

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Thursday, June 17, 2004—9:15 to 12:15 p.m., only

E

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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) 1	(7) 3
(2) 4	(8) 4
(3) 3	(9) 1
(4) 2	(10) 4
(5) 1	(11) 2
(6) 4	(12) 3
	(13) 4
	(14) 1
	(15) 3
	(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	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<p>Meaning: the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the text -allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task</p>	
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the text</p>	<p>-develop ideas briefly, using some details from the text</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>	
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>	
<p>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>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>	
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable - may be illegible or not recognizable as English</p>	

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

In ancient times, culture was preserved through an oral tradition of epic storytelling. However, in most societies today, modern media has undermined this function of speech. In West Africa, though, there is a saying that persists even until today. "Among the things existing in the world, speech is the only thing giving birth to its mother." This paradox points out the importance West Africans give to the power of speech and to the man empowered to lead them in their discussions, the griot.

A griot performs many functions in West African society. First he must memorize the folklore, history, and mythology of his people. The griot is then responsible to pass on the accumulated wisdom contained in these cultural components to younger generations. Lessons are often taught or problems solved in village meetings where the griot tells his people meaningful stories filled with descriptive images. Griots also learn to heighten interest by adding drama and music to their performances. These sessions embody "the old speech" which carries the seeds of West African culture.

Filling such an important community role requires an exacting process. All potential griots must be born into a griot caste. However, only those children who reveal unusual talent are chosen to apprentice with a master griot. Such apprenticeships are sponsored by noble families living in the village in exchange for griots' continued use of the noble families' praise songs.

Apprentices begin formal training by doing mundane tasks like cooking and cleaning, but more importantly, by listening and observing their teachers. Formal training centers around the acquisition of tools needed for effective storytelling. Students become skilled in the design, repair, and playing of four musical instruments. They also learn songs to accompany their master's stories. Eventually, they will memorize all the components of the "old speech" so that they can tell the most important epics of their cultures and play music at the same time. A griot may need as many as fifty years to reach proficiency.

(cont.)

The future of this traditional use of speech is endangered today by modern educational practices and television. Whether or not "the old speech" survives is now more than ever dependent upon the commitment of the West African griot.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, identifying <i>the importance West Africans give to the power of speech and to the man empowered to lead them in their discussions, the griot</i>. The response makes insightful connections between the text and the task, noting that <i>a griot performs many functions in West African society and that formal training centers around the acquisition of tools needed for effective storytelling</i>.</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of details from the text to discuss the duties of a griot (<i>First he must memorize the folklore, history, and mythology of his people</i>) and the development of a griot (<i>However, only those children who reveal unusual talent are chosen to apprentice with a master griot</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on griot tradition. The response exhibits a logical and coherent structure by first explaining the role of the griot, expanding to discuss the <i>exacting process</i> involved in becoming a griot, and concluding with discussion of <i>the future of this traditional use of speech</i>. Each paragraph addresses key ideas from the text, smoothly connected through the use of appropriate devices (<i>Filling such an important community role, Apprentices begin formal training, Eventually</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>This paradox, cultural components, mundane tasks</i>), with a notable sense of voice and awareness of audience and purpose. The response varies sentence length and structure to enhance meaning (<i>Lessons are often taught or problems solved in village meetings where the griot tells his people meaningful stories filled with descriptive images</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 in all qualities.</p>	

Old Speech

In West Africa, members of the griot caste are responsible for maintaining and passing on the history, myths and traditions that are the cultural fabric of their people. Griots sing songs, tell stories, and mediate discussions based on the knowledge only they possess. In some ways, the griots resemble the poets and minstrels of the Middle Ages. Griots are attached to and supported by noble families, just as poets were attached to and supported by royalty during the Middle Ages. Like the poet, griots sing songs in praise of their benefactors. In addition, griots preserve the genealogy and history of their nobles.

Being born a griot does not guarantee access to this noble calling. Early in their lives, griot children are taken to storytelling events. Only those exhibiting appropriate characteristics are called into apprenticeships. They are said to possess the "old speech," a series of traits inherited from their mothers, and this training is designed to release and enhance their inborn talent.

Apprentices study with masters who are well steeped in the griot tradition. To their apprentices they will pass their accumulated knowledge. The apprenticeship begins with menial duties of cooking and cleaning, and at all times listening. As apprentices progress, they learn musicianship, including instrument repair. Eventually, the griot apprentice becomes so adept that he can present the epics of his people with appropriate voice, movement, and accompaniment. For a griot to reach full potential will take fifty years.

Today, the "old speech" is threatened by modern technology. Just as most Americans allow technology to overshadow traditions, such as the family dinner, so technology lures West Africans away from the griots. Fortunately, most Africans agree that the "old speech" will never be lost. It may become dormant, but will reemerge when needed.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, explaining that <i>in West Africa, members of the griot caste are responsible for maintaining and passing on the history, myths and traditions that are the cultural fabric of their people</i>. The response makes insightful connections between the text and task, even comparing the role of the griot to that of <i>the poets and minstrels of the Middle Ages</i>.</p>
Development	<p>Develops ideas clearly and fully, using a wide range of relevant and specific details from the text to identify the duties of the griot (<i>Griots sing songs, tell stories, and mediate discussions and griots preserve the genealogy and history of their nobles</i>) and to explain how the tradition is passed on through apprenticeships (<i>Only those exhibiting appropriate characteristics are called into apprenticeships and The apprenticeship begins with menial duties of cooking and cleaning, and at all times listening</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the place of griots in their society and on the passing down of griot tradition. The response exhibits a logical and coherent structure by first explaining the griot tradition, then expanding to discuss the choosing and training of griots, and finally by addressing the threat to this tradition posed by <i>modern technology</i>. Coherence is maintained through skillful use of appropriate devices and transitions (<i>Like the poets, In addition, Today</i>).</p>
Language Use	<p>Uses language that is stylistically sophisticated, with a notable sense of voice and awareness of audience and purpose (<i>Apprentices study with masters who are well steeped in the griot tradition</i>). The response skillfully varies sentence structure and length to enhance meaning (<i>To their apprentices they will pass their accumulated knowledge</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 in all qualities.</p>	

In West Africa, the importance of the oral tradition is emphasized by many of their proverbs. One such saying is "When the mother cow is chewing the grass, the young calves watch its mouth." Practically speaking, in West African society, the mother cow can be equated to the village griot, the wise elder who imparts wisdom; the young calves represent future generations of learners.

Griots have traditionally preserved the culture of West African villages. As the above metaphor suggests, griots have done their work through oral tradition, mainly through story telling. The griot is responsible to memorize the myths, epics, folk-tales, and history of his people and pass this knowledge to future generations of griots and community members. Ken Hawkenson observed the practical application of griot teaching when he visited Mali during a lunar eclipse. He watched the people react to this event based on their mythological beliefs rather than science. They beat drums most of the night to chase away the black cat griots had taught them was covering the moon. Their actions restored security and peace to the village.

To become a griot, one must be born into the griot caste. Even then only the most promising candidates are chosen as apprentices to a master griot. Some say training takes as many as fifty

years. Informal training consists of cooking, cleaning, and observation. Formal training involves acquiring the ability to use several instruments, including the guitar. Griot apprentices also memorize genealogy and history of noble families so they can act as arbitrators. Eventually, they will be able to dramatically recite their people's epics while playing music.

Today, the griot tradition is endangered because more and more people are turning to television for information and entertainment.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the text by stating that <i>griots have traditionally preserved the culture of West African villages</i> . The response makes clear and explicit connections to the task (<i>griots have done their work through oral tradition</i>).
Development	Develops some ideas more fully than others. The response uses relevant details from the text to describe the griot's role as teacher and its impact on the culture (<i>The griot is responsible to memorize the myths, epics, folktales ... and pass this knowledge to future generations and Ken Hawkinson observed the practical application of griot teaching</i>). The response includes the process of passing on the griot tradition, but with little explanation.
Organization	Maintains a clear and appropriate focus on <i>the griot tradition</i> . Ideas are logically sequenced, beginning with analysis of a metaphor (<i>the mother cow can be equated to the village griot ... the young calves represent future generations of learners</i>) that establishes the order of the discussion. The response uses appropriate transitions throughout (<i>One such saying, rather than, Today</i>).
Language Use	Uses language that is fluent (<i>Even then only the most promising candidates</i>), with evident awareness of audience (<i>the oral tradition is emphasized</i>). The response varies sentence structure and length to control rhythm and pacing.
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions and somewhat weaker in development.	

All cultures have methods of preserving their way of life. Sometimes, this responsibility is given to one individual like the griots of West Africa. Through their use of stories, myths, folk tales, music and songs, griots hope to keep their traditions alive.

The griot culture is unique. A saying that the people of West Africa hold true is "an old man's mouth smells bad, but utters good things." This saying refers to one fact that this particular society believes in passing down tradition by discourse. While some children in West Africa today may choose a public education, others are interested in learning about their culture's mythology, history, stories, and songs. Older individuals are reminded of their culture whenever they engage in discussions centered around proverbs and folk tales. The griot is the leader of this type of discourse.

To become a griot, you must be born into their caste. Some members are then chosen for apprenticeship to a master griot if they show unique ability at an early age. The youth then undergoes extensive training in numerous areas. The apprentice is taught how to build, fix, and play instruments important to their culture. Two of these instruments are the guitar

and drums. The apprentice also memorizes the culture's history, genealogy, and hierarchy. He is also taught how to sing and tell stories of their culture. Emphasis is placed on delivery and style to increase the entertainment value of the presentations. The apprentice finally learns to play musical instruments while reciting stories. This training is believed to be the start of releasing the apprentice's inner talents. For many, the process of becoming a truly gifted griot may take 50 years. The purpose of teaching these children is to keep the griot tradition alive. As the griots grow more wise, it is hoped they can keep their culture together.

The griot culture will survive only if its oral traditions are kept alive. This becomes an increasingly difficult task for griots in the modern world of television and the instant information and entertainment it provides.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the text, stating <i>through their use of stories ... griots hope to keep their tradition alive</i>. The response makes clear connections to the task (<i>To become a griot, you must be born into their caste and training is believed to be the start of releasing the apprentice’s inner talents</i>).</p>
Development	Develops some ideas more fully than others, using specific and relevant details from the text to explain the <i>extensive training</i> of the griot apprentice (<i>build, fix, and play instruments; memorizes the culture’s history; play musical instruments while reciting stories</i>). The griot is mentioned as <i>the leader of this ... discourse</i> , but his role is not well developed.
Organization	Maintains a clear and appropriate focus on the griot tradition (<i>The purpose of teaching these children is to keep the griot tradition alive</i>). The response exhibits a logical sequence of ideas, moving from a description of the griot culture and its importance, to an explanation of how it is passed down, and concluding with threats from <i>the modern world of television and ... instant information</i> . Transitions are used appropriately within paragraphs (<i>While some ... others, The apprentice is taught, The apprentice also memorizes, The apprentice finally learns</i>).
Language Use	Uses language that is fluent (<i>Emphasis is placed on delivery and style to increase the entertainment value of the presentations</i>), with evident awareness of audience and purpose (<i>This [griot culture survival] becomes an increasingly difficult task</i>). The response varies structure and length of sentences to control rhythm and pacing.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>numberous, geneology, heirarchy</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

In every society there are certain traditions that are passed on. These traditions pass down knowledge from the past to keep certain things of importance alive. In West Africa their way of passing down ~~the~~ the history of its people is very unique. They do this with the griot tradition.

In West Africa they believe that speaking of the past will pass down history and ~~most~~ still knowledge in young minds. Youngsters will listen to the stories the elders tell and through this they believe that there will be no problem which can not be solved. They believe that through little discussions, bigger ones will arise. Children can either learn from a formal setting in a school, or from a traditional setting from the griots. With the griot methods children are taught about society and history through mythology. For example one of their old stories is that a black cat will at times cover the moon and by beating on drums through the night it will slowly fade away. These mythological stories and traditions are known to all, but it is left to the griots to pass them down. Griots teach how to be productive and cohesive living in society. They are known as ~~walking~~ ^{living} libraries who correct people to their traditions and history.

Even today the griot tradition is being passed down. Griot children who show promise are chosen to be apprentices of a griot. All of the other children become farmers, fishermen, or herders. Griot apprentices start out cooking, ~~and~~ cleaning, ~~and~~ but above all listening and observing. They slowly learn to play instruments and play accompaniment to their griots' tales. They then learn about ~~the~~ family politics and how

to enhance the style of delivery for story telling. Soon they can recite great epics and play an instrument at the same time. This extensive training, they believe, is done to release what is already within. It is believed that it takes about 50 years for a griot to realize his purpose and place. Today the griot tradition is so important because European education and television is taking away from the Africans ability to understand these stories and the old speech. They need the griots to continue to pass down history and lineage.

To conclude all societies have history, cultures and traditions they pass down. In West Africa this knowledge is passed down by with the griot tradition. These griots tell tales through music and the art of story telling to pass down important history and culture. These traditions are carried out through their apprentices and continue to do so to keep African tradition alive.

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the text by presenting the griot tradition in West Africa as a unique way of passing down the history of its people and by showing how the griot tradition is being passed down. The response makes clear and explicit connections to the task (<i>In West Africa they believe that speaking of the past will pass down history and instill knowledge in young minds</i>).
Development	Develops ideas clearly, using specific details from the text to explain how griots teach about society and history through mythology and how the tradition is passed to griot children who show promise (<i>Griot apprentices start out cooking, and cleaning, but above all listening and observing; They ... learn to play instruments; They ... learn about family politics</i>).
Organization	Maintains a clear and appropriate focus on the historical and cultural importance of the griot. The response exhibits a logical sequence of ideas, beginning with a discussion of the importance of the past, moving to a description of the griot's role and training, and ending with emphasis on <i>the art of story telling to pass down important history and culture</i> . Appropriate transitions are used throughout the response.
Language Use	Uses language that is appropriate, with some awareness of audience and purpose (<i>They are known as living libraries who connect people to their traditions and history</i>). The response occasionally makes effective use of sentence structure (<i>These mythological stories and traditions are known to all, but it is left to the griots to pass them down</i>).
Conventions	Demonstrates control of conventions, exhibiting frequent errors in spelling (<i>accompaniment, realize, societies, story telling</i>) and occasional omissions in punctuation (<i>For example one, griots tales, Africans ability, To conclude all societies</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

All over the world, there are traditionsⁱⁿ certain countries, villages and families have to celebrate~~or~~ learn their history/heritage. One tradition in West Africa is known as the "griot tradition."

The griot tradition ~~is~~ helps families learn about their history through songs, music, stories, tales and myths. Griots will give speeches to a noble family and teach them about certain things. People who listen to the speeches will learn important values, and how to learn productively. The songs griots sing~~and~~ and the music they play are to entertain people and link people to their heritage. These griots are referred to as the 'living library', ~~griots~~

Griots are born into castes. These ~~is~~ people ~~and~~ will live near a noble family and the noble family will help support griots for ~~a~~ learning about their families history. The nobles are considered benefactors. Almost every village has a griot or noble, if there isn't such a thing then visiting griots go to these villages.

Griot tradition is passed on to children who attend griot story telling events and the ones who show promise go on to be griots. The ones who are ~~refused~~ go onto being farmers, fishermen and herders. These children who are accepted go on to be w/ their apprentices. They start out training by doing manual work - cleaning and cooking. But the formal training begins when they learn how to build instruments and play the drums + guitar. They learn how to play music ~~and~~ and tell stories @ the same time. Basically stories through music. They practice the genealogy of nobles, ~~griots~~ which

Anchor Paper – Part A—Level 4 – A

they learn and memorize. They are coached by elders to enhance their gesture and sense of style when story telling. Soon they'll be able to tell a story through music. It will take 50 yrs. before one even ^arealizes they have the full potential, to be a griot.

~~Some~~ Africans believe you're born into being a griot, that the music + stories you play/tell ~~is~~ is a natural ability. But some ~~people~~ ^{people} learn how to.

There is a negative problem that is ^(e)affecting this tradition—the television! This is pulling ~~it~~ people away from the stories ~~to~~ from griots. Most village people prefer t.v. shows over griot readings. Although this is happening, the elders believe that Old speech never dies.

They believe it will re-emerge when the question, "What is our family history?" ~~asked~~ ^{asked} it will soon start up again into another generation.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, addressing how <i>the griot tradition helps families learn about their history</i> . The response generally makes clear connections to the task (<i>Griot tradition is passed on to children</i>).
Development	Develops some ideas more fully than others. The response uses specific details to explain how the tradition is passed on to apprenticed griots who <i>are coached by elders to enhance their gesture and sense of style when story telling</i> . The description of the griot's role is less developed (<i>Griots will give speeches to a noble family and teach them about certain things</i>).
Organization	Maintains a clear and appropriate focus on the griot tradition and exhibits a logical sequence of ideas by first addressing the role of the griot, followed by a discussion of how the tradition is passed on, and concluding with problems affecting the tradition. The response lacks internal consistency by losing the chronological progression of ideas at the end of paragraph 4.
Language Use	Uses language that is generally appropriate, although sometimes imprecise (<i>But some people learn how to</i>) and the informal use of symbols detracts from the sense of audience. The response exhibits some attempts to vary sentence structure, but with uneven success (<i>They learn how to play music and tell stories @ the same time. Basically stories through music</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>story telling</i> and <i>geneolgy</i>), punctuation (<i>West, Africa; 'living library'; history??</i>), and agreement (<i>one even realizes they and music + stories ... is</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Oral traditions are perhaps the most successful way to pass traditions. Are all cultures do it. The way they go about passing it down may be different, but they still use speech as a way to learn and entertain.

In West African villages mythology takes on a big role in how your culture lives. To keep these beliefs from generation to generation you need somebody who pass them along. We all know of different social classes such as the nobles or peasants but a lesser known class called the griot caste plays a big role in West African villages. To belong to the griot caste you must be born into it.

Griots use "old speech", a collection of tales and songs. They use this speech to pass along the history of their culture. The griot social class is closely associated with the nobles. Nobles help support griots because the griots preserve the nobles' past. The griots record traditions, learn entertainment to perform and tend to other cultural aspects of a West African village. The two classes often live with each other.

When a master Griot takes in an apprentice, the purpose will be to release the natural abilities of the Griot. It takes 50 years for a Griot to reach his/her potential.

Anchor Paper – Part A—Level 4 – B

And so Griots continue the cultural traditions of many west african villages. But due technological advances, new and modern forms of entertainment are starting to replace the Griots

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, presenting the griot tradition as one that uses <i>speech as a way to learn and entertain</i> . The response makes implicit connections to the text (<i>you need somebody who pass them along</i>).
Development	Develops some ideas more fully than others. The response uses specific details from the text to explain how griots pass along the traditions (<i>Griots use "old speech"; a collection of tales; griots preserve the nobles' past; Griots record traditions, learn entertainment</i>). The importance of mythology introduced in paragraph 2 and the apprentice program mentioned in paragraph 4 are left undeveloped.
Organization	Maintains a clear and appropriate focus on the griot tradition. The response exhibits a logical sequence of ideas by first introducing the oral tradition, then addressing the role of the griot, how the tradition is passed on, and factors that affect the future of the tradition.
Language Use	Uses appropriate language with some awareness of audience (<i>We all know of different social classes</i>). The response occasionally makes effective use of sentence structure. Some language is copied from the multiple-choice items.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>preform</i>), punctuation (<i>generation you need and peasants but</i>), and word omissions (<i>due technological advances</i>).
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

There are many traditions that are passed on in many different societies and countries. One that I have found to be of much interest was the griot tradition of West Africa, the tradition of speech and myths.

The griot tradition of West Africa chooses to use mythology to pass on to generations rather than how we pass on to generations using science. The griots don't believe highly of science - they use mythology to explain the unexplainable. For example, when there is an eclipse in the sky we would use scientific terms to describe what is happening, but not the griots. The griots describe an eclipse simply by saying that "a black cat is covering the moon." The griots only pass on myths, epics, music, songs, and dances which is known as the old speech. They will follow the old speech strongly. They also use music not only to entertain, but to support their storytelling.

It is believed that "to be a griot, you must be born a griot," and be born into the caste which carries the griot name. The people of West Africa believe that a griot is born with the ability to sing and play instruments, or simple story telling. Not all become story tellers and musicians. Only those who show a strong promise will be rewarded. They will become an apprentice following and studying with a master griot hoping to one day carry on in generation. They practice simple story telling and are shown how to use their voices. They say that it takes 50 years to realize their full potential.

They say that the griot's old speech will never die, that it can only become dormant until the day that it is called for again, for the future generations to come. So as you can see, mythology takes a major role in the generations of West Africans, and how they learn through traditions and through speech.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that <i>the griot tradition of West Africa</i> is one of <i>speech and myths</i> . The response makes implicit connections between information contained in the text and the assigned task (<i>Only those who show a strong promise will be rewarded</i>).
Development	Develops some ideas more fully than others. The response gives specific and relevant details to explain how the griot tradition is passed on in paragraph 3, but the role of the griot is less developed (<i>The griots only pass on myths, epics, music, songs, and dances which is known as the old speech</i>).
Organization	Maintains a clear and appropriate focus on the West African griot tradition established in the opening paragraph. The response generally exhibits a logical sequence of ideas, first establishing the griot’s role, then presenting the steps involved in achieving that status, and concluding with ideas about the tradition’s future. Organization is weakened at the end of paragraph 2 when the focus on science versus mythology abruptly shifts to the topic of <i>the old speech</i> .
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>hoping to one day carry on in generation</i>), with some awareness of the audience (<i>we pass on to generations using science</i>). The response attempts to vary sentence structure with uneven success (<i>So as you can see ... through speech</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>intrest</i> and <i>dormat</i>) and punctuation (<i>in the sky we</i> and <i>master griot hoping</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

In Mali, West Africa, there are villages that contain people that are called griots. Griots are people that believe that speech links people together and establishes order. They would sit under trees and engage metaphors, stories, and proverbs. By listening to elders that have much wisdom, this is passed on through previous generations.

While some children have the opportunity to attend formal schools others have to learn the griots traditions and values of society. Children attend story telling events with their parents.

In order to be a griot, one must be born in the griot caste. Then be a said a speech by his/her mother. They also have to live near other noble families. It takes fifty years for a griot to know his full potential.

To the griots science and mythology explain the secrets of the world. For instance a full eclipse of the moon means to them, that a black cat covered the moon. Then they would beat their drum. They sing songs of praise to families greatness and wisdom. They play music to entertain people that lead people to their traditional heritage.

There are also apprentices that do the cooking and cleaning. While listening to others they must learn and repair instruments like guitars and drums.

In the end the griots traditional ways of living has never failed. They believe that old speech can never die.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, identifying griots as <i>people that believe that speech links people together and establishes order</i>. The response makes generally superficial connections to the task (<i>While some children have the opportunity to attend formal schools others have to learn the griots traditions and values of society</i>).</p>
Development	Develops ideas briefly. While details taken from the text are interspersed throughout the response, these details often supply little support for ideas being discussed (<i>Children attend story telling events with their parents and Then they would beat their drum</i>).
Organization	Establishes an appropriate focus on <i>people that are called griots</i> . The response exhibits a rudimentary structure, but this structure is based on loosely organized paragraphs which lack transitional cohesion.
Language Use	Relies on generally basic, although occasionally imprecise, language (<i>They play music to entertain people that lead people</i>). The response attempts to vary sentence structure with uneven success (<i>Then be a said a speech by his/her mother</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>story telling and appentices</i>), use of the apostrophe (<i>families greatness and griots traditional ways</i>), and use of the comma (<i>For instance a and others they</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

In many cultures tradition is passed on in a variety of ways. West Africa has a griot tradition. Griots are used to pass down stories of folklore and history. By this means tradition is passed on as was as stories of their past.

Griots do this (passing of tradition) by storytelling and or singing while playing musical instruments. They have a saying "Speech gives birth to mother." Speech help to connect people together. It is a way to let people express their emotions and commonly in west Africa - folklore. Western civilization used science to break down and uncover the mysteries of the unknown destroying or leaving no room for legends or folklores. But in west Africa they keep to their stories and "old speech" in means of preserving and passing on traditions.

In these tribes not just anyone can be a Griot. There they use a type of caste system. The child of a Griot will grow up to be a Griot. Children of Griots often attend Griot like events with their parents to pick up on their soon to be jobs.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text (<i>Griots are used to pass down stories of folklore and history</i>). Connections to the text are generally superficial [<i>Griots do this (passing of tradition) by storytelling and or singing while playing musical insturments</i>].</p>
Development	Develops ideas briefly. The response uses some details from the text (“ <i>Speech gives birth to mother</i> ” and “ <i>old speech</i> ”) but does not adequately discuss the role of a griot or accurately explain how the tradition is passed on (<i>The child of a Griot will grow up to be a Griot</i>).
Organization	Establishes an appropriate focus on <i>griot tradition</i> . The response exhibits a rudimentary structure, but information in the body paragraph shows little organization. The response lacks a conclusion.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>By this means tradition is passed on as was as stories of their past</i>). The response exhibits some attempt to vary sentence structure or length with uneven success (<i>It is a way to let people express their emotions and commonly in west Africa= folklore</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>varietie, insturments, any one</i>), capitalization (<i>west Africa</i> and <i>Griots</i>), grammar (<i>speech help</i>), and usage (<i>and or</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

In West Africa society the people have a lot of traditions. In West Africa speech is one of those traditions. Speeches link people together and establish order. To say that an elder might may be kind, but it holds the key wisdom because in elderly speech there is a lot to learn, the elder holds the wisdom you gain.

A griot is known as the tradition keeper. To be a griot one has to be born into a griot family, and follow educational processes. Griot children attend story telling with their parents, while others seek education and others follow tradition.

In the education part some are called beyond to become griots and those who are not called upon follow the tradition in becoming a farmer and so on. A griot provides music to entertain and support the people. Music is one of major education to be learned in order to become a griot, education is what they have to learn but to become a griot you have to be born into it.

Anchor Paper – Part A—Level 3 – C

The West African used science to explain the world, some say that old speech would never die, no matter what happen they believe it would go away but eventually it would be reborn again.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that <i>a griot is known as the tradition leader. The response makes few connections to the task (To be a griot one have to be born into a griot family, and follow educational processes).</i>
Development	Develops ideas about griot education briefly, using some details from the text (<i>those who are not called upon follow the tradition in becoming a farmer and so on and Music is one of major education have to learn in order to become a griot</i>). Descriptions of the griot tradition are vague (<i>elders holds the wisdom you gain and A griot provides music to entertain and support the people</i>) and occasionally unjustified (<i>The West African used science</i>).
Organization	Establishes an appropriate focus on the importance of elders and the education of griots. The response exhibits a rudimentary structure with weak transitions (<i>In the education part</i>). The ideas in paragraph 2 (<i>born into a griot family and educational processes</i>) are repeated in paragraph 3, creating some inconsistency.
Language Use	Uses language that is generally basic and sometimes imprecise (<i>their</i> for “there” and <i>education is what they have to learn</i>), with some awareness of audience and purpose. The response attempts to vary sentence structure with uneven success (<i>Griot children attend story telling with their parents ... others follow tradition</i>).
Conventions	Demonstrates emerging control, exhibiting errors in comma use (<i>their is alot to learn, the elders holds and into a griot family, and follow</i>) and grammar (<i>it say that, you have to born, no matter what happen</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

Anchor Paper – Part A—Level 2 – A

The griot tradition of West Africa are people that must be born into the griot caste. These people are old but they are smart and wise. The griot use science and mythology. They tell stories and sing song. The griot are fishman and farmer. There is a master griot that control everything in the villages.

The children of the griot in West African go to formal school. The name griot will be past down too with the wisdom. To be the best griot it must past about 50 years to learn. The tradition is passed down by the mother and preserve the nobles past. The T.V. are promblem to the griot. The griot pray everyday in there life. The tradition they use are old speech that refers to the collection of tale and song. This was an article.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text (<i>The griot use science and mythology</i>). The response alludes to the text, but makes unwarranted connections to the task (<i>The griot are fishman and farmer</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>They tell stories and sing song</i>) or unjustified (<i>The griot pray everyday</i>).
Organization	Establishes a focus on <i>the griot tradition of West Africa</i> . The response lacks organization, consisting of a series of loosely connected statements (<i>The children of the griot, The name griot, To be the best griot</i>).
Language Use	Uses language that is imprecise (<i>past</i> for “passed” and <i>there</i> for “their”). The response reveals little awareness of how to use sentences to achieve an effect, generally using poorly constructed simple sentences (<i>The name griot will be past down too with the wisdom</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>fishman, promblem, everyday</i>), subject / verb agreement (<i>tradition ... are</i> and <i>The T.V. are</i>), and formation of plurals.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	

Through this Essay I will be talking about the role the west African people do to get through ~~the~~ life.

West Africa villages are led by the appointed chief who in away has power and say on what goes on. The type of characters in the West Africa village are different, the kids have to take after their ~~first~~ father and be respectful. To be a griot you must belong to a certain social class to part of the family.

The Wiser or the older Politicians have to talk about the old way things had to be done when they were little. And they pass their stories down ~~to~~ so their kid have stories to tell their kids.

The Griots are people with less than what we have here in America and we take everything for granted and we don't appreciate anything. These people go some days without eating and they appreciate everything given to them.

After Review this essay I feel that the Griot are strong and will be very dependable on each other to survive in the habitat they live in. I found out what a great village they are.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text (<i>I will be talking about the role the West African people do to get through life</i>). The response alludes to the text, but makes unwarranted connections to the task (<i>The wiser or the elder relative have to talk about the old way</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are generally irrelevant (<i>the type of characters in the West Africa village are different</i>) or unjustified (<i>These people go some days without eating</i>).
Organization	Suggests a focus on West Africa and the griots, and suggests some organization. The response mixes ideas within paragraphs (<i>appointed chief ... has power, type of characters, the kids have to take after their Father</i>) and lacks connections between paragraphs.
Language Use	Uses basic language that is frequently imprecise (<i>After Review this Essay and I found out what a great village they are</i>). The response exhibits some attempt to vary sentence structure, but with uneven success.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>away</i> for “a way”, <i>relative</i> , <i>dependable</i>), capitalization (<i>Wiser</i> , <i>Griots</i> , <i>america</i>), and grammar (<i>relative have</i> and <i>their laid</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

The groit tradition of west Africa is speech and tales and stories that are passed on through generations of old people that speak the language and tell stories and myths of the groits the groits are people. In west Africa the groits are normal Native people believing in myths and stories passed on through many elderly people. This old people are like priest, telling the old and bold stories of true events or Fiction tales. The people are mostly young men and women and children. the children listen to the elderly and the young men are farmers, fisherman and artificers building houses and weapons. to become a groit and hear there words and stories you have to be born into the family by ^{the} mother the groits believe that ~~the~~ T.V and other technology is bad it burns the brain away. the old people are saying that technology is taking over. but the old language is only in slumber and shall be awakened once again. the purpose of an apprentice's extensive training is to release natural abilities and enhance formal schooling. the old people also use song ^{and music} to enhance formal schooling to their abilities.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text (<i>The groit ... tell storys and myths</i>). The response makes unclear connections to the task (<i>to become a groit and hear there words and storys you have to be born into the family by the mother</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>the children listen to the elderly and the young men are farmers</i>) or unjustified (<i>the groits believe that T.V and other technology is bad it burns the brain away</i>).
Organization	Suggests a focus on the <i>groit tradition</i> , but lacks organization. The response consists of a single paragraph of loosely connected ideas.
Language Use	Uses language that is imprecise (<i>storys ... are passed on thought generations of old people that speech the langauge</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>the groits are people</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>groit, preist, traing</i>), capitalization (<i>west Africa, people. this, Faction</i>), and punctuation (<i>storys you and mother the</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A

In West Africa there was many traditions that were followed in that time period. They had traditional leaders which went by past judgments.

The griots followed myths to help them out. The old speech involved singing songs of praise + living libraries. The griots also had folkholders.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, stating that <i>the griots followed myths to help them out</i> . The response makes no connections to the task.
Development	Is minimal. The response mentions some ideas from the text (<i>myths, old speech, songs of praise + living libraries</i>) but fails to develop any of them.
Organization	Suggests a focus on West African traditions and suggests some organization with a two paragraph structure.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

The Griot tradition of West Africa. Many children attend a formal school they believe that a black cat cover the moon. Old speech is given only when birth its mother west Africa villages mad through discussion by appointed Chiefs. The Chief brought out its television and village and watched dynasty. Each family have a master degree they played instruments while they speak. They also was born with the ability to sing + play. There is a say what it is to become Grieth. The old speech will never die. Africa believe to be a Grieth you must be born a Grieth the "old speech" is an ancient African language.

Griot apprenticeship is available to people who receive a university education. The practice simple of storytelling an old person mouthsmans had when they speak the also tells stories to there believe of tradition and society.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding, stating that <i>old speech is given only when birth its mother</i>). The response makes no original connections between information in the text and the assigned task.
Development	Is minimal, relying on an undeveloped list of statements copied directly from the task and multiple-choice questions.
Organization	Shows no focus or organization.
Language Use	Is minimal, containing little original student language.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

The Griot tradition of West Africa began a long time ago. To even be a Griot you need to be born into the Griot Caste. So the only way to be a Griot is to give up all their possessions & become one. The tradition is passed on through marriage of one Griot to another. Another way to pass the tradition on if you're not a Griot is giving everything up & through folk tales & songs. It's also passed on through speech the first thing the children learn. Some people feel this tradition is dying others feel that it may die a little but it will always be around.

"Old Pots make better sauce." This is an old proverb that the people of West Africa believe to be true. This is because they highly respect the elders of their society for their ability to speak with wisdom and intellect. That through speech West African's traditions and customs are passed down from generation to generation. That is why "griots" have become key figures in their society, because griots are the people called upon to tell these tales of tradition, culture, and heritage.

West Africans, to become griots, must be born into the griot caste. That is they must be born to a griot family. However, this doesn't mean a person will automatically become a griot, the person must show some promise. Of the few that do show promise, they must then go to a griot school to learn from a master griot. Young griots mainly do work around the school, and listen to and watch older apprentices and teachers, in order to pick up their skills. A griot's formal training begins when he learns to play and build musical instruments. By the end of his schooling, he will be able to play the guitar, coral, drums, and balafone. As an apprentice the young griot also learns how to tell tales through different movements, voice enhancement, and delivery style.

The griots plays a very significant role in their society. Besides learning and being able to recite tales and play music, griots also must know the lineage of their clans. These "living libraries" are able to link their

people to their cultural heritage. That through griot's preaching stories of the past of their history are told often teaching morals and ethics. Griots are arbitrators in their communities, since they know of people's heritages, and are excellent orators.

The griot tradition of West Africa is very important and plays a key role in their society. The "old speech" of these griots seems to be losing the interest of some Africans, however they feel that the "old speech will never die" but may lay dormant for a while. With griots continuing to release their abilities, after years of training, the griot tradition remains a spoke, that connects the West Africans of today to the ancestors and culture of the past, on the wheel that is Western African Society.

There is many oral traditions throughout the world. Traditions that are passed on from generation to generation. But it never really grasp anyone's attention outside of where the traditions take place. Today you will learn about the oral traditions of west Africa. The tradition of the "Griots".

In west Africa it's believed that speech is what links people together. They base their lives around it. When a problem occurs, they're taught from childhood to sit under a tree and discuss proverbs and pictures. Some children's lives in west Africa that are noble children. They're raised very differently. Some become "Griots". Griots are traditional leaders and are looked upon very highly by children. They're sought out to be great storytellers, musicians, or songwriters. But they don't become griots overnight, they're chosen when they're little kids.

To be a griot you must be in a noble family, which is considered a "griot Caste". Then they go through training learning how to fix things etc. They say that a griot is born with natural ability and by being trained it brought that ability out of them. As they get older then they become a griot. They teach kids about speech and even science. Because they believe that when there's an eclipse, a black cat is over the moon and they play drums all night until you see it go away. That's a tradition that started by the griots.

In west Africa a lot of stories are told but only griots tell stories that are based on their own west African heritage. The oral tradition in west Africa will be around for many years because it's something you're taught since you're born. So kids will pass it on to their kids and kids, kids and

So on. They believe in the "old speech" which is stories, songs, myths, music. It will never die. The worst that can happen is that it will die out and come back again. Traditions stay for as long as there told.

History is important to all cultures. If a society loses contact with its history then the population is unable to control its interactions. The interactions of a people are based on shared knowledge of traditions, myths, and stories. We have history books and classes in school to insure a shared culture. The people of West Africa are a culture that relies on the memories of wise story tellers called griots to relate history to the current generation.

To be a griot one must be born into the caste of griots. Children who might become griots are taken to story telling sessions where their conduct is observed. This is done in order to determine which of the children seems to possess abilities that might result in their becoming a griot.

Those who are chosen become students of a master griot. The master is a skilled story teller and musician. At first the students have to do chores like cooking and cleaning, but they are also seeing and hearing what the master does. As time goes on, students learn about music and how to present songs and stories. They learn gestures and develop skills of memory.

All of this training is believed not to be the learning of skills, but the releasing of skills that the student already has. The development of a griot takes as much as 50 years.

The griots are supported by wealthy families. The griot is in charge of the family's history. By knowing the history, family relationships, and important events in the family's past, the griot is able to solve family problems as well as pass on knowledge. The West African culture depends on discussions led by griots to solve problems. The griots also sing songs of praise and recite historical epics. It is their culture's education/entertainment.

Unfortunately, the griot today is an endangered species. They are being replaced by the international scourge of television. The wealthy families who had traditionally supported griots are also those who can afford TV. The invader exposes children to the outside world and detaches them from their history.

The griot tradition of West Africa is passed on through history by songs and stories. Some of the things Ihen Hawkinson learned about when he visited Mali was the importance of the "old speech," and heritage. The Griot people believe that speech links all people together.

The griot tradition is passed on in many different ways. As the elder of the town sits under a tree the people come and sit with him, and listen to his stories filled with metaphors, proverbs, and imagery, and wisdom is gained. It is said that an "old persons' mouth smells bad, utters good sounds." Many of the traditional stories are learned by the next generation to preserve the "old speech."

The griot tradition is passed on by the elders. It's said they are "living libraries." The griot people begin to teach kids, at an early age, the stories, but not every one can be a griot. The elders take the children who show the most "particular promise." Then they begin an apprenticeship. They will do chores for the "master griot," such as clean, learn musical instruments and sing.

It is said to be a great one must be born into the great east. Over the years one who truly is a griot will start to show signs. Their musical and singing talents will just come out. To be a griot one must be anointed with old speech by ones mother. It takes about fifty years for a griot to realize their full potential.

It took Ken Hawkenson three years to learn all this knowledge. He at 50 discovered that television is now becoming more popular with griot people. One night the chief pulled out his generator and t.v. and his tribe and then watch-ed an episode of dinary. They say that the old speech won't die out, but will come back at a time when its needed most by the people.

Practice Paper A–Score Level 2

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 4

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

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

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

Global warming is a significant problem that threatens all the inhabitants of the Earth. Humans, animals, even plants will be harmed by the detrimental effects of global warming. The seeds of global warming were planted in the 1700's, with the advent of the Industrial Revolution. Since then, greenhouse gases (gases that prevent heat from leaving the atmosphere) have built up, causing an average worldwide temperature increase of over 1°F per year. Although just one degree may seem to be only a nominal increase, it has already begun to affect the global climate.

According to a study by the Intergovernmental Panel on Climate Change, this warming has caused glaciers to melt, coral reefs to die, and droughts to become prevalent in Asia and Africa. Migration patterns are even changing.

The effects of these changes are not very pronounced now, but they could eventually become disastrous. Melting glaciers would cause sea levels to rise, flooding areas such as Louisiana, Florida, and Bangladesh.

The sea water could contaminate our potable drinking water. Rising temperatures could cause heat-related illnesses and could "widen the range of disease-carrying rodents and bugs," according to an article by M.D. Lemonick.

The environmental changes caused by global warming could have devastating effects on humans around the world. In North America and Southeastern Europe, rising temperatures could double the number of deaths due to heatstroke in the next 17 years. Rising sea levels

could cause major flooding in Australia. In Europe and Asia, respiratory illnesses could increase due to increased pollution. A paucity of drinkable water could lead to conflict in Africa. Warm water that could harm coral reefs threatens to destroy Australia's Great Barrier Reef, which would be ruined by just a 3.6 degree increase. In North America, South America, and Africa, the incidence of disease should increase significantly, as flooding contaminates the water supply and warmer conditions spread the range of disease-carrying insects. Asia could become plagued by fires due to drought. Throughout all continents, higher temperatures could cause crop failure, leading to malnutrition and even starvation.

The effects of global warming on our world are serious, and they cannot be overlooked. Not only will humans be severely affected, flora and fauna will be harmed, and they lack the ability to adjust the way humans can. We could lose many plant and animal species that contribute to the diversity of nature. Global warming is not a naturally occurring phenomenon; it was brought on by the actions of humans. Since we are responsible for beginning it, we must also do everything we can to end it. We cannot undo the damage that has already been inflicted upon the environment, and since temperatures will continue to increase for hundreds of years, there is nothing we can do to prevent global warming or its terrible ramifications. We can, however, slow the

process down, as Lemonick writes in his article, we may not be able to stop the process entirely, but we can try to keep the climate from reaching a point where an infinitesimal increase alone could cause complete turmoil. If we are unable to prevent the climate from reaching this point, the world will suffer many or all of the catastrophic effects that scientists are predicting.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents and the task by explaining how global warming began, the current indications of its <i>detrimental effects</i>, the potential consequences of future <i>environmental changes</i> and the <i>devastating effects on humans</i>. The response makes insightful connections to the task explaining how <i>a paucity of drinkable water could lead to conflict in Africa</i>, as well as how crop failure can lead to <i>starvation</i>.</p>
Development	<p>Develops ideas clearly and fully, using a wide range of relevant data from the map about <i>heatstroke, major flooding and drought</i>. The response uses specific evidence from the text regarding <i>the seeds of global warming, the effects of the global warming</i>, and the responsibility of humans to <i>keep the climate from ... complete turmoil</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the threat global warming poses to <i>all the inhabitants of the Earth</i>. The response exhibits a logical sequence of ideas first discussing how <i>the advent of the Industrial Revolution</i> initiated global warming, followed by a discussion of the effects of climate change, and concluding with a directive to <i>do everything we can to end it</i>.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>nominal, potable, flora and fauna</i>). The response exhibits a notable sense of voice (<i>Since we are responsible and If we are unable to prevent</i>), awareness of audience and purpose, and variety of sentence structure to enhance meaning (<i>Global warming is not a naturally occurring phenomenon; it was ... of humans</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Although skeptics still try to deny its existence, global warming is here and slowly endangering the human race. Beginning with the Industrial Revolution, in the eighteenth century, man's love affair with machinery has resulted in the profusion of carbon dioxide and methane gases. Almost 200 years later, the theories about the danger of these "heat-trapping" gases was finally proved. The United Nations Intergovernmental Panel on Climate Change concluded in 2001 that "slow steady warming has had an impact on no fewer than 400 physical processes and animal and plant species on all continents."

The results from some of these tests should make the world shudder at what mankind has done to itself. That CO_2 has increased to "30% above pre-industrial levels" proves man's culpability. As the temperature continues to climb, disasters are set to occur. The effects of storms will result in more coastal erosion. Droughts will affect agricultural land. According to Bill Easterly, lead author of the IPCC report "crops would start to decline rapidly" beyond 3° of warming. In both cases, millions of people will be forced to move out of some highly livable and desirable regions, such as Florida and Louisiana. Places far removed from the

U.S. will also be affected. As the seas drain the capital city of Lagos, 4 million Nigerians will be forced to migrate.

Human suffering will occur in other ways. Rising seas, caused by glaciers and Arctic permafrost melt will be responsible for salt contamination of water supplies. Warmer temperatures will encourage the spread of insect and rodent carrying diseases. We are already seeing this effect in the U.S. with Lyme disease, and the West Nile Virus which has spread from New Hampshire to North Carolina. Heatstroke will be common by the year 2020, even in the more temperate zones.

Catastrophe is waiting to happen. If every nation in the world ratifies the Kyoto Protocol immediately, global warming cannot be stopped. However, if humanity refrains from its excessive use of machinery emitting carbon dioxide and methane, we may be able to "slow things down." Our efforts might be rewarded a century from now.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents and the task by explaining how <i>man's love affair with machinery</i> can lead to devastation unless <i>man refrains from ... excessive use of machinery</i>. The response makes generally clear and explicit connections between the documents and the task by showing that data collected by the IPCC prove the danger of carbon dioxide and methane, which <i>should make the world shudder at what mankind has done to itself</i>.</p>
Development	<p>Develops ideas clearly and fully, using relevant data from the documents to discuss how glacier and Arctic Permafrost melt could cause <i>rising seas</i>, forcing <i>4 million Nigerians ... to migrate</i> and how the <i>spread of ... diseases</i> is already noticeable <i>in the U.S.</i></p>
Organization	<p>Maintains a clear and appropriate focus on how <i>global warming is ... slowly endangering the human race</i>. The response exhibits a logical and coherent structure, first showing how gases have raised temperatures and then discussing the effects on human life (<i>forced to move out, contamination of water supplies, diseases, Heat stroke</i>). Transitions are skillfully used (<i>As the temperature continues to climb, In both cases, also be affected</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>skeptics, profusion, emitting</i>), with a notable sense of voice (<i>seas drown the capital city</i>) and awareness of audience and purpose. The response varies sentence structure and length, integrating quoted material (<i>That CO₂ ... culpability and According to Bill Easterly ... warming</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>humaiity</i>), punctuation (misplaced or missing quotation marks), and capitalization (<i>panel on Climate change and Virus</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and conventions.</p>	

The world is full of problems today. With the war ~~between~~ between the U.S. and Iraq and the outbreak of SARS stealing the headlines, there does not seem to be much else to worry about. This is ~~unfortunate~~ not true however, as we must begin to consider tomorrow's problems as well.

~~From~~ Global warming is one of "tomorrow's problems". Many people shrug it off, saying it does not affect them, that only ~~some~~ people in South America who fish have to worry about such things. They are right, it will have a large affect on South American fishery^{men}, but it will hit home harder than anyone could have thought.

Do you live ~~on the~~ in a city on the East Coast, such as New York City? Well, if you do, it's time to start looking for a new home, away from the coast. If Global warming increases, the ice caps and such will melt, causing the sea level to rise, making New York City the world's largest water amusement park.

~~Also~~ ~~An increase in the~~ Besides leaving people without homes, flooding will also decrease the amount of drinking water we have. This is due to the fact that the sea water will contaminate it. Think it's ok because your well is underground? Not so much, as the water is sure to seep through the soil, contaminating your well.

Do you enjoy organic foods, or any kind of food at all? Well, if you do, then you're in trouble as well. An increase in greenhouse gases will cause an increase in heat, ~~causing~~ causing more major droughts throughout the world. Not only will farmers lose their crops and go out of

business, but the amount of the crop produced will decrease significantly. \$2 for a loaf of bread, anyone?

Ok, so you live in the middle of the U.S. on a self-subsisting farm with irrigation and plenty of water, you have nothing to worry about, right? Well your right, you don't, once you look past the increase of malaria and other insect related diseases, as their ~~B~~ habitat was increased due to the increase in ~~sea~~ humidity and temperature. Also, watch out for those wildfires as well, as those are sure to increase, especially considering we may not have the water to fight them. Don't forget your travelling air conditioner as well, as the ~~an~~ increase in temperature with increase fatigue and heat stroke. So as long as you own a personal ^{contamination} ~~environmental~~ suit, you should be fine.

The truth is, ~~the~~ ~~the~~ global warming affects all of us. We cannot escape it, that's why we must find ways to deal with it now. We have to find solutions to stop such disasters from occurring. That South American fisherman seems a lot closer now, doesn't he?

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of both documents by discussing the idea that <i>global warming is one of “tomorrow’s problems.”</i> The response makes clear and explicit connections between the information and ideas in the documents and the task stating that <i>global warming will hit home harder than anyone could have thought.</i></p>
Development	<p>Develops ideas clearly and consistently by posing questions and/or offering personal scenarios (<i>Do you live in a city on the East Coast, such as New York city</i>). Each question is accompanied by specific and relevant details about global warming (<i>look past the increase of malaria and other insect related diseases, watch out for those wildfires ... have the water to fight them</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on global warming and its effects. The response exhibits a logical sequencing of ideas, moving from world issues (<i>The world is full of problems and ice caps ... will melt, causing the sea level to rise</i>) to individual ones (<i>increase fatigue and heat stroke</i>) to a conclusion that returns the reader to the original scenario. Appropriate transitional devices are used (<i>Besides leaving people</i> and <i>The truth is</i>).</p>
Language Use	<p>Uses language that is generally fluent, with evident awareness of audience (<i>Do you enjoy organic foods</i> and <i>Don’t forget your travelling air conditioner</i>), but occasionally informal (<i>OK, so you live</i> and <i>Well your right</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>espicially</i>), punctuation, and grammar that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Dear Sir/Madam,

I am writing to you to address what I think to be a very important matter. Up until this time, this issue has not been very note-worthy because such little information has been known about it. However, I feel it is only right to make the public aware of this. In 2001, the Intergovernmental Panel on Climate Change issued a report that made certain that the effects of global warming are very real and there is much evidence to prove it. Global warming has become a full-fledged risk that now presents severe consequences and if this issue is not addressed, the lives of many human beings will be endangered.

Since the beginning of the Industrial Revolution in the 18th century, the environment has been affected by the release of gases, such as carbon dioxide and methane, that trap heat. In turn, these effects have caused an impact on humans for future risks. There has been a 1°F increase in the last one hundred years of temperatures around the world, while this increase may not seem significant, it is known that a 9°F difference in temperature caused the last ice age to end. The IPCC predicts that in the next two decades the temperatures will rise somewhere between 2.5°F and 10.4°F. Such a rise would cause storms to increase in intensity as well as occurrence, droughts to become more concentrated as well as severe erosion along coasts.

Evidence of such effects are already being seen as evidence of global warming all over the world.

For example, glaciers such as those of Kilimanjaro, have melted from the tops of mountains all over the world. An increase in the temperature has caused the water to get warmer so much that coral reefs are dying. Droughts in Africa and Asia have become a way of life for them because it is now so frequent in certain areas. The normal freezing and thawing times of lakes and rivers in cold regions have changed. And even the animals of such environments have been forced to migrate to different regions at different times.

With the ever-increasing rate of industrialization, the rate of temperatures keep rising, as does the affect of global rising on humans which becomes more harmful each year. At the present time, almost every region in the world has felt the effects of global warming. The east coast of the United States has been hit with more flooding as well as diseases such as malaria that flourish in wet and warm areas.

South America, particularly Brazil, is at risk for an even higher drought rate. If the rise in temperature is greater than the projected estimate of between 2.5°F and 10.4°F then the results could be more costly. Mexico would be faced with a decrease of the production of its maize crops as high as 60%, Nigeria's capital city of Lagos might be underwater due to a significant rise in the sea level, Australia could lose one its main tourist

Attraction, the Great Barrier Reef, if the water temperature rises more than 3.6°F , and people would be forced to relocate from Bangladesh and the Marshall Islands, all because of global warming. For the long term, crops would be destroyed and animal races extinct and so humans would have every aspect of life to worry about, not only for their own survival.

Not much can be done to stop the damage or risk of global warming. A treaty known as the Kyoto Protocol has been set in place but ~~and~~ that does not mandate the the production of carbon dioxide be decreased until 2008. Action must be taken now to hopefully put off the immediate dangers that global warming can present.

Global warming has proven itself to be a dangerous consequence and still threatens the existence of the whole Earth within the next few decades. Human beings, together, must try to delay the effects by changing their lifestyles. Doctor Lemmonick said it best when he stated, "Now that we know what we're doing, it would be utterly foolish to continue."

Thank you for your time in addressing this matter.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding by explaining how the <i>environment has been affected</i> by global warming and how <i>these effects have caused an impact on humans</i>. The response makes clear and explicit connections between both documents and the task (<i>glaciers ... have melted and people would be forced to relocate</i>), although there is some confusion between present and future consequences as interpreted from the map (<i>The east coast ... has been hit with ... malaria</i>).</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific details from both documents to discuss global warming (<i>a 9°F difference ... caused the last ice age to end</i>) and to support the idea <i>that the effects of global warming are very real and there is much evidence to prove it</i>. The response uses references to the Kyoto Protocol and a quote by Dr. Lemonick to support the need to act now.</p>
Organization	<p>Maintains a clear and appropriate focus by first identifying the problem (<i>Global warming has become a full-fledged risk that now presents severe consequences</i>) and proceeds to a cause-effect approach in the body, first explaining the process of global warming and then exemplifying its consequences. The response concludes with reinforcement of the issues (<i>still threatens the existence of the whole Earth</i>) and the offering of a partial solution (<i>must try ... by changing their lifestyles</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>note-worthy and ever-increasing rate of industrialization</i>) but occasionally imprecise (<i>that made certain and of global rising on humans</i>). The response exhibits faulty parallel structure (<i>crops would be ... and animal races extinct</i>), but with evident awareness of audience and purpose (<i>I am writing to you ... important matter</i>). The response varies sentence structure and length to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>and if this and place but</i>) and agreement (<i>Droughts ... it is and rate ... keep</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

As the years go by,

^ Global warming is becoming a more deleterious threat to civilization as we know it. Initially, ~~theories~~ theories regarding human activity as the cause of global warming were skeptical. However, studies done on air and water temperatures for the last two decades have proven these theories to be accurate. Global warming is the steady increase of temperature on planet Earth. Factories, power plants, automobiles, and farms have caused the atmosphere to become concentrated with heat trapping gases like carbon dioxide and methane.

Humans have begun the "trend toward a warmer world," which could eventually bring about the destruction of plant, animal, and even human life.

Global warming is increasing as a ~~result of a thirty percent rise in carbon dioxide levels due to human activity.~~ ^{This natural disaster} ~~global warming~~ result of a thirty percent rise in carbon dioxide levels due to human activity.

will cause an increase in temperatures from 2.5°F to 10.4°F. Some of the changes brought about by global warming include intense droughts, frequent storms, and rising seas.

At first, plant life will flourish, however, "beyond 3° of warming", crop output in the U.S. will drop rapidly.

~~Animals~~ The migration patterns of animals like beluga ^{whales} ~~cods~~ and polar bears could be severely disrupted. In addition, human life ^{would} ~~is~~ also ^{be put} in severe danger. Higher temperatures

and more intense sunlight could exacerbate respiratory illnesses. This could be prominent in Mexico where ~~sun~~ the sunlight would break the pollution into noxious substances causing the worsening of respiratory problems. ^{Levels of} disease carrying rodents and insects like mosquitoes that carry malaria, will rise. This also poses a threat to public health. ^{inhabitants} ~~As residents~~ of the United States, we could be exposed to some of these insect borne diseases.

In order to slow down the nefarious actions of global warming, protective measures must be taken. A slow decrease in carbon dioxide and methane ~~releases~~ release could postpone the possible destruction caused by global warming.

Although global warming cannot be halted, efforts to prevent the rapid emergence of the effects of global warming would not be useless. ~~Continuation~~ However, continuation of the actions increasing the rate of this natural disaster would be ~~the~~ wreckless and "utterly foolish."

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by making clear and explicit connections between information and ideas in the documents and the assigned task (<i>Global warming is increasing ... due to human activity and inhabitants of the United States ... could be ... insect borne diseases</i>) to discuss global warming and how it may affect humans.</p>
Development	<p>Develops ideas clearly and consistently using relevant and specific details from both documents. The response presents textual evidence of the problem (<i>thirty percent rise and increase in temperatures from 2.5°F to 10.4°F</i>) and its effects (<i>Higher temperatures ... exacerbate respiratory illnesses</i>), and follows up with a discussion of consequences supported by details from the map (<i>This could be prominent in Mexico</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the dangers of global warming as introduced in the first paragraph and reinforced in subsequent paragraphs through synonymous phrasing (<i>threat, destruction, actions</i>). The response exhibits a logical sequence of ideas by first defining the problem, then presenting known effects and possible consequences and, finally, proposing that action be taken. Appropriate devices and transitions are used.</p>
Language Use	<p>Uses language that is fluent and original with evident awareness of audience and purpose (<i>As the years go by ... a more deleterious threat to civilization as we know it</i>) although sometimes imprecise (<i>theories ... were skeptical</i>). The response varies structure and length of sentences to control rhythm and pacing.</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>severy</i> and <i>postbone</i>) and punctuation (<i>flourish, however</i> and <i>insects like ... carry malaria, will rise</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 conventions.</p>	

Global warming is a very serious issue. It affects humans as much as it affects plants and animals. People need to be made aware of the effects of global warming on humans.

In the an article "Life in the Greenhouse", written by M.D. Lemanick, the effects of global warming on humans is made clear. According to the article global warming will cause severe storms and droughts, causing problems for farmers. Sea levels will rise due to the high temperatures melting glaciers and ice sheets. Land will become flooded, leaving it uninhabitable. Many of the states and small islands will be washed away in the floods, forcing humans to migrate inland. Public health will suffer due to contaminated water supplies by salt water. Warmer temperatures will cause respiratory illnesses, heat related deaths, and diseases caused from ticks and mosquitos. Ticks and mosquitos will cause Lyme disease, malaria, encephalitis and many other diseases. Economic growth will also suffer. There will be less farming and trading. Not only could global warming cause the world to heat up, it can also cause it to cool down. Global warming can cause the next iceage if conditions reach what scientist call the "tipping point". Which is the point in which even a small increase can throw the world into violent change.

According to a map of the "Consequences of Global Warming" the whole world will be in turmoil. The death rates will increase rapidly due to disease, pollution, floods, droughts, and crop failure. Wild fire will be more frequent in the United States, South America, Indonesia, and Asia. Coral bleaching will occur in the United States, Australia, Asia, and other coastal areas causing shortages in food supplies. Disease will increase through out the entire world causing plagues.

It is important for people to realize the effects global warming will have on humans in the future. People know what is causing global warming. Now that they know the effect global warming will have on humans, people can try harder to prevent it.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by explaining the harmful effects of global warming on people and the need for people to take action. The response makes generally clear connections to the task (<i>The death rates will increase rapidly due to disease ... crop failure</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details regarding the effects of global warming (<i>Land will become flooded and diseases caused from ticks and mosquitos</i>), but the reasons for global warming are not developed (<i>People know what is causing global warming</i>).
Organization	Maintains a clear and appropriate focus (<i>People need to be made aware of the effects of global warming on humans</i>). The response exhibits a logical sequence of ideas, first discussing information about effects of global warming from the text followed by information presented in the graphic. The response is framed by a brief introduction and a conclusion. Some transitions are used (<i>Not only could ...it can also</i> and <i>According to a map</i>).
Language Use	Uses generally appropriate language. The response exhibits an awareness of audience and purpose (<i>It is important for people to realize the effects global warming will have</i>) and occasionally uses longer sentences for effect (<i>According to the article global warming will cause severe storms and droughts, causing problems for farmers</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>mosquitos, occure, through out</i>), punctuation (<i>iceage if; tipping point. Which; world causing</i>), and grammar (<i>effects ... is</i> and <i>scientist call</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Heat-trapping gases, such as carbon dioxide and methane, have been released into our atmosphere. These gases have been being released ~~to~~ in our atmosphere for over 200 years. This is causing a greenhouse effect. In the past century worldwide temperatures have risen more than 1°F. The 1990s, on record, were hottest decade ever. The greenhouse effect can have many devastating effects on this planet.

The heat could cause ~~ice~~ glaciers, ice caps and the Arctic permafrost to melt. It only took a 90°F change to end the ice age. ~~If the Arctic permafrost melts~~ If ice caps melt, water levels could rise 30ft higher. This would mean the end of Florida and the whole ~~eastern~~ ^{seaboard} U.S. ~~eastern seaboard~~. This might also dilute the ocean of its salt content. This ~~will~~ will slow down major ocean currents, such as the Gulf Stream.

The Northern regions will freeze. If the ^{Arctic Permafrost} ~~permafrost~~ melts it might release methane, increasing global warming. If temperatures rises more water might evaporate leading to two possible outcomes.

The first is that more billowy cumulus clouds would be made shading the Earth, slowing down ~~the~~ global warming. The second is more high, feathery cirrus clouds which will increase ~~the~~ global warming.

The melting of glaciers could ~~also~~ raise the sea level ~~to~~ a few feet.

This is enough to flood most of Nigeria. If water levels in Africa rise it might widen the habitat for disease carrying animals and insects.

The affect on humans would be ~~devastating~~ disastrous. The effect on animals and wildlife would be a lot worse.

The effect on wildlife has already begun. Migration are changing, animals are moving to higher altitudes. Coral reefs are dying off because the water is too warm. The flooding would destroy

The habitat for many animals, ~~and~~ ~~at~~ The diluting of the salt content in the water would destroy most habitats for salt water animals. Animals now are affected by the harsh weather of global warming. Drought has increased in Asia and Africa. Storms have become more frequent and intense all over the world. El Niño has triggered devastating weather. Rainfall has become scarcer. Global warming has change climatic zones. Entire climatic zones might change drastically. Canada might look like central Illinois and Georgia more like Guatemala. Agriculture would ~~be~~ dramatically change. Droughts would increase. Coastal areas would be severely eroded. Global warming would destroy most ecosystems, and weather patterns would be disrupted.

Global warming could have a catastrophic affect on earth. Wildlife would be devasted, Ecosystems destroyed and weather patterns disrupted. Many countries would be lost, many people would die. Global warming's effects on earth could throw the chain of life into turmoil.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by discussing how <i>heat-trapping gases are causing a greenhouse effect</i> , resulting in ecological disaster. The response makes primarily implicit connections between the documents and the task (<i>Agriculture would dramatically change</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to develop some possible outcomes <i>if the ice caps melt (water levels could rise and This might ... dilute the ocean)</i> and <i>if the Artic permafrost melts (it might release methane and more water might evaporate)</i> . Current evidence of global warming (<i>Animals now are affected and Drought has increased</i>) is only briefly developed.
Organization	Maintains a clear and appropriate focus on the <i>greenhouse effect</i> and its <i>many devastating effects</i> and exhibits a logical sequence of ideas by first defining the problem, then presenting a cause-effect discussion of the potential impact of the Arctic permafrost melting, concluding with a paraphrase of the original concern (<i>Global warming could have a cotastrophical affect</i>). The response lacks internal consistency by discussing <i>the effects on wildlife</i> as well as present and future weather-related concerns in a single paragraph.
Language Use	Uses generally appropriate, but sometimes imprecise language (<i>have been being</i> and <i>affect on humans</i>), with some awareness of audience and purpose (<i>Global warming's effects ... could throw the chain of life into turmoil</i>). The response occasionally makes effective use of sentence structure (<i>Wildlife would be devastated ... and weather patterns disrupted</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Artic</i>), punctuation (<i>made shading and clouds which</i>), and grammar (<i>temperatures have rising</i> and <i>Migration are</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Global warming is where heat and gases can not leave the atmosphere. Global warming will affect all humans all around the globe.

What Global warming does is it raises the temperature slightly. This will cause droughts and many more problems with diseases. Warmer temperatures will cause ice caps and glaciers to melt. This will cause ocean levels to rise at least 30ft. When water levels rise in the ocean it will cause many floods, and can possibly wipe out areas as large as Florida.

Global warming can increase the amount of carbon monoxide in the air. With all the CO₂ in the air it will cause respiratory infections. With the droughts that will be brought along with it wildfires will break out in places like Alaska, and Asia. Water for drinking will be scarce so places will fight over who gets it.

Global warming has increased over the years due to the fact that we have more industries and automobiles to pollute our air. Global warming will never really end. It will continue for over 100 years. Cloud seem to either speed up or slow down the process of global warming. Billowy cumulus clouds will shade the earth and slow down the effects of Global warming. Feathery cirrus clouds will trap heat and increase the effects of Global warming.

The IPCC have confirmed Global warming by studying temperatures and collecting data over time.

Farmers will see a temporary increase in crop production but it will drop to almost nothing in a short period of time.

Global warming affects everyone all over the world.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, defining global warming (<i>Global warming is where heat and gases can not leave the atmosphere</i>), and identifying its causes and effects (<i>more industries and automobiles to pollute our air</i>). The response makes implicit connections to the task of explaining how humans are affected by global warming (<i>This will cause droughts and many more problems with diseases</i>).
Development	Develops some ideas more fully than others. The response develops the effects of global warming on water (<i>ice caps and glaciers ... melt and ocean levels ... rise</i>) while health problems, wildfires and drinking water scarcity are left undeveloped.
Organization	Maintains an appropriate focus on the harm caused by global warming. The response exhibits a logical sequence of ideas, presenting the causes, effects, and increasing rate of global warming. Some consistency is shown in the final paragraph by pairing the discussion of the IPCC's findings with farmers experiencing a <i>temporary increase in crop production</i> .
Language Use	Uses generally appropriate language, with some awareness of audience and purpose (<i>Global warming will affect all Humans all around the globe</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>With all the CO₂ in the air it will cause respiratory infections</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>scarces and temperary</i>), punctuation (<i>ocean it and With the droughts ... it wildfires</i>), and capitalization (<i>Global</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Global warming is a serious issue and humans should be well aware of its effects. It is something that we should try to prevent now before it gets too late. For those of you that don't know, the effects of global warming can be as severe as an increase of deaths due to diseases, caused by insects. There are more terrifying effects that can be caused by global warming, such as increase in floods, fires, crops destruction and pollution. Contemporary scientists are trying to stop the increase of temperature, but an effective idea to prevent it, is yet to be found. People living in the earth right now should know that global warming is a very serious topic with destructive effects. According to "Life In The Greenhouse", it's a possibility that lands such as Florida, Louisiana, the Nile Delta, the Maldives and Bangladesh might become inhabitable due to sea rising, caused by global warming. "Life In The Greenhouse" also states that "a range of 2.5° F to 10.4° F can be the increase of temperature by centuries". That increase is labeled as "harmful" to all species on the earth.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>Global warming is a serious issue and humans should be well aware of its effects</i>) and makes a few connections to the task.
Development	Develops ideas briefly, using some details from the documents (<i>deaths due to diseases, caused by insects and increase in floods, fires, crops destruction and pollution</i>).
Organization	Establishes an appropriate focus on <i>the effects of global warming</i> . The response exhibits a rudimentary structure, progressing from the identification of global warming as a threat to its effects but lacks a conclusion.
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>it's is</i> and <i>become inhabitable</i>). The response exhibits some awareness of audience (<i>For those of you that don't know</i>) and occasionally makes effective use of sentence structure or length (<i>Contemporary scientists are trying ... is yet to be found</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in grammar (<i>crops destruction and in the earth</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

Global warming has ~~been~~ ~~big~~ is having a larger affect on the planet than we had imagined. It was never determined for ~~st~~ certain if the idea of the Earth actually getting hotter from human activity was true or not. However, with a combination of time and technological advances, we now know.

The first passage tells how human activity has actually increased ~~the~~ temperatures worldwide one degree (F) in the last century. The passage by M. D. Lemonick says that "Already, humans have increased the concentration of carbon dioxide, the most abundant heat trapping gas in the atmosphere, to 30% above pre-industrial levels."

Temperatures will keep going up, Lemonick also says that information from the IPCC (Intergovernmental Panel on Climate Change), reveals that by 2100, temperatures on an average will rise to ^{between} 2.5°F and 10.4°F. Even before the temperatures rise this high, there are problems that can happen.

Storms will become more frequent, and more intense. Coastal areas severely eroded ~~by~~ by rising seas, and other events, or problems, can take place. This is a problem because it is a ~~danger~~ possible danger to public health. Waters could become contaminated, heat-related deaths could increase because of higher urban levels of ozone, the sun stronger and temperatures warmer. ^(making)

Global Warming may make it too hard to

We on ~~the~~ this planet for humans, plants, and animals.

The second document ~~was~~ given is a map of the Consequences of Global Warming. Some of the things shown on the map are; heat waves, crops, pollution, Disease, floods, and fires. In just the United States alone, such problems shown are; fires, diseases, coral bleaching, floods crop failures, and heat waves. The earth ~~and~~ climate are slowly being destroyed by global warming.

Global warming is becoming a more occurring thing. It's slowly killing our planet and some people fail to see it.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents (<i>Global warming has is having a larger affect on the planet</i>). The response makes few connections to the assigned task (<i>Global Warming may make it too hard to live on this planet for humans, plants, and animals</i>).
Development	Develops ideas briefly, using some details from the documents (<i>Temperatures will keep going up and Waters could become contaminated</i>). The response lists consequences of global warming taken from the map (<i>heat waves, crops, pollution</i>) without elaboration.
Organization	Establishes an appropriate focus (<i>human activity has actually increased temperatures worldwide</i>). The response exhibits a rudimentary structure of three paragraphs.
Language Use	Relies on basic vocabulary (<i>The first passage tells</i>), with little awareness of audience and purpose (<i>It's slowly killing our planet and some people fail to see it</i>). The response occasionally makes effective use of sentence structure (<i>However, with a ... we now know</i>). Some language is copied from the documents.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>costal, bleaching, becomming</i>) and punctuation (<i>on the map are; heat and shown are; fires</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Over the last couple of decades there has been a lot of global warming occurring. People have not believed it, but now it has been proven that the earth is warming due to greenhouse gasses.

There is data that has been taken from every year to show that the rate of heating that is going on, on the earth has increased dramatically. The temperatures have become higher more than 1°F over the past century. At the rate the world is moving now that 1°F will become on an average of 2.5°F to 10.4°F . A change as big as this will change the way human beings live, and that's a fact. Crops might start to die down, or even stop growing due to the rapid growth of drought that is occurring. Animals will start to migrate towards the poles, and into higher climates. Florida and both the Eastern and the Western coast might disappear due to flooding, due to the melting of glacial areas and due to the melting of mountain tops. This will occur almost definitely, but we can slow it down by making more restrictions on the amount of Carbon Dioxide that is sent off into the atmosphere. We as human beings have to slow down the ejection of greenhouse gasses into the atmosphere or we may not be alive for much longer.

In conclusion the rate of Carbon Dioxide gasses being sent off into the atmosphere is at a very high rate. There is proof that if we continue to go on like we are, then there is a high rate that our lives might change drastically.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>now it has been proven that the earth is warming due to greenhouse gasses</i>). The response makes few connections to the assigned task (<i>we can slow it down by making more restrictions on the amount of Carbon Dioxide that is sent off into the atmosphere</i>).
Development	Develops ideas briefly, using some details from the text (<i>Crops might start to die down, Animals will start to migrate towards the poles, the melting of glacial areas</i>).
Organization	Establishes an appropriate focus on greenhouse gases and their effects (<i>There is data that has been taken from every year to show that the rate of heating ... has increased</i>). The response exhibits rudimentary structure, listing some statistics on global warming, results, and a call to action (<i>We as human beings have to slow down the ejection of greenhouse gasses</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>ejection</i> for “emission” and <i>rate</i> for “likelihood”). The response attempts to vary sentence structure but with uneven success (<i>There is data ... that the rate of heating that is going on, on the earth has increased dramatically</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>floodding, definetly, drasticy</i>) and punctuation (<i>We as human beings have</i> and <i>In conclusion the</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

To Who is My Concern.

Global Warming is a Major threat in the world today. If it is Not Watched Carefully and taken in to consideration it might cause several damages to the earth.

Even through these damages are really not visible or that noticeable that still occur and every year grow stronger. Eventually Global Warming may start to effect humans and actually has already has. Some of the effects Global Warming will have are it heats the earth so it is easier to get burnt, warmer temperatures could bring about hot spells that could lead to death. and rising seas would contaminate water supplies salt. The temperatures will rise more and more as the earth ages but if we try to control the amount of carbon dioxide let into the Earths atmosphere it might make the earth last longer and make it a better place. There are many steps that can be taken to lower the amount of carbon dioxide that goes into the air all that needs to be done is for them to try them.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text by stating <i>Global Warming is a Major threat in the World today</i> . The response makes superficial connections to the assigned task (<i>If we try to control the amount of carbon dioxide ... it might make the Earth last longer</i>) No references to the map are made.
Development	Is largely undeveloped, hinting at consequences that <i>still occur</i> because of global warming (<i>it is easier to get Burnt</i>). The response makes vague references to the text (<i>Carbon dioxide</i>).
Organization	Suggests a focus on global warming and that <i>if it is Not Watched carefully</i> , there could be negative consequences. The response lacks organization, with one paragraph consisting of a series of loosely related ideas taken from the text.
Language Use	Uses language that is imprecise (<i>cause sevaral damages to the earth and contaminate water supplies salt</i>). The use of run on sentences indicates little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>in to, Notisible, rize</i>), punctuation (<i>consideration it and Eventually Global</i>), capitalization (<i>Major and Rising</i>), and grammar (<i>To who is, has already has, them to try them</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

In Global warming, the studying changing weather patterns, where for which, in order to increase public awareness. I have decided to write a letter to the newspaper discussing global warming and explaining how global warming may affect humans

Global warming is where there are countries around the world for which they may have some global effects. The countries that are very common is Mexico, South America, North America, Asia, Europe, Brazil. Most of these effects result from changes in the climate such as heat waves, crops, for farming needs, pollution, diseases such as malarial or dysentery, water wars, coral bleaching, refugees, fires, or floods, overflowing.

One of the global effects that may affect humans is diseases. Such as malaria for which, warmer weather conditions may amplify insect-borne diseases. The flooding could spawn more water-borne illnesses.

Another major effect of global warming is crops in Africa mostly. For which the drought and high temperatures could cause crop failure

and main nutrition. That means there is no food to grow for which people will be starving. High temperatures will result in lack of water supply for humans. People will be dehydrated.

• As a result, global warming is very serious. To increase public awareness there were the effects to discuss how global warming may affect humans.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the documents (<i>Global warming is where there are countries around the world for which they may have some global effects</i>). The response connects to the task by copying the prompt.
Development	Is largely undeveloped, hinting at the causes and effects of global warming but most references are vague (<i>Most of these effects result from changes in the climate</i>). The response repeats ideas about malaria and crop failure.
Organization	Suggests a focus on how global warming affects people (<i>One of the global effects that may affect humans is diseases</i>). The response suggests an organization through an introduction and conclusion that copy the task, and through the use of transitions (<i>Another major effect and As a result</i>).
Language Use	Uses language that is imprecise (<i>the studying changing; Where for which, in order; That means there is no food to grow for which people will be starving</i>) or copied from the text.
Conventions	Demonstrates emerging control with occasional errors in punctuation (<i>may affect humans; or floods, overflowing; for which, warmer wetter</i>), capitalization (<i>Global, Patterns, Refugees</i>), and usage that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

This letter is regard to our world problem, Global Warming. We now we have this problem because we have kepied records of our weather through out the years and notice that our weather has been getting hotter and hotter. As you will keep on reading this letter you will read the effects of this problem.

We first notice we had a problem when the industrial revolution began and machinery was now the main factor for survival. Now, if we keep on polluting this world we will kill it and kill our selves. I forexample live in New Hampshire, and the West Nile virus all ready has effected my fellow neighbors. This insect was causes to get here by the warmer temperatures. Also I suffer from respiratory problem, and in Mexico they are the most in dangerour for dying from pollution.

Animals also have change their migration rutins in order to be only cooler regions of the world. IF the "Warming" problem continues

we will be in deep trouble because
this could last 1,000 years.

I hope in take in consideration this
information and try to do
something about it.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the documents (<i>We first notice ... a problem when the Industrial revolution began and in mexico they are the most in dangeour ... from pollution</i>). The response makes an unclear connection to the task by stating that the reader should <i>try to do something about it</i>.</p>
Development	<p>Is largely undeveloped, hinting at ideas about how <i>weather has been getting hotter and the effects of this problem (we will kill it and kill our selves)</i>. The response makes vague references to the documents indicating that animals change their migration patterns <i>in order to be only cooler</i>. Some references are irrelevant (<i>I suffer from respiratory problem</i>).</p>
Organization	<p>Establishes a focus on <i>our world problem, Global Warning</i> but fails to maintain that focus. The response exhibits a rudimentary structure with an introduction, a brief discussion of possible consequences, and a conclusion.</p>
Language Use	<p>Uses language that is imprecise (<i>This letter is regard and We now we have</i>), and unsuitable for the audience (<i>As you will keep on reading and deep trouble</i>). The response shows little awareness of how to use sentences to achieve an effect.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>puloting, neighbors, tutins</i>) and grammar (<i>kepted records, was causes, in dangeour for dying</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.</p>	

Anchor Paper – Part B—Level 1 – A

Dear Editor,

My science class is studying the changing weather patterns and how they relate to global warming. Global warming will have a devastating affect on humans, plants and animal life around the world. Studies by the IPCC show that humans have increased the concentration of carbon dioxide, which is the most abundant heat-trapping gas in the atmosphere, to 30% above the pre-industrial levels.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding. The response makes reference to the text and the task (<i>Global warming will have a devastating affect and carbon dioxide ... pre-industrial levels</i>), although there is virtually no original thought. The response makes no reference to the graphic.
Development	Is minimal. The response consists of details taken from the text (<i>changing weather patterns and how they relate to global warming</i>) with no evidence of development.
Organization	Suggests a focus by identifying global warming and the idea that it can be harmful, but lacks an organization.
Language Use	Is minimal. The response uses language that is predominantly copied.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: The response fits criteria for Level 1, although it is somewhat stronger in organization.	

Dear Sir or Madam,

~~We as a class like to discuss global warming and how global warming may affect humans.~~
 We as a class like to discuss global warming and how global warming may affect humans.

In the map you sent us, shows us the consequence of global warming in the seven continents and the ^{cities, and the} factors contributing to global warming like heat waves, crops, pollution, disease, water wars, coral bleaching, refugees, fires and floods. ~~We like to discuss the contributors,~~

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding. The response refers to the fact that <i>we as a class like to discuss global warming</i> and mentions <i>the map you sent us</i> .
Development	Is minimal. The response refers to the map and lists some items on it, but with no reference to the task.
Organization	Shows no focus or organization.
Language Use	Is minimal, consisting of only two sentences and ending with a fragment.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

The scary truth about global warming is that it will have an affect on human lives if we allow it to progress. Global warming is a dangerous trend that potentially will kill as well as decrease life enjoyment if we do not attempt to stop this dangerous trend before more irreplaceable damage is done to the atmosphere. We must start efforts now to save our children because if we don't concern ourselves now with global warming the consequences of the future will be dire.

Initially, global warming started at the time of the industrial revolution directly resulting in the increase of carbon dioxide concentration in the air. This came from factories, power plants, automobiles, and farms all industrialized at this time and causing problems for future generations. Today's affects are on animals, the weather, and crops, but tomorrows affects are sure to be more grave. For starters the Intergovernmental panel on Climate changes has said that

Scientists no longer doubt that global warming is happening and humans are at least partially responsible for global warming.

"The levels of carbon dioxide are 30% higher than they were pre-industrial levels." The affects we personally have suffered are droughts, dangerous weather conditions, fires, floods, and animals normal patterns have been disturbed. In the text, the future problems with global warming are discussed. By 2001 the IPCC says, "The average temperature will increase between 2.5°F and 10.4°F." This might not seem like much but it causes storms to become more "frequent and intense, droughts more pronounced, coastal areas, ever more severely eroded by rising seas, agricultural land and ecosystems thrown out of balance."

As a result, water supplies will be contaminated, climate zones will drastically shift, agriculture will be thrown into turmoil, hundreds of thousands of people would have to move out of unliveable regions. There would also be high levels of ozone, stronger sunlight, and warmer temperatures causing an increase in respiratory illness. The hot spells would cause a rise in heat related deaths. The warmer temperatures would also widen the range of disease carrying rodents and insects, mosquitos and ticks could cause dengue fever, malaria, encephalitis, and Lyme disease among other afflictions. Adjusting would be difficult for humans and devastating to animals. Flood prone areas would be damaged far more severely. Areas that are by the sea, New York city, Louisiana could be completely destroyed. Another possible scenario is another ice age could develop. According to the table "Consequences of Global Warming," in New York disease will be a likely future havoc from global warming. Heatstroke will also kill people in the area.

Finally, the truth behind global warming will be devastating for future generations unless we act appropriately with the help of Kyoto Protocol, so we can slow down the process of global warming. Global warming is a dangerous trend that must be evaluated because we must protect the earth for the future of mankind. Global warming will have a major affect on human lives if we are not careful to recognize this trend and stop it in it's tracks. We can fight global warming but not alone, we need everyone's support.

My Science class was explaining some cases about how global warming may affect humans, and the information collected was very develop, because all the students taking notes beneficuous for know some problems consequents for the life humans, but many institutions may help to contribution of many obstacle than are of big problems for the humans.

Some report indicate that many evidence about of how the planet was warming up as a result of human activity was largely theoretical. The Earth is destroyed after than too much industrial began to build automobiles etc. The weather each day are more frequent thought, of the change climatic, also when occur an event on the nature how can us see the El Niño events which devastating weather in the eastern Pacific and some zone more frequent. Diversas kind of animals are dissapear and are being disrupted, because their ranges poleward and higher altitudes for they support the great changes of the weather.

The human population could be disastrous when hundres of millions o people have to migrate of unlivable regions then, the farmer of agriculture not can have a good result for sastify an balance on agricultural land and ecosystems

In the Paragraph 71 say, that a great excess of Carbon dioxide will enter the atmosphere thing that

Can cause a big problem for the people than habitat the earth, because this should contaminated a great part of the poblation that live on the Planet Earth.

Imagine having to pick up everything and move out of your town because the weather, climate, and other varying factors have caused insect and rodents carrying disease to increase, sea levels to rise, pollution to inhabit respiratory health, and entire ecosystems to disappear. Since the 18th century Industrial Revolution here in America (and ~~our~~ other neighboring and overseas countries), the temperature has begun to steadily increase due to the phenomenon called global warming. Global warming is what scientists describe as the release of gases (CO_2 , CH_4 ; aka methane) into the atmosphere causing the heat to be "trapped"; thus a gradual and dramatic change in climate, geographical traits, and other ecological factors. Global warming is dangerous because of the effects it has on the human population. Various factors result from this phenomenon; such as, "heat waves," agricultural difficulties/problems, coral bleaching, sea-level and other water related trauma, natural disasters, and increase in widespread disease both bacterial and those that are inhibitors of the respiratory system.

Initially public health will suffer because of global warming. Factors such as rising sea levels would cause urban water supplies to be contaminated by incoming salt that is a part of sea water solutions. An increase in urban temperature results from higher levels in the ozone; thus, warmer temperatures

emerge. Higher climatic temperatures affect the public's health because the increase in temperature also means an increase in respiratory disease and other air-borne illness. When the temperature doesn't decrease low enough, people become ~~three~~ to three times more susceptible to bacterial illness. Bacteria thrives and reproduces best in higher temperatures. Without a distinguished difference in temperatures illness will be more difficult to ~~attack~~ and control.

Aside from health-related effects on the human populations, global warming will also take a toll on our ecological surroundings; thus, challenging our dependency on particular elements in our environment. Scientists predict that the extreme climate changes will cause entire ~~species to~~ ecosystems to dysfunction and break down. Our dependency on fish and game as well as agricultural products will be decreased due to the loss of sea life and decrease in crop size.

Global warming isn't just a tiny issue that will go away by itself, it's an issue that must be solved by prevention, reduction, and human action. If we fail to address global warming we as a global community will suffer from tragic and alarming consequences that would cause death and natural disaster to prevail and ultimately destroy ~~our~~ planet.

Global warming has been increasing over the past years. Snow has been disappearing from the tops of glaciers. El Niño is now more of a problem than what it has been before. Plants and animals have been moving into higher ranges of climate. Global warming may become a major problem and may affect humans. We need to find a way to stop the increasing of global warming.

Global warming could become a major problem if we do not halt the increasing percentage. All around the world temperatures have been on the uprise. According to passage I, "Worldwide temperatures have climbed more than 1°F over the past century, and 1990's were the hottest decade on record." The world is continuing to get hotter. There has been more wild fires than ever before. With facts to prove scientist no longer doubt that global warming is happening. Passage I said, "Global warming could, paradoxically, throw the planet into another ice age." Snowfall reflecting sunlight would cause the world to be cooler. Heat waves have increased all along the world. Passage II, "Deaths may double by 2020." Global warming has caused more deaths. Global warming is something we should learn about in life.

Global warming may cause problems in affecting humans. Carbon dioxide is increasing in our air. Passage I said, "Already, humans have increased the concentration of carbon dioxide." It is bad to breathe in. For farmers it is bad it will do damage to their crops. According to passage two, "Drought and high temperatures cause crop failure and malnutrition. Global warming is bad for everyone."

In conclusion, global warming is a horrible thing. We should find a way to prevent it, before it is too late. Global warming is bad for humans and we should all learn about it.

Dear Newspaper representatives,

My Earth science class has been studying changing weather programs, and global warming has been an important issue. Why? Because our planet has been warming up at an alarming rate, and although we do not feel it now, the effects of global warming could be very disastrous ^{for humans} in a hundred or so years.

Let me start off by telling you a little bit about global warming. In the past century, worldwide temperatures have ~~climed~~ risen over 1°F. Research has also shown that the 90s were the hottest decade ever and that 420 physical processes on animal + plant species on all continents have been affected. Glaciers have been melting, coral reefs have been dying and animals have been shifted their direction of migrations. These are only a few examples proving that earth has been warming up, and changes have been taking place. Scientists have also predicted that by 2001, average temperatures will have increased somewhere between 2.5°F and 10°F. This drastic increase could ironically lead the world into another ice age. How? By more snowfall reflecting more sunlight back into space, net cooling might actually take place. Global warming however, will not only affect land + physical processes, but humans as well.

People will be greatly affected by global warming if it doesn't stop or slow down. Changes in the weather could cause the climate to favor more

Insects like ticks, mosquitoes, and other bugs, increasing the occurrence of diseases like malaria and encephalitis. By having tides rising and certain states and countries being made impossible to live in, people would have to migrate out of these regions. A prediction map shows that fires, floods, disease, and pollution are all likely to increase all over the world. These problems would make it very difficult for people to live and survive anywhere.

Although global warming can cause very disastrous effects, it can be slowed down. If we (the people of the world), stop emitting so much carbon dioxide into the atmosphere, it would help a great deal. If we can avoid reaching an unstable tipping point or begin to reverse the warm trend, we will be much better off. As M. D. Lemonick stated, "Now that we know what we're doing, it would be utterly foolish to continue."

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 weaker in language use.

Practice Paper C—Score Level 4

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

Practice Paper D—Score Level 3

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

Practice Paper E—Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

