure of Hurricane Mitch dropped 1.77 inches, which left this hurricane tied with Hurricane Camille as fourth on the Chart of Most Intense Atlantic Hurricanes. Unlike other Atlantic storms, Mitch maintained its Category 5 status for 33 hours. That's over 9 hours more than Camille and a whopping 15 hours more than Gilbert, the most intense Atlantic storm. The amount of rainfall that fell during Hurricane Mitch was estimated between 50-75 inches, 25 of which fell within 6 hours. When the rain mixed with the loose volcanic soil, mudslides became a fatal result, along with massive flooding in the valleys. These conditions alone made Hurricane Mitch one of the worst natural disasters in the Western Hemisphere.

To add to its terror, Hurricane Mitch holds the record as the second most fatal hurricane. More than 9,000 deaths resulted from Hurricane Mitch. To make matters worse, the already fragile economies of Honduras and Nicaragua collapsed

due to the storm. These nations, which depended mainly on their banana and coffee crops, lost most of their banana trees, including the younger trees planted for future harvests. The coffee bean industry was also effected but not destroyed. The beans grew in the ~~the~~ higher regions and were not washed out in the landslides or floods. However, the roads used to transport the coffee crop to market were washed away.

Hurricane Mitch has been a killer in the regions of Honduras and Nicaragua. Not only was the death toll devastating, but the economic losses due to the severity of the storm have been enough to destroy years of achievement in these nations. Hurricane Mitch truly was a significant 20th century disaster.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents, stating that <i>Hurricane Mitch has become one of the Atlantic Coast's deadliest natural disasters</i> . The response makes clear and explicit connections by first comparing Hurricane Mitch to other devastating hurricanes and then describing its effects.
Development	Develops ideas clearly and consistently. The response uses specific information from both documents to establish a comparison between Hurricane Mitch and other 20th century Atlantic Coast hurricanes (<i>Hurricane Mitch ... tied with Hurricane Camille as fourth on the Chart of Most Intense Atlantic Hurricanes</i>) and to prove <i>Hurricane Mitch one of the worst natural disasters in the Western Hemisphere</i> .
Organization	Maintains a clear and appropriate focus on the devastation of Mitch. The response exhibits a logical sequence of ideas, moving from the conditions that created devastation (<i>central pressure, Category 5 status for 33 hours, amount of rainfall</i>) to the effects on people and economies. Appropriate devices and transitions are used between (<i>During its formation and To add to its terror</i>) and within (<i>both, Unlike, but</i>) paragraphs.
Language Use	Uses language that is generally fluent, though sometimes flawed (<i>When the rain mixed with the loose volcanic soil, mudslides became a fatal result, along with massive flooding in the valleys</i>). The response varies sentence structure and length to control rhythm and pacing (paragraph 4).
Conventions	Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>wrathe</i> and <i>truely</i>) and usage (<i>effected</i> for "affected").
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

IMAGINE 25" OF RAIN IN SIX HOURS, OR A MUDSLIDE THAT DESTROYED TEN COMMUNITIES. THIS ALL HAPPENED WHEN HURRICANE MITCH CRASHED INTO NICARAGUA AND HONDURAS IN 1998. THIS HURRICANE WAS ONE OF THE MOST SIGNIFICANT NATURAL DISASTERS OF THE 20TH CENTURY.

OCTOBER 20TH 1998 WAS THE BIRTH DATE OF A STORM THAT WOULD BEAK HAVOC ON CENTRAL AMERICA FOR FOUR DAYS. ON THIS DAY A CLUSTER OF UNORGANIZED THUNDERSTORMS DEVELOPED, AND WERE ASSOCIATED TO A WEAK TROPICAL WAVE. MITCH WAS INTENSIFIED ON THE 23RD AND 24TH, AND WOULD TURN WEST ON THE 25TH. THE PRESSURE OF THE STORM FELL 1.77", AND BOTTOMED OUT AT 26.73". THIS PRESSURE TIED CAMILLE AS THE "FOURTH-LOWEST CENTRAL PRESSURE EVER RECORDED IN AN ATLANTIC HURRICANE. MITCH REACHED THE INTENSITY OF A CATEGORY 5 HURRICANE, WHICH THE NATIONAL CLIMATIC DATA CENTER SAID IT HELD FOR AN "AMAZING 33 HRS." THIS STATUS PUSHED MITCH INTO THE RECORDS AS THE MOST INTENSE STORM ON RECORD. MEANDERING THROUGH THE VAST MOUNTAIN RANGES IN HONDURAS MITCH CONTINUED TO "UNLOAD EXTREME AMOUNTS OF RAINFALL." THIS TORRENTIAL RAIN CAUSED MASSIVE MUDSLIDES OF THE LOOSE VOLCANIC SOIL. BANANA PLANTATION WORKERS STAYED ON ROOFTOPS FOR "TWO WEEKS... FOR THE WATER TO REcede." THE ESTIMATED RAINFALL AMOUNTS OVER HONDURAS AND NICARAGUA WERE AS MUCH AS 25". IN NICARAGUA, "A MUDSLIDE TRAVELED 13 MILES DOWN... CASITAS VOLCANO, BURYING 10 COMMUNITIES." MITCH WOULD SOON BE KNOWN AS THE 2ND DEADLIEST ATLANTIC HURRICANE, KILLING 9,000 PLUS PEOPLE, ACCORDING TO THE NATIONAL CLIMATIC DATA CENTER.

MITCH WAS TURNED INTO SUCH A MENACE BY THE EVAPORATION OF THE NEARLY 46° F CARIBBEAN SEA. THE EVAPORATED WATER CREATED AN UNLIMITED SUPPLY OF HURRICANE FUEL. THE SECOND INGREDIENT WAS "PRE-EXISTING SURFACE DISTURBANCE THAT LIFTED... WARM, MOISTENED AIR." ALSO ABOVE THE STORM HIGH PRESSURE PROVIDED LIGHT WINDS, WHICH ALLOWED CONCENTRATION OF THE ENERGY AND "SUPPORTED THE LIFT OF THE INITIAL DISTURBANCE."

This storm also had ~~other~~ ^{consequences} other than death and land destruction, it also effected these two countries economically. Mitch devastated the fragile economies of Honduras and Nicaragua, forcing them to rely on the will of other nations to support them. Honduras' ~~main~~ agriculture makes 80% of its exports, it is also 60% of all jobs in Honduras. Mitch raged through the country destroying crops and roads. Mitch caused the workers to "have little hope of work in the near future." The Gross Domestic Product (GDP) of Nicaragua ~~was~~ ^{was} ~~placed~~ ^{placed} damage at \$1.36 billion. This amounts to 67% of the GDP. If America was to have this staggering downfall, it would cost a whopping \$4.3 trillion.

The hurricane known as Mitch caused 50 years of progress to disappear in four days. He caused death, destruction and economic unrest for the countries of Honduras and Nicaragua, and left their survival up to charitable nations. This is what makes Hurricane Mitch one of the most devastating natural disasters of the 20th century.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents by incorporating important information about Hurricane Mitch and its consequences. The response clearly connects the conditions and effects of the storm (<i>This torrential rain caused massive mudslides of the loose volcanic soil</i>) to its rank as <i>the 2nd Deadliest Atlantic Hurricane</i>.</p>
Development	<p>Develops ideas clearly and fully, using specific details from the documents. The response uses paraphrasing and quotations to discuss the storm’s inception (<i>Mitch was turned into such a menace by the evaporation of the nearly 86°F Caribbean Sea</i>), devastation (<i>“a mudslide ... burying 10 communities”</i>), and economic impact (<i>Mitch caused workers to “have little hope of work in the near future”</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on Hurricane Mitch as a significant natural disaster. The response exhibits a logical sequence, moving from the conditions of Mitch’s birth to its impact on the people and economy, but lacks internal consistency in paragraph 3 when it returns to a description of the conditions contributing to the hurricane previously discussed in paragraph 2.</p>
Language Use	<p>Uses language that is usually fluent but relies somewhat on the language of the text. Sentences vary successfully in structure and length (<i>Mitch devastated the fragile economies of Honduras and Nicaragua, forcing them to rely on the will of other nations to support them</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>reak, Caribbean, dissappear</i>), capitalization, punctuation (omission of end quotes and two comma splices), grammar (<i>cluster ... were</i>), usage (<i>effected</i> for “affected”), and proofreading (<i>Deadliets</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and conventions.</p>	

Of all the hurricanes to hit land, Hurricane Mitch was one of the worst ever recorded. Mitch was one of the many storms to form in the Caribbean in the month of October, one of the later months of the hurricane season. Hurricane Mitch was an extremely violent storm that caused damage and deaths in almost any place it touched. In the following paragraphs I plan to speak on the conditions and effects of a storm whose name still drives fear into those who experienced its wrath.

As I stated before, Mitch was one of the later-developing storms, since October is near the end of the hurricane season. The storm was first seen as a group of thunder storms developing in the southern Caribbean Sea on October 20, 1998. At that time in the season, the southern Caribbean was in the perfect condition for any type of tropical storm. As time went on, Mitch developed into a Tropical Storm and was given its name.

Mitch became such a devastating storm due to two major reasons: its low central pressure and how long it lasted, 33 hours in all. Mitch's pressure was the fourth lowest ever recorded, and it still had not hit land yet. The

hurricane moved in a northerly direction parallel to the coast of Honduras.

Even before the storm hit, both Honduras and Nicaragua experienced torrential downpour as a result of the thunderstorms moving ahead of the hurricane. Once the storm had finally hit land, it brought extreme rainfall, mudslides, high wind speed and flooding to both nations.

Mitch was such a disastrous storm due to many different factors, the most important being the fact that the water in the Caribbean was very warm, which evaporated and fueled the hurricane. This warm air was already cooling due to the fact that it had been lifted already from near the surface. The area's high pressure and light winds also led to creating one of the worst natural disasters in the 20th century.

Both nations affected by the storm were economically based in agriculture. The main exports are coffee and bananas and over half the jobs are related to agriculture. The storm basically destroyed much of the current banana crop, including the younger trees. The coffee crop, due to its higher altitude,

survived the ravages of the storm. The main problem with the coffee is that there is no way to transport the crop since most of the roads leading to the coffee farms have disappeared. These two problems have plunged both economies into serious trouble and in great need of aid.

Although there probably are natural disasters which have killed more people and caused more wide spread damage, the hurricane Mitch nearly destroyed two nations in 33 hours. Mitch is ranked as the second deadliest Atlantic hurricane and is among the most intense. Although it has been about two and a half years since the storm, its results still can be seen in the people and places it touched in its short life as a hurricane, but nonetheless a 33 hours no one would ever wish upon even their worst enemy.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents by stating that <i>Hurricane Mitch was an extremely violent storm that caused damage and deaths in almost any place it touched</i>. The response explicitly connects the conditions of the storm to the intensity of its damage (<i>Once the storm had finally hit land, it brought extreme rainfall, mudslides, high wind speed and flooding to both nations</i>).</p>
Development	<p>Develops ideas clearly and consistently, using specific and relevant details about the hurricane’s origins, intensity, and damage to discuss the storm’s significance.</p>
Organization	<p>Maintains a clear and appropriate focus on the conditions and effects of the storm. The response exhibits a logical sequence of ideas, including the development of Hurricane Mitch, factors that played a role in its devastation and the storm’s effects; but lacks internal consistency. Paragraph 3 discusses the storm’s intensity (<i>Mitch became such a devastating storm</i>), but interrupts this discussion in paragraph 4 to discuss the storm’s effects, and returns to the discussion of the storm’s intensity in paragraph 5 (<i>Mitch was such a disastrous storm</i>).</p>
Language Use	<p>Uses language that is appropriate (<i>Both nations affected by the storm were economically based in agriculture</i>), but sometimes imprecise (<i>the Hurricane Mitch</i>) with occasional lapses in awareness of audience and purpose (<i>I plan to speak</i> and <i>As I stated before</i>). The response varies sentence structure to control rhythm and pacing (<i>Even before the storm hit, both Honduras and Nicaragua experienced torrential downpour as a result of the thunderstorms moving ahead of the hurricane</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>extreamly</i> and <i>disasterous</i>), capitalization (the consistent omission of an uppercase “T”), and grammar (omissions).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and language use.</p>	

Throughout the 20th century there has been few natural disasters that have achieved the caliber of destruction that Hurricane Mitch caused in 1998. This hurricane was one of the biggest to ever hit the Western Hemisphere. This hurricane is considered one of the greatest natural disasters of the 20th century because it greatly effected the lives of thousands of people through Central America.

The two countries that received the brunt of the storm were Nicaragua and Honduras. By October 26 ~~the~~ Mitch reached Category 5 status, of which it would stay for nearly 33 hours. The great weather generated by this storm dropped 50 to 75 inches of rain. This amount of rain caused ~~off~~ an enormous amount of flooding and mudflows. These mudflows caused the destruction of 10 communities. No one knew the great devastation the Hurricane Mitch would cause.

The most important cause of the Hurricane were the very warm ocean waters. A hurricane is powered by water vapor, which was highly available in the Caribbean during the period of Mitch's generation. Also to generate a storm there needs to be pre-existing disturbance on the water to lift the vapor to the hurricane. All of these ingredients including high pressure, created the recipe for Hurricane Mitch.

This hurricane greatly effected the already unstable economies of Nicaragua and Honduras. The hurricane destroyed nearly 67 percent of those countries GDP. It also destroyed 20 percent of all the jobs in the country. With this percentage of destruction it's hard for any economy to hold on.

I believe that Hurricane Mitch was one of the deadliest natural disasters of the 20th century. A 33 hour duration of a Category 5 status was unheard of. Mitch caused 9,000 deaths, and for that single reason I believe that it was one of the greatest natural disasters of the 20th century.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of both documents through a discussion of the cause of the storm, its effects, and the subsequent loss of life, and loss to the economy. The response makes implicit connections between the documents and the task by suggesting the storm's power (<i>the caliber of destruction, the great devastation, percentage of destruction</i>).
Development	Develops some ideas more fully than others. The response uses relevant details to describe the strength and causes of the storm. The discussion of the storm's economic impact is less well developed.
Organization	Maintains a clear and appropriate focus on Hurricane Mitch as <i>one of the greatest natural disasters of the 20th century</i> . The response exhibits a logical sequence of ideas through the use of appropriate devices (repetition of key words <i>cause</i> and <i>hurricane</i> between paragraphs 2 and 3) and transitions within paragraphs.
Language Use	Uses generally appropriate language but is sometimes <i>awkward (of which it would stay)</i> , imprecise (<i>great weather</i>), or borrowed from the text or prompt. The response occasionally makes effective use of sentence structure (<i>I believe that Hurricane Mitch was one of the deadliest natural disasters of the 20th century</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>through, dropped, devastation, Carrabien, off</i> for "of") and grammar (<i>has been few and cause of the Hurrican were</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

DURING THE 20th CENTURY THERE HAVE BEEN MANY SIGNIFICANT EVENTS. BUT PERHAPS ONE OF THE MOST DEADLY AND FRIGHTENING EVENTS IS HURRICANE MITCH. IT STARTED ON OCTOBER 20th AS SATELLITE IMAGES SHOWED A CLUSTER OF THUNDER STORMS DEVELOPING OVER THE SOUTHERN CARIBBEAN AND NORTHERN VENEZUELA.

METEOROLOGISTS SAT ON THIS FOR A WHILE AND KEPT A CLOSE EYE ON CLUSTER. THEY KNEW THAT IT WAS LATE IN THE HURRICANE SEASON AND THE CONDITIONS WERE RIGHT TO MAKE A SEVERE HURRICANE. ON THE MORNING OF THE 22nd THE CLUSTERS BECAME A TROPICAL DEPRESSION AND BY THE END OF THAT DAY TROPICAL STORM MITCH WAS ALIVE. MITCH BECAME STRONGER AND MOVED AND BY THE 25th MITCH WOULD CHANGE DIRECTION TO THE WEST AND ITS CENTRAL PRESSURE WOULD FALL 1.77 INCHES TO 26.75. THIS WOULD BE THE 1st LOWEST PRESSURE EVER RECORDED. BY 7:00 AM OCT 26 IT WOULD ESCALATE TO A CATEGORY 5 HURRICANE AND WOULD STAY THIS WAY FOR 33 HOURS.

FOR 2 LONG DAYS MITCH RAN PARALLEL WITH HOWLANDS BUT CONTINUED TO GO WEST. THUNDERSTORMS HIT THE COASTS AND MOVED AWAY FROM SHORE. MITCH CREATED WAVES 40 TO 50 FEET HIGH. TORRENTIAL RAIN COVERED MUCH OF HOWLANDS AND NIARAENA. MANY PLACES WERE SO... FLOODED WITH WATER PEOPLE WAITED ON THE ROOF TOPS FOR HELP. ACCORDING TO THE NATIONAL CLIMATIC DATA CENTER 50 TO 75 INCHES OF RAIN FELL ABOUT 25 INCHES IN 6 HOURS.

Anchor Paper – Part B—Level 4 – B

THE ECONOMIC EFFECT WAS GREAT, 60% of
 JOBS WERE AGRICULTURE AND THEY WERE DEMOLISHED
 DAMAGE TO NIAGARA FALLS WERE ABOUT \$ 1.36 Billion
 ABOUT 67% of ITS GROSS DOMESTIC PRODUCT.
 HURRICANE ~~MITCH~~ MITCH WAS ONE
 of THE MOST DEADLY AND POWERFUL HURRICANES
 EVER SEEN. BUT IT WAS ALSO A VERY SIGNIFICANT
 PART OF THE 20th CENTURY

Anchor Level 4 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of both documents through a discussion of the hurricane's history, strength, and effects. The selection of details made in the response implies connections between the documents and the assigned task (<i>Meteorologists ... knew that it was late in the hurricane season and the conditions were right to make a severe hurricane</i>).
Development	Develops some ideas more fully than others. The description of the storm is developed more fully (paragraphs 2 and 3) than its effect on the land and economy (paragraph 4).
Organization	Maintains a clear and appropriate focus on Hurricane Mitch as <i>one of the most deadly and frightening events</i> of the 20th century and echoes this idea in the conclusion. The response exhibits a logical sequence through the use of chronological order to document the progress of the storm.
Language Use	Uses generally appropriate language with some awareness of audience and purpose (paragraphs 1 and 4). The response attempts to vary sentence structure, but with uneven success (<i>Mitch grew stronger and moved and by the 25th Mitch would change direction to the west and its central pressure would fall 1.77 inches to 26.73</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>their</i> for "there" and <i>esclater</i>), punctuation (missing commas and periods), and usage (<i>jobs were agriculture</i>). The response makes use of random capitalization, which distracts, but does not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is slightly weaker in language use.	

During the 20th century there were many natural disasters which plagued the world. Though none would produce a such a disastrous effect as Hurricane Mitch. Within a matter of days ~~it took~~ this hurricane destroyed what took years to build. These Islands agricultural Resources would also be destroyed.

During the twilight hours of October 22 1998, a storm was born. Tropical storm Mitch. Mitch intensified throughout the twenty-third and twenty-fourth, parallel to the North coast of Honduras. Smaller storms constantly beat the coast and moved inward, dumping enormous amounts of rain over Honduras and Nicaragua. The torrential down pours ~~to~~ flowed into narrow alleys creating flooding. The land is made up of volcanic soil, ~~these~~ this soil can produce deadly mudflows as well as ~~land~~ landslides.

The effects of this hurricane were disastrous. One mudslide in Nicaragua traveled ~~to~~ thirteen miles, burying 10 communities. In Honduras sixty percent of all jobs are related to agriculture. The ~~the~~ hurricane put many of these jobs in jeopardy by causing hundreds of millions of dollars worth of damage. These workers have little hope for their future jobs. Thankfully ~~though~~, the coffee crop ~~was~~ escaped without much damage. On the other hand, the coffee processing plants are at rest because many of the mountain paths leading to them have been destroyed.

Data taken during the storm containing pressure winds, and death, also prove how deadly Hurricane Mitch was. Throughout this storm's four day war path, ~~the information~~

was taken it shows in ~~a~~^{the} chart entitled "Most Intense Atlantic Hurricanes" that Mitch remained a Category Five hurricane for thirty-three ~~at~~ hours. In addition, for fifteen hours Mitch produced winds up to one hundred and eighty miles per hour. Lastly, ~~in~~ in a chart labeled "Deadliest Atlantic Hurricanes" Mitch was ranked second among the death toll. Over ~~a~~ nine-thousand people lost their life to Mitch, all within four days.

Edna Amador said "as you can see the tragedy is bigger than anyone can imagine". In the early 1990's many central American countries such as Honduras and Nicaragua were just getting back on their feet. This was a time of unease and something so minor could cause this newly reborn economy to fall, and hurricane Mitch did just that. Mitch not only destroyed millions of dollars worth of agriculture, but destroyed millions of people's lives just when these people had some hope for the future, Mitch went and destroyed it within a matter of days. Mitch was easily one of the most disastrous events of the twentieth century.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of both documents by explaining the <i>dissatorous effect</i> [of] <i>Hurricane Mitch</i> . The response uses the introduction and conclusion to make implicit connections between the power of the storm and its effects on the people and economy of both countries.
Development	Develops some ideas more fully than others, using relevant and specific details to describe the force of the hurricane (paragraphs 2 and 4). The discussion of economic impact is less well developed, making no reference to banana crop destruction or Gross Domestic Product statistics.
Organization	Maintains a clear and appropriate focus on the conditions and effects of Hurricane Mitch. The response logically sequences ideas moving from an introductory paragraph, to a discussion of three key ideas in the body paragraphs, and ending with a summary conclusion, but lacks internal consistency. For example, paragraph 4 appears to be a discussion of the charts that should have logically been placed after paragraph 2.
Language Use	Uses language that is generally appropriate, but sometimes imprecise (<i>Data ... containing pressure, winds, and death and time of unease</i>) with some awareness of audience and purpose (<i>Mitch was easily one of the most dissastrous events of the twentyieth century</i>). The response occasionally makes effective use of sentence structure (<i>Mitch not only destroyed millions of dollers worth of agriculture, but destroyed millions of peoples lives</i>).
Conventions	Demonstrates emerging control of conventions, exhibiting frequent errors in spelling (<i>plauged, enourmus, tradgedy, dollers</i>), occasional errors in punctuation (<i>soil, this soil; storms four day war path; peoples lives</i>), and random use of capitalization (<i>Islands agricultural Resourses</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

Hurricanes are probably the most destructive natural disasters that can affect the earth, short of some kind of cosmic collision, and among the worst hurricanes ever recorded is Hurricane Mitch. Mitch was formed from some of the most perfect hurricane-forming factors, including warm ocean water, pre-existing surface disturbances, and a high pressure system above the area of development. These factors created a killer storm that destroyed nearly everything in its path.

The path that it followed was another factor in the enormity of the disaster. Mitch decided to wreak its havoc on two countries with already weak economies, destroying not only buildings and lives but also entire economic systems. Honduras and Nicaragua were left in complete physical and economic ruin. 50-foot high waves slammed the shores, torrential downpours created massive flooding, and one of the many landslides buried ten entire communities! Most people cannot even imagine the devastation caused by this astronomical storm.

Mitch was no less merciful on the economies of these countries. The damage caused by the storm totalled to \$1.36 billion, or also known as two-thirds of the GDP, in Nicaragua alone. Putting it into perspective, a loss of two-thirds of the GDP in the United States would total to \$4.3 trillion or 170 simultaneous Hurricane Andrews, which was the costliest natural disaster in US history.

Hurricane Mitch topped off the charts in terms of devastation, both physical and economic. "No Honduran ever expected this to happen," according to Edna Amador, a resident of Honduras. "The tragedy is bigger than anyone can imagine." The two countries are presently in the state of begging other countries for support.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the text by concisely discussing the conditions and effects that made Hurricane Mitch a significant natural disaster of the 20th century. The response explicitly connects conditions of the storm (<i>50-foot high waves</i> and <i>massive flooding</i>) with effects (<i>buried ten entire communities</i> and <i>damage ... totalled to \$1.36 billion</i>).</p>
Development	<p>Develops some ideas more fully than others, using specific details from the text to describe the atmospheric conditions (<i>warm ocean water</i>), hurricane conditions (<i>torrential downpour</i>) and financial effects of the storm (<i>two-thirds of the GDP</i>). However, the agricultural basis of the Honduran and Nicaraguan economies is not discussed. There is no reference to the graphic.</p>
Organization	<p>Maintains a clear and appropriate focus on the conditions and effects of Hurricane Mitch. The response is logically structured, first discussing hurricane-forming conditions (<i>high pressure system</i>), moving to the storm’s destruction (<i>many landslides</i>), followed by the economic impact. Topic sentences are used as skillful transitions (<i>The path that it followed was another factor in the enormity of the disaster</i>).</p>
Language Use	<p>Uses language that is fluent, original, and occasionally sophisticated (<i>hurricane-forming factors</i> and <i>complete physical and economic ruin</i>). Sentence structures vary and are well controlled (sentence 1).</p>
Conventions	<p>Demonstrates control of conventions with essentially no errors even when using sophisticated language.</p>
<p>Conclusion: Although the response fits criteria for Levels 4, 5, and 6, it remains at Level 3 because it addresses only one document.</p>	

Hurricane Mitch was one of the world's most dangerous and recent hurricanes of our time. It is second ~~best~~ strongest only to "The Great Hurricane" that hit the Caribbean ~~in~~ⁱⁿ 1780. Mitch was one of the strongest hurricanes to hit the Atlantic in 1998. It reached a Category 5 intensity and remained there for a record 33 hours. It's thunderstorms were so strong, they ~~the~~ rainfall flooded the streets. The Hurricane created waves at the shore that reached ~~around~~ height of 40 to 50 feet high. The two areas it hit were Honduras and ~~Nicaragua~~ Nicaragua. In Honduras the whole agricultural lifestyle is ~~based~~ based on banana and coffee crops. The banana crops were destroyed, but the coffee crops managed to stay intact. ~~and~~ It didn't matter though cause most of the transporting routes were closed down. Honduras was slowly prospering until this ~~storm~~ hurricane that destroyed the 30 years of progress in four days.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the text and task, using information from the chart (<i>second strongest only to “The Great Hurricane”</i>) and the text (<i>a record 33 hours</i>) to make a few connections between the conditions and effects that made Hurricane Mitch a significant natural disaster of the 20th century.</p>
Development	<p>Develops ideas briefly, using some details from the documents. Although some references are relevant (<i>waves ... of 40 to 50 feet</i>), others are vague (<i>most of the transporting routes were closed down</i>).</p>
Organization	<p>Establishes a focus that <i>Hurricane Mitch was one of the world’s most dangerous and recent hurricanes of our time</i>, but provides too little evidence to maintain this focus. The response exhibits a rudimentary structure consisting largely of pieces of information presented in the same sequence as the text.</p>
Language Use	<p>Relies on language that is generally basic, occasionally effective (<i>created waves at the shore and agricultural lifestyle</i>), but sometimes awkward (<i>crops managed to stay intact</i>). The response exhibits some attempt to vary sentence structure and length but with uneven success (<i>Honduras was slowly prospering until this hurricane that destroyed the 50 years of progress in four days</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Carribbean, intesity, cause</i> for “because”), capitalization, and punctuation (<i>It’s Thunderstorms</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Many times in our lives we have fear, feel threatened or that we can not control a situation. This holds true for things as far unrelated as being told what to do by a boss or dictator, - a time in which we may feel down and less, and something like a natural disaster. Hitler and Hurricane Mitch have many things in common, but most importantly - Death. The large number of people to die to a single event. The events and actions of Hurricane Mitch show this to be true.

Hurricane Mitch was on the top five list of hurricanes due to the massive destruction it caused. With a total of 9,000 plus deaths in the 33 hours; category 5 status. With a strong central pressure Hurricane Mitch is considered to be a significant natural disaster of the 20th century. Hurricane Mitch did more than take lives; the storm had an effect on the economics of Honduras and Nicaragua as well. A total of 136 billion in damage in Nicaragua, a 67 percent price of the gross domestic product for the area! The disaster reflected

many people, their jobs among other things. The rain, winds and high pressures all relate to one result. - Disaster, Disaster to people, disaster to economics, disaster of land. A disaster of the 20th century, the longest most intense Atlantic Hurricane (in 1998) according to the National Climatic Data Center.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents stating that <i>Hurricane Mitch was on the top five list of hurricanes due to the massive destruction it caused.</i> The response makes superficial connections to the task (<i>Hitler and Hurricane Mitch have many things in common, but most importantly Death</i>).
Development	Develops ideas briefly. Though some details from the documents are accurately stated (<i>9,000 plus deaths, 1.36 billion in damage, 67 percent price of the gross domestic product</i>) they are not explained.
Organization	Suggests a focus on the destructiveness of Hurricane Mitch but lacks organization, providing only a random list of conditions and results of the storm.
Language Use	Relies on basic vocabulary. The response exhibits some attempt to vary sentence structure (<i>Hurricane Mitch did more than take lives; the Storm had an effect on the economics of Honduras and Nicaragua as well</i>), but with uneven success (<i>The large number of people to die to a single event</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>threatened, dictar, destruction</i>) and punctuation (<i>to one result.-Disaster</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

A hurricane is not something to be spoken lightly about, a hurricane is a natural disaster. It is responsible for taking lives, houses, crops, livestock, and many other significant things needed for survival.

Hurricane Mitch, one of the largest tropical storms on record, October 22, 1998 was when Mitch was born, and lasted for several days getting more intense as the days went on. When Mitch hit Honduras it left a path of destruction behind it. It took out banana crops as well as destroying roads and soil.

During the 90's countries were just getting their economies in order, when this happened.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text, but connections to the assigned task are vague.
Development	Is largely undeveloped consisting of a few details about the history of Hurricane Mitch, but making only vague references to its destructive power (<i>It toke out banana crops as well as diestroing roads and soil</i>). There is no reference to the graphic.
Organization	Suggests a focus on the destructiveness of hurricanes, and suggests an organization with an introductory paragraph followed by a single body paragraph. The response ends abruptly.
Language Use	Relies on basic vocabulary with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure (<i>when Mitch hit Honduras it left a path of distruction behind it</i>) but with uneven success (<i>Hurricane Mitch, one of the largest tropical storms on record</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>responsable, sevrial, destroing</i>) and punctuation (<i>about, a</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Hurricane Mitch as well as all hurricanes have effected the lives and surroundings of many people. Drastic changes in peoples lives has occurred due to these conditions.

Due to certain weather abnormalities + conditions the lives of people have been effected greatly. People loose jobs, homes, pets, family, belongings, and sometimes their own life. It effects trade b/c the weather ruins ports + delays ships. It effects the economy, society, and every thing going on around US.

It effect society, economy + population. Society is effected by the damage of every thing around them. Economy is effected by jobs + everyday \$ income being postpond due to weather conditions. Population is effected because hurricanes are serious efforts. Many lives are taken away from the hurricanes.

Hurricane Mitch was a very serious one. According to

facts, more than 9,000 people died due to this hurricane. The pressure of the winds were 26.73" and it lasted 33 hrs ~~in~~ the category 5 status. Its winds lasted 15 hours. This is one lateral effect that has effected the lives of others.

Hurricanes are serious events in nature and should be feared. They take lives and some buildings. Hurricane Mitch was one of the most deadliest & it's outcome proved this to be true.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents (<i>People loose jobs, homes, pets, family, belongins</i>) and the task, lapsing into a general discussion of hurricanes. The response alludes to the documents, but connections are unclear (<i>Due to certain weather abnormalities + conditions the lifes of people have been effected greatly</i>) or unwarranted (<i>It effects trade b/c the weather ruins ports + delays ships</i>).
Development	Is incomplete. The response hints at ideas, but references to the text are vague (<i>Economy is effected By jobs + everyday \$ income being postponed due to weather conditions</i>) and repetitive.
Organization	Suggests a focus on <i>drastic changes</i> caused by Hurricane Mitch, but lacks organization, consisting mainly of general statements without clarifying transitions (<i>society is effected, economy is effected, Population is effected</i>).
Language Use	Relies on basic vocabulary. The response exhibits some attempt to vary sentence structure with uneven success (<i>It effects the economy, society, and every thing going on around us</i>).
Conventions	Demonstrates a lack of control exhibiting frequent errors in spelling (<i>lifes</i> for "lives," <i>loose</i> for "lose," <i>effect</i> for "affect"), punctuation (<i>Hurricane's have</i> and <i>it's outcome</i>), grammar (<i>It effect and pressure ... were</i>), usage (<i>most deadliest</i>), and the unconventional use of symbols (<i>b/c, +, \$</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

Hurricanes are very dangerous to mankind because of the effects. Hurricanes are natural occurring disasters that destroy anything that comes in its way. For example, a Hurricane formed in Central America called the Hurricane Mitch. Hurricane Mitch as it drifted north on the 23rd and 24th, slowed by an upper level ridge of high pressure, it maintained a great strength for an amazing 33 hours.

Hurricanes are sometimes formed from ocean water. The intense of sunshine made plenty available by heating most of the surface of the Southern Caribbean to nearly 86° F. As warm water quickly evaporates yielding an unlimited supply of water vapor (high octane hurricane fuel) to the atmosphere.

According to the chart A, Hurricanes are things that occur naturally destroying anything in its path. With deaths in thousands of people.

In conclusion Hurricanes are occurring disasters that cannot be stopped, but can be avoided.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the documents and task. The response lists specific details leading to connections that are unwarranted (<i>Hurricanes are occuring disasters that cannot be stop, but can be avoided</i>) and unclear (<i>According to the Chart A, Hurricane are things that occur naturally</i>).</p>
Development	<p>Is largely undeveloped, making vague references to the text (<i>Hurricanes are natural occuring disasters</i> and <i>Hurricanes are sometimes form from ocean water</i>). The response consists primarily of unquoted lines taken directly from the text (<i>as it Drifted North on the 23rd and 24th ... of high pressure</i>).</p>
Organization	<p>Suggests a focus (<i>a Hurricane formed in Central American called the Hurricane Mitch</i>), but loses focus in paragraphs 2, 3, and 4, lapsing into a general discussion of hurricanes. The response suggests some organization by having an introduction and conclusion.</p>
Language Use	<p>Uses language that is imprecise (<i>intense of sunshine</i>). Sentences are ineffective (<i>With deaths in thousands of people</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>occurring</i> and <i>carribbean</i>), punctuation (<i>it's</i> for “its”), and grammar (<i>quick</i> for “quickly” and <i>stop</i> for “stopped”) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

Hurricane mitch left alot of devistation in florida. Many home were tore families were. The Hurricane rubel and people every were. The hurricane was The Strongest.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding by identifying Hurricane Mitch as <i>The Strongest</i> , but misplacing it <i>in florida</i> .
Development	Is minimal, with no evidence from the documents other than the mention of the hurricane's destruction. There is no specific reference to either chart.
Organization	Shows no focus beyond identifying Hurricane Mitch as having <i>left alot of devistation</i> . The response shows no organization, relying on fragmented ideas.
Language Use	Is minimal, consisting of four sentences, two of which are incoherent.
Conventions	Is minimal. The response contains errors in spelling (<i>rubel</i>) and capitalization (<i>mitch, florida, The Strongest</i>), but is so brief that assessment of conventions is unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Anchor Paper – Part B—Level 1 – B

In the past years there has been many years where natural disasters of the 20th century. Natural disasters are normal for most places around the world, but many people still are very concerned with their well being.

Anchor Level 1 – B

Quality	Commentary
Meaning	Provides minimal evidence of understanding of the documents. Although the response mentions the topic of natural disasters, it makes no mention of Hurricane Mitch.
Development	Is minimal. Development consists of personal observations about the normalcy of disasters and the fact that <i>many people still are very concerned with their well being</i> .
Organization	Shows no focus or organization beyond the mention of disasters.
Language Use	Is minimal, consisting of two sentences, one of which is a fragment (<i>In the past years there has been many years where natural disasters of the 20th century</i>).
Conventions	Is minimal, making assessment of the conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all areas.	

As part of a school-wide project on significant events of the twentieth century, the environmental science class is publishing a class book on significant natural disasters that occurred during the period. For my contributions to the book, I've decided to write an essay about Hurricane Mitch and the conditions and effects that made Hurricane Mitch a significant natural disaster of the twentieth century.

Hurricane Mitch had been the thirteenth storm of the season to hit the South-American coast. Hurricane Mitch had the fourth-lowest central pressure ever recorded. For thirty-three hours Hurricane Mitch was at Category Five intensity. Category Five is measured by the lowest pressure. Hurricane Mitch was also the second deadliest Hurricane.

Hurricane Mitch destroyed much of the ~~the~~ agriculture of Honduras and Nicaragua. This left many jobless because about sixty percent of the jobs are agricultural. Hurricane Mitch destroyed most of the crops, because of all the rainfall and flooding. All together about 75 inches fell. Banana workers stayed on roof-tops until it was

through raining. The GDP of Nicaragua suffered much damage. "Honduras estimates that Mitch wiped out 50 years of progress in 4 days."

Natural disasters such as Hurricane Mitch cause much damage, and a lot of money to rebuild everything. Not everything can be rebuilt and repaired. Hurricane Mitch caused many deaths, agricultural damage, and economic hurt. Lives of those lost can not be replaced. Agriculture and economy can be rebuilt in time. Natural disasters affect everything around them. They also affect the people.

There are many significant natural disasters that happened in the 20th century. Hurricane Mitch is one of the many natural disasters in the 20th century.

Hurricane Mitch hit in Honduras and Nicaragua on October 1998 about 9,000 and more died for the ~~reason~~^{cause} of this disaster. As you can see in chart A ~~the~~ "The Great Hurricane" killed more people ~~than~~^{then} ever before. It hit Martinique, St. Eustatius and Barbados, 22,000 got killed. And in chart B the greater the pressure is the higher the hours ~~to~~^{to} come the hurricane.

The Hurricane Mitch was made by the warm water the October sunshine. The October sunshine evaporated the water quickly. Another reason why this monster became was the pre-existing surface disturbance that lifted a hot and moist air.

There are many places that Hurricane hit but Hurricane Mitch was the greatest one of all and had a high impact.

In the 20th century, there have been many natural disasters, none more deadly than Hurricane Mitch. It not only took more lives than any other 20th century Atlantic hurricanes, it also destroyed the economies of two struggling countries, Nicaragua and Honduras. These countries were so hard hit, they have yet to recover.

No hurricane simply appears as a large monstrous mass. It takes time and the right conditions to change "unorganized thunderstorm clusters into a hurricane. Meteorologists carefully watch developing thunderstorms for such things as pressure, wind speed, and moisture. Mitch was, at first, just some unorganized thunderstorm clusters near northern Venezuela. Unfortunately, these clusters unified into a tropical depression on the morning of October 22 and was upgraded to Tropical Storm Mitch by the end of that day.

As the storm intensified and drifted north over the next two days, unbelievable amounts of rainfall were dumped upon the land. The storm now took advantage of evaporated Caribbean waters, which acted like "high octane fuel" for the storm, and "a pre-existing surface disturbance," which lifted the water vapor into the storm. During the next 34 hours, the storm's central pressure dropped to 26.73 inches, the fourth lowest ever recorded, and sustained that level for 33 hours, making it the longest Category 5 hurricane ever. Its 180 MPH winds lasted 15 hours, another record.

All these conditions bore down on Venezuela and Nicaragua with intensifying speed. Territorial rains began to wash away the land. What made the situation worse was that the rain created mud flows and land slides because "poorly constructed volcanic soil" washed away easily.

Before this tragic event, these Central American countries were just getting off their bad luck. Their main exports were coffee and bananas. The banana crop was completely ruined during the hurricane. The coffee crop was not destroyed, but transportation roads used to bring this crop to market

Part B — Practice Paper — C

were destroyed, leaving the coffee with no way to get to market. Without profits from these crops, people lost their jobs just when many had already lost homes and some family. Before it was through, Mitch killed over 9,000 people.

The situation in these countries was horrible. Other countries have done what they could by donating food, water, and money to aid the people. However, it will be a long road. Preliminary figures for Nicaragua alone was \$1.36 billion. All these tragic events make Hurricane Mitch one of the worst natural disasters to hit the world.

Hurricanes, meteorological juggernauts, are ruthless and deadly. There have been numerous hurricanes during the 20th century, but few have had as significant impact on everything as Hurricane Mitch. The Honduras estimates that Mitch destroyed fifty years of progress in 4 days.

There were many causes of Mitch. Wind speeds of up to 180 miles per hour, lasted for 15 hours. The conditions the morning it started were perfect for forming a hurricane. Low pressure meets high pressure, water vapor for fuel, and lots of sun helped create this monster. One cause for why Hurricane Mitch was so damaging is the fact that the Honduras and Nicaragua are covered with poorly consolidated volcanic soil. This loose soil makes it all too easy for mudflows and landslides to occur.

The effects Hurricane Mitch had are staggering. It managed to maintain category 5 status for 33 hours. It is also the 2nd deadliest Atlantic hurricane with 9,000+ casualties. Its powerful winds created waves as large as 40 to 50 feet high. Total rainfall was 50 to 75 inches. 25 inches of it reportedly fell in 6 hours. The Honduras banana crops were severely damaged, causing hundreds of millions of dollars of damage and destroying young trees. Which makes the future banana market questionable. Most of

The coffee crops were safe, however, most of the roads leading to these crops were destroyed or washed away. Overall this hurricane will have costed the Honduras and Nicaragua \$1.36 billion or 67% of their GDP.

To conclude, Hurricane Mitch was truly a ~~horrific~~ horrific natural disaster. The numbers speak for themselves. Hopefully Nicaragua and the Honduras can recover their lost progress.

Many natural disasters occurred in the 20th century. Hurricane Mitch's conditions and effects made it the most significant natural disaster of the 20th century.

Warm water, ~~with~~ pre-existing surface disturbance, moistened air, the vapors from the water cooled and condensed. The rain "cascaded down the steep slopes and was funneled into the narrow valleys, creating unprecedented flooding." The National Climatic Data Center estimated rainfalls from 50 to 75 inches. Honduras and Nicaragua is covered with "poorly consolidated volcanic soil." The ground was wet and not fertile.

Hurricane Mitch cause the problems with economics to stumble and fall. Banana growers lost hundreds of millions of dollars due to the life altering Hurricane. The coffee crops were not ruined. "Coffee grows high on the slopes, well above the elevation where hundreds of small streams combined." The problem with the coffee crop was mountain roads disappeared, this

made exporting with other people nearly impossible.

Natural disasters occurred a lot in the 20th century. Hurricane Mitch left Honduras and Nicaragua with terrible economic, and physical problems. Hurricane Mitch will be remembered forever.....

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 2

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

Practice Paper C—Score Level 5

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

Practice Paper D—Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.

Practice Paper E—Score Level 3

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

