

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Tuesday, August 17, 2004—8:30 to 11:30 a.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) 3 | (7) 2 |
| (2) 1 | (8) 4 |
| (3) 4 | (9) 3 |
| (4) 2 | (10) 1 |
| (5) 3 | (11) 2 |
| (6) 4 | (12) 3 |
| | (13) 3 |
| | (14) 2 |
| | (15) 1 |
| | (16) 4 |

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

- If the student 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.

Casimer Michalazyk, a sculptor is a man who possesses many of the admirable qualities that so many lack in today's modern society. Three components of his character that truly shine are his resourcefulness, his dedication, and his generosity. Without these aforementioned qualities, it is indeed doubtful whether Michalazyk would have been as successful as he is.

As a student at the Rhode Island School of Design during the Great Depression, Michalazyk learned early on the importance of resourcefulness. In order to save money during these difficult times, he ceased to buy expensive commercial tools and began crafting those of his own design. His creative nature allowed him to change an act of thrift into its own separate art form. Describing his work, Michalazyk says, "There's a reward in making your own tools." His different types of tools enable him to create new effects in his work, unless if one used commercially-made tools. These ideas are constantly seen in junk heaps, yard sales, even in the sculptor's own backyard. He uses anything from steel tongs to motorcycle chains and lawn mower blades to create the tools themselves, handles are made from bamboo, dowels, pencils, discarded knives, even animal bones. These "findings", as he calls them, currently number around 3,000 chisels, knives, and other tools.

Casimir Michalsky is undoubtedly one of the most dedicated artists of modern times. He is so much so that in order to accomplish more of what he loves to do, he trained himself to be ambidextrous. Now, if one hand grows weak, he can simply begin with the other one. Despite his increasing age, Michalsky refuses to stop his work. Even at age 85, he still manages to turn out finished pieces; recently, he completed a gravestone for the mother of Mary Travers, a member of the group Peter, Paul, and Mary.

Lastly, one of his greatest qualities is that of generosity. ^{From} His collection of more than three thousand tools, which were created during his more than sixty-year artistic career, he gave portions to two schools of art. First, his gift of nine hundred tools to the sculpture department at his alma mater of Rhode Island School of Design was called a "wonderful opportunity" by Michael Barrisford, head of the department. In the year 2000, Michalsky had hoped to give the same type of gift to the Yale School of Art, which he also attended. Unfortunately, due to the fact that they no longer taught three-dimensional carving, they declined. Unperturbed, he presented the Lyme Academy of Fine Arts, a relatively new institution, with 500 of his handmade tools.

Anchor Paper – Part A—Level 6 – A

In conclusion, Casimer Michalczyk possesses three of the qualities that many consider to be essential to one's character. Resourcefulness is shown through his creativity in building new tools; Dedication is shown how long and successful his career has been; Generosity is seen through his gifts of tools, instruments he has spent his whole life making, so that others might have that same chance.

Anchor Level 6 – A

| Quality | Commentary |
|---|---|
| Meaning | The response: Reveals an in-depth analysis of the text (<i>Casimer Michalczyk ... is a man who possesses many of the admirable qualities that so many lack</i>). The response makes insightful connections between the text and the task (<i>Michalczyk learned early on the importance of resourcefulness</i>). |
| Development | Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to describe the sculptor's <i>admirable qualities</i> (<i>he ceased to buy expensive commercial tools and began crafting those of his own design, he trained himself to be ambidextrous, from his collection ... he gave portions to two schools of art</i>). |
| Organization | Maintains a clear and appropriate focus on the sculptor's qualities. The response exhibits a logical and coherent structure, moving through the qualities of <i>resourcefulness, dedication and generosity</i> , and then summing them up in the final paragraph. Appropriate transitions (<i>Without these, Describing his work, Even at age 85</i>) are skillfully used. |
| Language Use | Is stylistically sophisticated, using language that is precise and engaging (<i>aforementioned qualities, enable him to create, unseen if one used commercially-made tools</i>). The response exhibits a notable sense of voice and awareness of audience and purpose (<i>Three components of his character that truly shine</i>). Structure and length of sentences are varied to enhance meaning (<i>he still manages to turn out finished pieces; recently, he completed a gravestone for the mother of Mary Travers</i>). |
| Conventions | Demonstrates control of the conventions with essentially no errors. |
| Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities. | |

In 1938, a man by the name of Casimer Michalczuk graduated from the Rhode Island School of Design. Intent on being a sculptor, Michalczuk outwitted the Depression to go on to be a profitable man for a 60 year career.

Because Casimer was trying to work through such a rough period of time, he knew he had to save money. Tools for his sought-after career were expensive, and didn't always produce the results he strived for. Because of this, to some, Casimer created a new art. Using materials found in yard sales, scrap yards, and his own backyard, Casimer began to create his own tools. He created over 3,000 useful chisels, spatulas, brushes, scrapers, loops, gauges, picks, and saws from his own resourcefulness. Casimer found he could create the interesting shapes and curves he desired for his own masterpieces. The saying, "one man's garbage is another man's treasure," definitely applies to Casimer. He preferred to use anything of bronze, brass, or steel: bike rims, saw blades, lawn mower blades, brass plumbing fixtures, umbrella wire, and threaded rod all found jobs in Casimer's work. Animal horns and old bones served as handles, as well as old knife handles. However, his favorite material to use for handles was bamboo, as well as wood dowels, pencils, and tree branches. Anything was good enough for "His Findings," as he used to call his tools.

Casimer possesses a deep dedication to his work. Each of his hand-crafted tools is molded and stripped to his needs on a high-speed abrasive wheel. However, Casimer still holds to the belief that an artist's best tool is the hand.

In fact, early on in his career, Casimer taught himself to be ambidextrous. That way, ~~if~~ when one hand gets tired, he can simply switch hands and keep working!

Casimer has used his talents in many areas. He created wind-tunnel models for scientific experiments for Pratt and Whitney, along with the Justice Statue outside the old state house in Hartford. He has also crafted 150 markers for graves into works of art. He created these wonderful pieces in dual suicides in Martha's Vineyard and Gilstonbury County.

Now, Casimer is looking at retirement. In the past few years, he has started to pull down his dust-laden ~~the~~ tools from their coffee cans. He selected 900 tools, embedded with slate dust, and donated them to his school, the ~~IRSD~~ sculptural department. Casimer wanted his tools to be beneficial to the students of 3-dimensional art. Michael Barrisford, head of that department, was ecstatic over the donation, and felt it was a wonderful opportunity for the students. Since then, Casimer has donated more of his tools to art schools. In 2000, he hoped to endow 500 more of his tools to Yale. Unfortunately, they turned down his request, claiming they no longer offered carving in 3-D, but only an assembly program. Astonished and saddened at the thought of his art dying out, Casimer donated those tools to the Lyme Academy of Fine Arts in Old Lyme Connecticut, a new school that still teaches traditional sculpting.

All of his graciousness has not left Casimer w/o tools. At the age of 85, he is still doing what he loves. Recently,

Anchor Paper – Part A—Level 6 – B

Casimer finished 2 head stones, one being for ^{the mother of} Mary Tavers (of Peter Paul, and Mary). This resourceful, dedicated, generous man is still going strong. "I'm thinking of a grave stone for myself," he says, "but not anytime in the near future."

Anchor Level 6 – B

| Quality | Commentary |
|--|--|
| | The response: |
| Meaning | Reveals an in-depth analysis of the text, stating that after graduation, Casimer Michalczyk <i>outwitted the Depression to become a profitable man for a 60 year career</i> . The response makes clear and explicit connections between the text and the task (<i>The saying, "one man's garbage is another man's treasure," definitely applies to Casimer</i>). |
| Development | Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific details from the text to describe the sculptor's resourcefulness (<i>Using materials found in yard sales, scrap yards, and his own backyard, Casimer began to create his own tools</i>), dedication (<i>Each of his hand-crafted tools is molded and stripped to his needs</i>), and generosity (<i>He selected 900 tools ... and donated them to his school</i>). |
| Organization | Maintains a clear and appropriate focus on Michalczyk's work and qualities. The response exhibits a logical sequence of ideas, chronologically tracing Michalczyk's career, making skillful use of appropriate devices and transitions within (<i>as well as, However, Since then</i>) and between (<i>Because, Now, All of his</i>) paragraphs. |
| Language Use | Uses language that is generally fluent and original, with evident awareness of audience and purpose (<i>he has started to pull down his dust-laden tools from their coffee cans and Astonished and saddened at the thought of his art dying out</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Now, Casimer is looking at retirement</i>). |
| Conventions | Demonstrates control of the conventions with only two errors in usage (<i>3-dimensional</i> and <i>2</i>). |
| Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use. | |

Now eighty-five years old, sculptor Casimer Michalczyk graduated from the Rhode Island School of Design in 1938 as a mere child. Upon graduation, Michalczyk aspired to become a great sculptor. This was a dream that was certainly brought to life throughout his long career.

As a student, Michalczyk many times made his own tools due to the expensive nature of ready-made tools. One of Michalczyk's many admirable qualities is that he, as said by writer Edie Clark, "knew how to turn something that isn't into something that is". He soon found that making his own tools was not only money saving, but brought its own reward as well. He eventually accumulated more than 3,000 tools, most of which were handmade. These tools included chisels, spatulas, knives, loops, pounders, scrapers, gauges, and picks. He would look everywhere for materials to make his tools with. From scrap heaps, to yard sales, to his own back yard, Michalczyk would look anywhere for a new tool. He would find umbrella wire, old saw blades, sea clamps, dental tools, plumbing fixtures, and a variety of other things made out of steel, bronze, or brass to use. He would look for interesting shapes and curves that caught his attention as something he would want to see in his work. Despite his obsession with the perfect tool, he knew that "It's still the human hand that's the finest tool".

During his more than sixty year career, these tools have helped him make amazing things. He has created everything from statues, to windtunnel models for experimental aircrafts. He has also created over 150 beautiful markers for

graves. The dedication that he has shows in everything that he does. He has even trained himself to be ambidextrous so that a tired arm cannot stop him from continuing his passion. He tirelessly works at his dual studios in Glastonberry, Connecticut, and at Martha's Vineyard to this day. He is, however, beginning to think about retirement. He has recently said that "I'm not working on a stone right now, but I'm thinking about one for myself"... "just thinking".

Michalczyk has begun to go through his many tools and sort them out. He has recently made a donation to the Rhode Island School of Design consisting of 900 of his valued tools. He said, upon making this donation, "I hope these will be useful to the students learning to work in three dimensions!". He had hoped to donate 500 more tools to the Yale School of Art, but was let down by the response he received. The school denied his donation, explaining that they no longer taught carving in three dimensions, but instead taught only assembly. Michalczyk was astonished by this response, but found a home for his tools at the Lyme Academy of Fine Arts none the less.

Michalczyk is truly an admirable and inspiring artist. When presented with a problem, he turned it into a blessing, and has continued to do so for over 60 years. His resourcefulness, dedication, and creativity are just some of the qualities that make him a wonderful role model for young artists everywhere.

Anchor Level 5 – A

| Quality | Commentary |
|---|--|
| Meaning | The response: Conveys a thorough understanding of the text, presenting several of the artist’s admirable qualities. The response makes clear and explicit connections to the task (<i>One of Michalczyk’s many admirable qualaties is that he ... “knew how to turn something that isn’t into something that is” and The dedication that he has shows in everything that he does</i>). |
| Development | Develops ideas clearly and consistently, using relevant details to describe Michalczyk’s traits (<i>He would find umbrella wire, old saw blades, sea clamps, dental tools, and Michalczyk ... found a home for his tools at the Lyme Academy</i>). |
| Organization | Maintains a clear and appropriate focus on the artist. The response exhibits a logical sequence, moving from resourcefulness to dedication to generosity using appropriate transitions (<i>These tools included, also, however</i>). |
| Language Use | Uses language that is generally fluent and original (<i>Despite his obsession with the perfect tool</i>), with evident awareness of audience and purpose (<i>His resourcefulness, dedication, and creativity ... make him a wonderful role model for young artists</i>). The response varies sentence structure to control rhythm and pacing (<i>When presented with a problem, he turned it into a blessing ... for over 60 years</i>). |
| Conventions | Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>sculpter, qualaties, Vinyard</i>). |
| Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities. | |

Casimer Michalczyk was one of the most admirable artists of all-time. Not only was he a very creative artist, but he also proved to be resourceful, giving, and very talented throughout his career of over sixty years. Now that he has retired, Casimer Michalczyk has started to donate his "works" to his former schools to keep the tradition of sculpting alive for the future.

In 1938, Casimer Michalczyk graduated from the Rhode Island School of Design. His career decision was to become a sculptor. Michalczyk went out to buy tools, and when realizing their expense, came up with the idea of making his own. He lived during the time of the depression, so saving money was both a concern and skill that he had to consider. He started off making tools solely for this reason, until it became a new category of art for him. The idea that originated just to be a money saver had turned into his strong point. ^{Through his} work ~~as~~ dual studios in Eastonbury, Connecticut, tools were not his only forte. Michalczyk also began to make gravestones and statues (with his own tools) as well. Later in his career, he became ambidextrous so that if one hand grew tired, he easily could switch to the other. This showed Casimer Michalczyk's true dedication to his work. He also showed clear dedication to the future of young art students everywhere in ~~the~~ ^{the} later years of his life. Michalczyk is now 85 years old, and looking to retire. He has had quite a successful life.

In a reflection of his many accomplishments, it is very noticeable that Casimer Michalczyk was a very resourceful

artist (as well as creative.) Throughout his career, he has made nearly three thousand tools - including spatulas, chisels, saws, scribes, knives, brushes, scrapers, loops, pounders, picks, and gauges. Not only was it rewarding to have new tools for specific tasks, but also it was a great accomplishment to be so resourceful. Michalczyk would search scrap heaps, yard sales, and even his own backyard for materials. To make these tools, he would ^{not only} use such things as bronze, brass, and steel. But he also included old saw blades, umbrella wire, dental tools, threaded rods, motorcycle chains, bicycle rims, and brass plumbing. All of these were used for the blade. The handles were made of hollow materials including steel tubing, bamboo, shrub stalks, pencils, wooden dowels, old knife handles, tree branches, and bones. ~~These~~ ^{these} tools proved to be some of the least expensive and high quality tools of all time. Not only were they made resourcefully, but also were stored resourcefully. Michalczyk keeps his tools in standard coffee cans, and empty tomato jars.

Now that he is looking at retirement, Casimer Michalczyk needed to decide what would become of all of his tools. He donated nine hundred of them to the Rhode Island School of Design, specifically for the sculpting department in which he used to work. He hoped that they would be useful to students who were learning to work in three dimensions. When Michael Barrisford (the head of the RISD sculpting department) received the donation, he was delighted

and stated that it would be a wonderful opportunity for the students of RISD. Casimer Michalczyk also hoped to make more donations, particularly to Yale (his other alma mater). Unfortunately, Yale declined this offer, claiming that they no longer instruct three dimensional carving at their school. They now only did assembly. Michalczyk was quite astounded at this remark. He then decided to invest this donation into the Line Academy of Fine Arts (Old Lyme, Connecticut). This school was relatively new, so he donated five hundred dollars to them. This school kept the old tradition of three dimensional sculpting in their program.

Casimer Michalczyk proved to be a very admirable artist throughout his life. He was giving, resourceful, talented, and will always be remembered for these qualities. When viewing the Wind Tunnel Models for experimental aircraft at Pratt and Whitney, seeing over one hundred fifty of his grave markers, or walking by the Justice Statue in the State House of Harvard, people will never forget the great artist, Casimer Michalczyk.

Anchor Level 5 – B

| Quality | Commentary |
|--|--|
| Meaning | <p>The response: Conveys a thorough understanding of the text, identifying what makes the <i>resourceful, giving and very talented</i> artist so admirable. The response makes clear and explicit connections to the task (<i>This showed Casimer Michalczyk’s true dedication to his work and Not only were they made resourcefully, but also were stored resourcefully</i>).</p> |
| Development | <p>Develops ideas clearly and consistently, using specific and relevant details to describe the artist’s qualities, including versatility (<i>Michalczyk also began to make gravestones and statues</i>), resourcefulness (<i>The handles were made of hollow materials</i>), and generosity (<i>He donated nine hundred of them to the Rhode Island School of Design</i>).</p> |
| Organization | <p>Maintains a clear and appropriate focus on this <i>creative artist</i>. The response exhibits a logical sequence of ideas, tracing the growth of the artist through the use of appropriate transitions (<i>Michaczyk also began to make, Throughout his career, Now that he is looking at retirement</i>).</p> |
| Language Use | <p>Uses language that is fluent and original (<i>The idea that originated just to be a money saver had turned into his strong point</i>), revealing an evident awareness of audience and purpose (<i>He also showed clear dedication to ... young art students everywhere</i>). The response varies sentence structure to control rhythm and pacing.</p> |
| Conventions | <p>Demonstrates control of the conventions, exhibiting occasional punctuation errors (<i>steel. But; materials including; coffee cans, and</i>).</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p> | |

There have been ^{many} talented and admirable artists throughout history. Monet, Georgia O'Keefe, Vermeer and Casimer Michalczyk are all gifted artists whose work is praised by many.

Casimer Michalczyk is a sculptor whose talent is well known and well admired. He began his more than 60 year career at the Rhode Island School of Design (R.I.S.D). Michalczyk was a student during the Great Depression, and because of this, he knew the value of money. Being ~~very~~ creative and resourceful, he learned how to fashion his own tools. Michalczyk ~~at~~ first made his own tools in order to save money but he soon discovered the rewards of laboring over fashioning his own implaments. Creativity was in his blood, and soon Michalczyk could find a tool in just about anything.

Metal rods, bicycle tire rims, chain links and old dental tools became his scrapers, picks, brushes and chisels. Bamboo and tree branches were easily fashioned into handles by his nimble fingers. It was with these homemade tools that he created some of his greatest works. Michalczyk used his homemade tools to carve wind tunnel models, his famous ~~jar~~ "Justice" statue, and his beautiful, elaborately carved gravestones from slate. Michalczyk was determined and dedicated his life to sculpture. He even trained himself to work ambidextrously - working with his left and right hand equally. This strong will to succeed and prosper is one of Michalczyk's greatest qualities.

As Michalczyk grew older, he still sculpted but found he did not have a use for everyone of the 3,000 tools he possessed, most of which he crafted himself.

Michalczyk had another very admirable trait that he was not afraid to use—generosity. He selected 900 tools from his vast collection and donated them to ~~the~~ one of his alma maters, RISD. The school thankfully accepted the gift. Michalczyk's dream of aiding sculpting students was coming true. Michalczyk ~~was~~ wanted to give tools to his other alma mater, the Yale School of Art, but they declined. The school informed him that they did not teach 3D art carving anymore. They taught only "assembly". Michalczyk was devastated at this news.

Any other person would have felt insulted that the school did not accept ~~the~~ their gift. Michalczyk ~~meanly~~ instead felt inspired to help another school and give more to other students. He donated 500 tools to a relatively new school, the Lyme Academy of Fine Arts. The school graciously accepted his generous gift and promised to pass on Michalczyk's ~~gifts~~ ^{gifts} to other students, the gifts of creativity and talent, two of Michalczyk's most admirable ~~of~~ qualities.

Today, Michalczyk still sculpts. His grave markers are well-sought after works of art. Michalczyk's ~~great~~ wonderful qualities certainly include being a wonderful sculptor. However, they don't stop there. He is a generous man who truly ~~wants~~ craves knowledge and passing on a gift he knows so well: the ability to create beauty.

Anchor Level 5 – C

| Quality | Commentary |
|---|--|
| Meaning | The response: Conveys a thorough understanding of the text, explaining the artist’s <i>creativity, will to succeed, and generosity</i> . The response makes clear and explicit connections to the task (<i>Being creative and resourceful, he learned how to fashion his own tools</i>). |
| Development | Develops ideas clearly and consistently, using specific details from the text to describe the artist’s qualities of resourcefulness (<i>Metal rods, bicycle tire rims ... became his scrapers, picks, brushes and chisels</i>), dedication (<i>He even trained himself to work ambidextrously</i>), and generosity (<i>He ... donated 900 tools from his vast collection</i>). |
| Organization | Maintains a clear and appropriate focus on the artist’s <i>wonderful qualities</i> and exhibits a logical sequence of ideas through the use of appropriate transitions (<i>He began, and soon, Today</i>). The response sometimes lacks internal consistency. For example, paragraph 2 focuses on resourcefulness, this discussion continues in paragraph 3, and abruptly shifts to a discussion of the artist’s dedication within the same paragraph. |
| Language Use | Uses language that is fluent (<i>It was with these homemade tools that he created some of his greatest works</i>), with evident awareness of purpose. The response varies sentence structure and length to control rhythm and pacing (<i>As Michalczyk grew older, he still sculpted but found he did not have a use for ... the 3,000 tools he possessed, most of which he crafted himself</i>). |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>implaments, Acadamy, truely</i>) and punctuation (<i>60 year career and money but</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions. | |

It is TRUE THAT CASIMER MICHAL CZYK WAS AND STILL IS A MASTER SCULPTOR AND POSSESSES PURE CREATIVE GUINNESS. HIS SCHOOLING ENVIRONMENT GAVE HIM QUALITIES THAT WOULD BENEFIT HIM IN HIS LATER LIFE, AND STILL BENEFIT HIM NOW.

MR. MICHAJCZYK GRADUATED FROM THE RHODE ISLAND SCHOOL OF DESIGN (RISD). ~~AND~~ DURING THIS TIME THE ECONOMIC CONDITIONS OF THE DEPRESSION FORCED HIM TO CREATE NEW METHODS FOR DOING HIS WORK BECAUSE HE COULD NOT AFFORD TOOLS. TO SAVE MONEY HE WOULD MAKE HIS OWN TOOLS. ~~BECAUSE~~ ^{BY DOING THIS} NOT ONLY DID HE SAVE, BUT HE WAS NOT RESTRICTED BY PREMADE TOOLS, WHICH SCULPTORS WOULD OFTEN STRUGGLE TO FIND THE BEST ONE. BY USING HIS CREATIVE TALENT, HE WAS ABLE TO TURN SOMETHING THAT WASN'T INTO SOMETHING THAT IS, "EDDIE CLARE." WITH HIS OWN ³⁰⁰⁰ TOOLS HE ~~WAS ABLE TO~~ ~~CREATE~~ TURNED TRIFLE INTO A NEW ART.

DURING HIS ^{more than,} 60 ~~is~~ year career, he created anything FROM WIND TUNNELS, FOR AERODYNAMIC TESTS, TO THE JUSTICE STATUE IN HARTFORD TO CUSTOM GRAVESTONES MADE FROM SIATE. HE HAS MADE OVER 150 GRAVESTONES, NOW CONSIDERED TO BE WORKS OF ART. EARLY ON HE ALSO LEARNED TO WORK AMBIDEXTROUSLY SO THAT WHEN ONE OF HIS HANDS WOULD BECOME TIRED, HE WOULD BE ABLE TO USE THE OTHER.

CASIMER MICHAJCZYK IS NOW OVER 85 YEARS OLD AND IS LOOKING FORWARD TO RETIREMENT. WHEN HE BEGAN TO TAKE DOWN HIS OLD TOOLS FROM CONTAINERS HE DECIDED TO DONATE SOME AWAY. HE SELECTED 900 TOOLS AND DONATED THEM TO THE SCULPTURE DEPARTMENT OF HIS OLD SCHOOL, ~~at~~ THE RHODE ISLAND SCHOOL OF DESIGN. MICHAEL BARRISFORD ^{A TEACHER AT THE SCHOOL} THANKED MR. MICHAJCZYK FOR THE TOOLS, CALLING THEM A WONDERFUL OPPORTUNITY. BY THE YEAR 2000 HE HOPED TO

Anchor Paper – Part A—Level 4 – A

GIVE A SIMILAR GIFT to the YALE SCHOOL OF ART, BUT THE SCHOOL REJECTED THE OFFERING BECAUSE THEY NO LONGER TEACH CARVING IN THREE-DIMENSIONS. WITH THIS HE DONATED ^{500 OF} HIS TOOLS TO THE LYME ACADEMY OF FINE ARTS. ~~TO THE LYME ACADEMY~~ CASIMER MICHALCZYK KEPT SOME OF HIS TOOLS HOWEVER AND HAS JUST COMPLETED 2 GRAVESTONES. HE SAID THAT HE IS THINKING OF CREATING A GRAVESTONE FOR HIMSELF, BUT JUST THINKING.

WITH ALL OF HIS CREATIVE SKILLS, CASIMER MICHALCZYK HAS BECOME A RENOWN SCULPTOR. WE CAN ONLY HOPE THAT HIS SKILLS WILL BE REMEMBERED AND WORKS NEVER FORGOTTEN.

Anchor Level 4 – A

| Quality | Commentary |
|---|---|
| | The response: |
| Meaning | Conveys a basic understanding of the text, explaining the qualities that make <i>Casimer Michalczyk ... a master sculptor</i> . The response implicitly connects information from the text to the task, relating <i>the Depression</i> with thrift (<i>make his own tools</i>), <i>works of art</i> with creativity, and donations with generosity. |
| Development | Develops some ideas more fully than others. The response uses specific details to explain Michalczyk's decision to donate <i>900 tools</i> to RISD and <i>500 of his tools</i> to the <i>Lyme Academy</i> . How <i>he would make his own tools</i> is less developed. |
| Organization | Maintains a clear and appropriate focus on Michalczyk as a sculptor and the qualities he possessed. The response exhibits a logical sequence of ideas, moving from Michalczyk's creation of tools, to his artistic versatility, and finally to his generosity through donations. |
| Language Use | Uses language that is generally appropriate, although sometimes imprecise (<i>which sculptors would often struggle to find the best one</i>). The response reveals some awareness of audience (<i>We ... hope that his skills will be remembered and works never forgotten</i>). |
| Conventions | Demonstrates partial control, exhibiting frequent errors in spelling (<i>guiness, enviroment, qualites, benifit, Hardford, renound</i>), random capitalization, and occasional errors in punctuation (<i>wind tunnels, for; containers He; tools however and</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities. | |

Cosimer Michalczyk is one of the most brilliant sculptors of his time. Michalczyk's endless pieces of art work and his dedication to the art world makes one wonder where such a wonderful ~~mind~~ mind originated.

Cosimer Michalczyk graduated from Road Island School of Design in 1938. When Michalczyk first started school at R.I.S.D. he brought his own sculpting tools, but as the Great Depression took hold of the American economy Michalczyk found that it was much too costly for him to buy tools. Instead of dropping out of school because he could not afford tools, Michalczyk gave way to his creativity and began making his own tools to serve his needs. Cosimer began searching dump and scrap metal heaps and yard sales constantly keeping his eyes open for anything he could make into a tool. He calls these tools his "~~findings~~" and with more than 3000 tools such as chisels, scrapers, loops and gauges, made from everything to plumbing, to bamboo to animal bones Michalczyk has made extraordinary works of art. With more than a 60 year career Cosimer Michalczyk has ~~sculpted~~ sculpted works of art such as experimental aircraft wind tunnel models to grave stones like the one he just finished

for the mother of Mary Triviston from the musical group Peter, Paul and Mary. Although ~~Casimir~~ Casimir Michalczyk is now 85 years old his dedication never ends. Still working ambidextrously and thinking now about his own grave marker and his retirement Michalczyk decided to donate 900 of his tools to R.I.S.D.'s sculpture department. In 2000 he yet again decided to donate another 500 tools, but this time to Yale school of fine arts. When he contacted the school to tell them the news, they declined, stating that they no longer taught 3d sculpting, only assembly. When Michalczyk found this out he was astonished. He instead decided to donate the tools to Lyme University of Fine Arts hoping that 3d sculpting will stay apart of the art community.

Anchor Level 4 – B

| Quality | Commentary |
|---|---|
| Meaning | The response: Conveys a basic understanding of the text, addressing Michalczyk’s education and career as a sculptor. The response makes implicit connections between the text and the assigned task (<i>Instead of dropping out ... he ... began making his own tools and decided to donate 900 of his tools</i>). |
| Development | Develops some ideas more fully than others. The response uses specific and relevant details to explain Michalczyk’s tools (<i>such as chisels, scrapers ... made from everything</i>) and donations (<i>to R.I.S.D.’s sculpture department, another 500 tools ... to Yale, to Lyme University</i>). The response uses some details to discuss the sculptor’s <i>works of art</i> , but this idea is less developed. |
| Organization | Maintains a clear and appropriate focus on Michalczyk’s <i>dedication to the art world</i> . The response exhibits a chronological sequence of ideas (<i>Michalczyk graduated ... in 1938, as the Great Depression took hold, Though Casimer ... is now 85</i>). The response lacks a conclusion. |
| Language Use | Uses generally appropriate language, with some imprecision (<i>to costly, scrap medal, everything to plumbing</i>). The response occasionally makes effective use of sentence structure and length (<i>When he contacted ... only assembly</i>). |
| Conventions | Demonstrates partial control, exhibiting frequent errors in spelling (<i>Road Island, animale, extrodinary, tunnle, modles</i>) and occasional errors in punctuation (<i>at R.I.S.D. he, bones Michalczyk, retirement Michalczyk</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities. | |

Casimer Michalczyk was just a young man when he graduated from The Rhode Island School of design in 1938. From that day on he knew that he wanted to become a sculptor. In the beginning he struggled with the fact that tools were ~~expensive~~. As a student ~~and~~ during the Depression he knew how to save money and with his creative talent, he turned hard steel, bronze and brass into tools. He would use a high-speed abrasive wheel and shape the metals into the right shape. He would look in junk yards and ^{at} garage sales for saw blades, chains to use for sharp tools and he would use bamboo, pencils and old bones for a hollow handle. Over the years he has gained a fortune of over 3000 tools and many of his own creation.

In his career of 60 plus years he has accomplished many works of art. He has carved wind tunnel models, the justice statue, and over 150 grave plots. He has ~~spent~~ spent his career working in Glassbury Connecticut ~~just~~ looking for pieces of tools ~~to~~ with an interesting shape to give an affect to his work. Casimer believed that the ~~band~~ hand ^{is was} the finest tool, so he taught himself to be ambidextrous ~~to~~ to make work easier.

Casimer Michalczyk is now 85 and thinking about retirement. The past few years he began taking his tools apart. He donated 900 tools to RISD and hopes that it would help teach students about carving. Micheal Beraste announced that it was a wonderful opportunity to be offered these tools ~~but~~^{by} such a ~~dedicated~~ sculptor. In the year 2000, Casimer wanted to continue ~~this~~ to donate tools to design schools so he hoped to give Yale a similar gift, but they declined the offer. He became upset with the ~~the~~^{idea of} schools no longer teaching carving, so his last chance was the ~~Art~~^{Yale} academy where he donated 500 tools. Even though he has given many of his tools away, he recently has been working on two Elabritte grave stones.

So in ~~conclusion~~ conclusion, Casimer Michalczyk had many admirable qualities in his 60 years of being a sculptor. He had taught all those students to learn to turn something that isn't into something that is. Casimer spent time and effort by making works of art for people to admire. He helped teach hundreds of student to be able to carve and ~~sculption~~ by donating his own tools to these programs. He was a

very creative man and never let anything stand in his way of a dream.

Anchor Level 4 – C

| Quality | Commentary |
|---|---|
| Meaning | The response: Conveys a basic understanding of the text, explaining how Michalczyk <i>was a very creative man</i> . The response makes implicit connections to the task (<i>a fortune of over 3000 tools ... of his own creation and he has given many of his tools away</i>). |
| Development | Develops some ideas more fully than others. The response uses specific details to discuss tool donations, but the process through which he turned <i>hard steel, bronze and brass into tools</i> and why <i>he taught himself to be ambidextrous</i> are less detailed. |
| Organization | Maintains an appropriate focus (<i>Michalczyk had many admirable qualities</i>). The response exhibits a logical sequence of ideas, presenting a chronology of Michalczyk's life. |
| Language Use | Uses language that is generally appropriate, although occasionally imprecise (<i>grave plots, affect</i> for "effect", <i>taking his tools apart</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure. |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>dedicted</i> and <i>elabritte</i>) and punctuation (missing or misplaced commas) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities. | |

One of the most creative sculptors living would definitely be Casimir Michalczuk. Casimir graduated from Rhode Island School of Design in 1938. He immediately went into sculpturing. The only problem was he didn't have any tools. ~~So~~ Not having enough money to buy the tools Casimir didn't have any. So Growing up during the depression he learned how to turn something that isn't into something that is. Casimir's tools were very helpful. Throughout his 60 year career Casimir made a lot of markers for 150 graves. Casimir even made a statue for Hartford.

Casimir was so talented he trained himself to work ambidextrously. This way he could get a lot done in a shorter amount of time.

Casimir Michalczuk got his tools by looking for them, or going to yard sales. He made his tools out of everything possible like bike rims, chain links, bones, bamboo sticks, and even horns off from an animal. Casimir made over 3,000 tools. He called his tools "findings".

Now Casimir Michalczuk is 85 and still carving, but is looking forward to retiring. He donated some of his tools to Rhode Island School of Design. He then turned around and donated some tools to Lyme Academy of Fine Arts. Even though Casimir has not retired yet he wants to do a work of art for himself.

Anchor Level 3 – A

| Quality | Commentary |
|---|--|
| | The response: |
| Meaning | Conveys a basic understanding of the text (<i>One of the most creative sculptors living would definitely be Casmir Michalczyk</i>). The response makes a few connections between text and task (<i>Casmir was so talented he trained himself to work ambidextrously</i>). |
| Development | Develops ideas briefly, using some details from the text (<i>Casmir made alot of markers for 150 graves and Michalczyk got his tools bye ... going to yard sales</i>). |
| Organization | Establishes a focus on a creative sculptor. The response exhibits a rudimentary structure, but includes some inconsistencies, moving from making tools to sculpting objects and then returning again to creating tools. |
| Language Use | Relies on basic vocabulary that is sometimes imprecise (<i>bye</i> for “by” and <i>off from</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Even though Casmir has not retired yet he wants to do a work of art for himself</i>). |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot</i> and <i>torward</i>), punctuation (comma and apostrophe use), and capitalization that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions. | |

Casimer Michalczyk, graduated from The Road Island School of Disine^{in 1938}. Michalczyk tended that school during the great depression. Tools back then were very costly so he made his own tools to save money. Casimer keep his eyes open everywhere he went and he collects scraps by doing so. Some of the 3,000 tools that he made during his 60 years of sculpting were brushes, picks, chisels, carving knives, and saws. Michalczyk also trained him self to become ambidextrous so if one hand got tired he could use the other hand. Casimer Michalczyk knew how to turn something that isn't to something that is. he also says that it's the humans hand that is the finest tools he is now 85 years old and looking for retirement. he has also created ~~grave~~ markers for graves and he says he wants to create one for him. Casimer donated some of his tools to the Road Island School of Disine, he also ~~had~~ donated to Yale but they turned him down and said they don't do three dee sculptures. this amazed Casimer.

In conclusion you can see how Casimer fulfilled some of the thing he set out to do in his life and how he achieved them in the process.

Anchor Level 3 – B

| Quality | Commentary |
|---|---|
| | The response: |
| Meaning | Conveys a basic understanding of the text. The response makes implicit connections between the text and the task (<i>Tools back then were very costly so he made his own tools to save money</i>). |
| Development | Develops ideas briefly, using some details from the text (<i>Some of the 3,000 tools that he made during his 60 years of sculpting were and Casimer donated some of his tools to the road Island school of disine</i>). |
| Organization | Establishes a focus on Casimer Michalczyk’s achievements. The response exhibits a rudimentary structure, beginning with Michalczyk’s need for tools and their creation, then moving abruptly to his retirement and his donation of tools. |
| Language Use | Relies on generally basic language, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>he also donated to Yale but they turned him down</i>). |
| Conventions | Demonstrates emerging control, exhibiting occasional errors in spelling (<i>colets, sraps, retierment, dee, prosses</i>), apostrophe use (<i>isnt</i> and <i>dont</i>), and missing capitalization (initial words in sentences and proper nouns) that hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning. | |

Casimer Michalczyk was an artist who loved to sculpt he was the type of guy who loved to sculpt so much that when he would go out he would keep his eyes open just in case he saw anything he need to do his work.

So in that he went to school for it and graduated in 1938 his work was so good it would look 3 dimensional he believed that the hand define the work not the tool. He had over 3,000 tools for carving such as, knives, chisels, gauges and files.

He has spent over 60 years in this field of sculpting he loves to do it so much that after he retires he wants a school who can major in the work that he loves to do he is now 85 and is looking at retirement and sense has donated 300 tools to the school which wishes to teach the field.

Anchor Level 3 – C

| Quality | Commentary |
|---|--|
| Meaning | The response: Conveys a basic understanding of the text (<i>Michalczyk was a artist who loved to sculpt</i>). The response makes superficial connections to the task (<i>his work was so good it would look 3 dimensional</i>). |
| Development | Develops ideas briefly, using some details from the text (<i>he believed that the hand define the work not the tool, He had over 3,000 tools for carving, he is now 85 and is looking at retirement</i>). |
| Organization | Establishes a focus on Michalczyk and his love of sculpture. The response exhibits a rudimentary, chronological structure. |
| Language Use | Relies on basic vocabulary, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>So in that he went to school for it and graduated in 1938</i>). |
| Conventions | Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>knivies, chisled, gaunges, pics</i>), punctuation (missing periods and commas), capitalization (<i>dimensional he, sculpting he, do he</i>), and agreement (<i>anything he need and hand define</i>) that make comprehension difficult. |
| Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions. | |

Casimer Michalozyk is 85 old year man, who worked in the fine arts of three demtrial of sculptoring.

C. I. S. Casimer graduated from Rhode Island School of Design in 1939. During the Great Depression Casimer learn how to save his money to buy his tools he needed. As the year past Casimer found it was much easier to make his own tools, and they can do different things, that the other tools could not do. He made some of his tools out of old umblum rods, old dentistry tools, old malye life chian limbs and whatever was laying around. Casimer said the findies tool of them all is you. he also taught him self to use both hand ineads one of them gets triada

Casimer have been in the fine arts over 60 years. Casimer took nothing and made it into something. He looked for wood that look different or have a different case in it, he also made galle stone, and

Casimer is now 85 years old and getting ready to retire. Casimer went to show his aprus wearing taking down his old tools off his desk.

with dust on them they look like old paint brush in a old tin coffee can. Casimer gave 900 tools to the best soupier school, and gave 500 of them to the Lyme Academy of fine arts school. He also is make two new gave stamp he said he is not ready to make himself a lot of long ideas

Anchor Level 2 – A

| Quality | Commentary |
|---|--|
| | The response: |
| Meaning | Conveys a generally basic and sometimes inaccurate understanding of the text. The response incorrectly concludes that <i>Casimer lean how to save his momey to luy his tools</i> and confuses raw materials (<i>He looked for wood ... that have a diffent cave in it</i>). Connections to the task are generally unclear (<i>Casimer found it was much easier to make his own tools</i>). |
| Development | Is largely undeveloped, hinting at ideas, but references to the text are generally vague (<i>can do different things and whatever was laying around</i>). |
| Organization | Suggests a focus on Michalczyk's work <i>in the fine arts</i> and suggests some organization by using paragraphing to separate information. However, single paragraphs are comprised of unconnected ideas about tools, career length, and gravestones. |
| Language Use | Uses language that is imprecise (<i>sculptoring, Casimer lean, As the year past</i>) and sometimes incoherent (<i>Casiner greantions from and show his aprisweaing</i>). The response reveals little awareness of how to use sentences to achieve an effect. |
| Conventions | Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>findies, tride, gave stome</i>), punctuation (<i>tride Casimer and it, he</i>), grammar (<i>Casimer have beam and He also is make</i>), and usage (<i>is 85 old year man and a old tin</i>) that make comprehension difficult. |
| Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning. | |

Casimer Michalczyk is a 85 year old man that if you look back at his past to his present you would be another person that admire his qualities of a sculptor. Michalczyk graduated from Rhode Island School of Design in 1938 didn't care about Fashion "bought tools and saved money." He ^{was better} didn't like the tools that was selling it was always something wrong with every tool he had and Michalczyk was a tool man he went to yard sales and stores he owned around 13 different types of tools ^{in ~~sets~~ sets} that came with didn't handles or heads even tools he already had he tried to make them better around 3,000 tools he had in his possession. Michalczyk had a carv stone airplane model, working his interior career he work rebound so when one hand get tired he can use the other. With so many tools he felt like donating some to Rhode Island school of ~~his~~ design which they love also admirerly in connect. His latest he did was two grave stones which had the family's of the stones please.

Anchor Level 2 – B

| Quality | Commentary |
|--|--|
| Meaning | <p>The response: Conveys a confused understanding of the text, indicating Michalczyk <i>didn't care about fashion</i> and found <i>something wrong with every tool</i>. The response alludes to the task but makes unclear connections (<i>he went to yard sales and stores</i>).</p> |
| Development | <p>Is largely undeveloped, hinting at ideas, but references to the text are vague and irrelevant (<i>"bought tools and saved money"</i> and <i>13 different types of tools in sets</i>) or unjustified (<i>tools he already had he tryed to make them better</i>).</p> |
| Organization | <p>Suggests a focus on <i>qualities of a sculptur</i> but lacks organization, presenting a series of loosely related ideas in a single paragraph (education, tools, donations, gravestones).</p> |
| Language Use | <p>Uses language that is generally imprecise (<i>admire his qualities of a sculptur</i> and <i>That came with didn't handles</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Was better</i> and <i>With so many tools ... in Connect</i>).</p> |
| Conventions | <p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>desinged, proshtion, intear, emeburd, Connect</i>), punctuation (missing commas and periods), and grammar (<i>a 85 year old man, tools that was selling, one hand got tired he can use the other</i>) that make comprehension difficult.</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p> | |

The Sculptor Casimir Michalczyk. He was a Sculptor since he was very young. He graduated in 1938 from Rhode Island School of Design.

Casimir made money even during the Depression to keep him painting. He's been doing this job for 60 years. By when he was 80 years old. He has been doing that job for a while. He has 300 different types of tools. He has Saws, Chisel, Hammer, his hands.

In Sculpting there is one major tool that every Sculptor has his hands. He can make things out of C clams, Ushua, He works at Martha's Vineyard and in Connecticut. He made a 150 graves stones for people.

Casimir He has craftsman making markers for the gravestones. The Sculptors make a lot of money when they make a lot of money. He has very expensive tools he uses but if he could make them at home, and save a little money and make them at home.

Now he is 80 and thinking about retiring and he is clearing off his shelves with all of his old tools.

I think that being a sculptor is very hard at first. But since you make a lot of money doing it. The tools are very expensive to buy.

Anchor Level 2 – C

| Quality | Commentary |
|--|--|
| Meaning | <p>The response: Conveys an inaccurate understanding of the text, indicating <i>Casimer made money Even During the Depression to keep Him painting</i>. The response makes an unwarranted connection to the task, indicating that <i>beeing a Sculpter is very hard at first</i>.</p> |
| Development | <p>Is largely undeveloped, hinting at ideas about Michalczyk’s career, but references to the text are vague (<i>He can make thing out of C clamps</i>), repetitive (<i>make them at home, and safe ... money and make them at home</i>), and unjustified (<i>He has 300 ... tools</i>).</p> |
| Organization | <p>Suggests a focus on <i>The Sculpter Casimer Michalczyk</i> and suggests some organization through paragraphing. However, single paragraphs contain unconnected ideas about tools, job sites, types of sculpture, and profitability.</p> |
| Language Use | <p>Uses language that is generally imprecise (<i>been during that job for a while and tool that Every Sculpte are his hands</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>By when he was 80 years old and But Since you make alot of money doing it</i>).</p> |
| Conventions | <p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>grouduated, Chiesel, ubella, selfves</i>), grammar (<i>made a 150 graves stones</i>), usage (<i>Casmic He has crafter making markers</i>), and random use of capitalization that make comprehension difficult.</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 2 in all areas.</p> | |

Casimer Michaelczuy is a very important artist. He has many good qualities for an artist. Our club could learn alot from him. Besides, we need a sculptor in our club so maybe if we listen to the talk one of us would decide to be a sculptor. So give these ideas some serious thought.

Anchor Level 1 – A

| Quality | Commentary |
|--|--|
| Meaning | The response: Provides minimal evidence of textual understanding, giving only a personal response to the task. |
| Development | Is minimal, using no evidence from the text. |
| Organization | Suggests a focus on <i>Casimer Michaelczwz</i> and suggests some organization within the single paragraph. |
| Language Use | Relies on basic vocabulary with some awareness of audience (<i>Our club could learn alot from him</i>), but little awareness of purpose (<i>if we listen to the talk ... to be a sculptor</i>). Sentences are unevenly successful. |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>Michaelczewz</i> and <i>alot</i>) and punctuation (<i>our club so</i> and <i>talk one</i>) that do not hinder comprehension. |
| Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to the text. | |

Anchor Paper – Part A—Level 1 – B

I rite about Ede Clark admire qality 1938 sculper.
Ede make tools good for bild house 11k 3000 chisels but
now he old (85) and give tools away to pepul to learn "a wonderful
oppurtity." He give gifts but teches only "assembly" to students in 3
dimenson. Casmer not have tools. finshed 2 gravstones for
myself

Anchor Level 1 – B

| Quality | Commentary |
|---|--|
| Meaning | The response: Provides minimal evidence of textual understanding (<i>I rite about Ede Clark admire qality and Finished 2 gravstones for myself</i>). The response makes no connections between the information in the text and the assigned task. |
| Development | Is minimal, with no evidence of development. |
| Organization | Shows no focus and organization. |
| Language Use | Is minimal and incoherent. |
| Conventions | Is minimal, making assessment of conventions unreliable. |
| Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities. | |

In 1938, a great man graduated from the Rhode Island School of Design. His name was Casimer Michalczyk, and he is a sculptor. He was and still is a great carver knowing, "how to turn something that isn't into something that is."

In an account by Edie Clark about Michalczyk, it was said, "a sculptor is nothing without tools." Any sculptor would know this, including Michalczyk. Since tools were expensive, he decided to make his own. He said, "I could make my own and save money." He kept his eyes open wherever he went in order to find materials for making tools. For example, he looked at yard sales and even his own back yard for things of steel, bronze, or brass. They were called, "his findings." Even with making his own tools he said, "it's still the human hand that's the finest tool." Early in his sculpting years, Michalczyk taught himself to be ambidextrous. That way, when one hand got tired he could use the other one.

In his mid-eighties, Michalczyk was getting close to retirement. Therefore, he commenced to giving away some of his tools. He started by donating 900 tools to the sculpture department at Rhode Island School of Design. He hoped they would be useful

to students working in three-dimensions like he did. He tried to donate to Yale, but they informed him they no longer offer carving in three dimension. Therefore, he decided to donate 500 more tools as a gift to Lyme Academy of Fine Arts. They graciously accepted his gift.

Casimer Michalczyk was and still is a great sculptor with admirable qualities. He is closing in on retirement and not doing as much. He said, "I'm not working on a stone right now, but I'm thinking about one for myself, just thinking."

Casimer Michalczyk, one of the best artists in the world since the late 1930's. Michalczyk went to college and worked hard for his degree in Sculpture. He created his own tools, carved gravestones and made models. He has become a very successful artist.

Casimer Michalczyk graduated from Rhode Island's School of Design in 1938. He had learned to save money through the Great Depression. Tools he needed for carving were very expensive. He thought if he could make his own tools than he would save more money. He had made over 3000 sculpting tools to use to create his masterpieces.

Mr. Michalczyk designed wind tunnels for airplanes at Pratt and Whitney. What he was really good at was carving gravestones for slate. He worked for many years in Connecticut and in Martha's Vineyard.

Now, at 85 years old, Mr. Michalczyk is looking to retire. A few years back, he started taking down his tools and cleaning them off to be put away for good. But before he could, he decided to make some generous donations. Michalczyk selected 900 of his tools and donated it to the Rhode Island School of Design. He made a donation to Yale's art department, but declined offer due to the fact they only teach to assemble. His last donation went to the Lyme Arts Academy in Lyme, Connecticut. He donated 500 of his tools

Today, Casimer Michalezyk still continues to carve. He just finished carving a couple of ~~pieces~~ gravestones. He is ~~hoping~~ thinking about ~~going~~ carving his own gravestone. But, is still unsure.

As a student growing up during the depression, Casimer Michalczyk knew how it was to save money. However, he had high hopes of becoming a great sculptor and creating fine, three-dimensional works of art. Michalczyk pursued his dream by making, not buying, his own tools.

Casimer graduated from the Rhode Island School of Design in 1938. Using his creative talent he had picked up over the years, Michalczyk could turn something that isn't, into something that is. What started out as a matter of thrift ended up as its own kind of art. He has nearly 3,000 spatulas, chisels, brushes, picks, pounders, saws, scrapers, knives, scribes, gauges and loops, all of which he invented from things that he picked up at scrap heaps, yard sales, and even in his own backyard. Casimer found a great reward in making his own tools, knowing that by making and creating his own, he could get the interesting shape or the different curve that he strived for in his works of art. Michalczyk made tools from steel, bronze and brass, keeping his eyes open for whatever he could find. He made handles from steel tubing, bamboo, pencils,

wooden dowels, tree branches, old bones, animal horns, and other miscellaneous objects. "Without tools," Casimar stated, "you've got nothing."

Using his human hand as his finest tool, Casimar carved everything from a wind tunnel model, to gravestones from slate, to the Justice Statue in the State House in Hartford. For his more than 60 year career Michalczyk has worked in dual studios in Connecticut and Martha's Vineyard. He uses a high-speed abrasive wheel easer to shape the tools that he needs. During his career, Casimar has carved 150 gravestones, which are not just simple works, but instead, exquisite works of art. His dedication to his work has even brought him to the point of saying, "When one hand gets tired, I just switch to the other."

As Casimar Michalczyk is now 85 he has begun to think about retirement. He has started to take apart his collection of tools. Expanding upon his generosity and kindness Casimar donated 900 tools to the sculpture department at R.I.S.D. Michael Barrisford, the head of R.I.S.D. called his donation "a wonderful

opportunity." Unfortunately, Michalczuk made another donation to the Yale School of Art, but his offer was denied, as the students there no longer carve in 3D. However, Cosimor donated 500 tools to the Lyme Academy of Fine Arts, in old Lyme, Connecticut, which teaches the traditional art of sculpture.

Cosimor continues to carve every now and then. In fact, he has just finished two exquisite gravestones. Michalczuk has lived a life full of creativity and dedication.

"Now," he says, "I'm not working on a stone, but thinking about one for myself. Just thinking about it."

The world of sculpting has been ~~se~~ shaped by sculptor Casimer Michalczyk. His work and creative insight have revolutionized the teaching of sculpting. Casimer's insight on human creativity led him to a life of giving.

Casimer Michalczyk started his career in 1938 as a graduate of the Rhode Island School of Design (RISD). He was a student during the Great Depression and found making his own tools more beneficiary and resourceful than paying for expensive store sold tools. During his 60 year career he ~~learned~~ helped design wind tunnel models for Crat and Whitney, The statue of Justice at the State House of Hartford, gravestones from slate and over 3000 tools. These tools included chisels, brushes, knives, scrapers, picks pounders and many more. He made his tools out of variety of substances such as bronze, steel, brass, wooden dowels, tree branches, pipes, saws, bamboo, sea claps, old bones and horns, steel tubing and many other objects. He found most of his materials in scrap heaps, yard sales, and his own backyard. He was truly a creative individual. He worked at Martha's Vineyard and at Ducl Studios in Connecticut. Casimer Michalczyk is now 85 and considering retiring. Because of this, he has donated 900 tools which he created to RISD for the students to use in hopes of spreading his creativity. He also sent 500 tools to a new school of art called Lyme Academy in Connecticut.

Casimer Michalczyk realized during his time creating his tools that they enhanced his creativity. He stated that even with his abrasive wheel which helped him create many of his tools "the human hand is the finest tool". He found ~~a~~ it a reward to make his own tools. His insistance in spreading the art of his trade led to

many donations of his tools to selected schools. However he was disheartened to learn that one of his old schools Yale School of Art would not accept his donation since they do not allow sculptors only assembly classes at their school now. ~~Michael~~ Michael Barisberg head of RISD (a school which received a donation) agreed with Casimer that the use of his tools would hopefully spread the excitement Casimer had in creating his own tools.

With the end of Casimer Michalczyk's career in sight, Casimer is thinking of creating a gravestone for himself. He has retained several of his tools and has recently finished two gravestones one for the mother of Mary Tavers of Mary Paul and Peter Fame. The art of sculpting will forever be ~~remembered~~ in debt to Casimer's great achievements and insights.

Today's Newsletter is going to be about a very strong minded man, who grew up in Road Island in 1938, which find his-self by making sculptor. His name is, Casimer Michalczyk. Casimer wanted to think of the different, never the same. Casimer would curve some things to do his sculptor with, he would make sharp materials to show he art work, like make things in to knives for an example. Casimer thought about his work and figured, ~~to~~ he could sale his work in his garege. Also, he tired to express his-self, or better terms, ~~to~~ give his-self a name by attending at Yale School of Art, but the bad came out and they (Yale School) declined him and his work. I mean, the work Casimer Michalczyk did, was so crazy, the fact how if one hand get tired he can switch to the other and still get the job done. He ~~retire~~ retire at the age of 85, I guess he felt his name was open do to all the success he made in the past.

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 3

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 2

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

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

| QUALITY | Responses at this level: 6 | Responses at this level: 5 | Responses at this level: 4 | Responses at this level: 3 | Responses at this level: 2 | Responses at this level: 1 |
|--|--|---|---|---|--|---|
| <p>Meaning: the extent to which the response exhibits sound understanding, and 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 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>-are minimal or no evidence of development</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 a lack of control, exhibiting frequent errors that make comprehension difficult</p> | <p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p> | |

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

We've all driven down the road, and at one point or another noticed those huge, gleaming airplane rotors on a massive tower moving clockwise about its center point. But wait! Those are not airplane rotors, although they are closely related. They're wind turbines, and they're pumping out pollution-free electricity to a town or city near you. Is it efficient? Pretty highly. Is it pollution-free? Absolutely. Is it good for New York State? Of course it is. But to better understand why it is good for New York, we must delve deeper into "what" wind power is, and of course, the pros and cons of using it as a source of electricity.

Wind energy, or wind power, is basically wind "used to generate mechanical power or electricity." Wind is caused by the "uneven heating of the atmosphere, ... irregularities in the earth's surface," and by our planet's rotation. Wind energy is captured by turbines, or their giant airplane rotors. The wind spins the blades, supplying power to the generator, creating the necessary electric current. Two types of turbines are seen often: the horizontal-axis type, and the vertical-axis type. These variable-sized turbines make use of the technological advances of today to work. Turbines work best, of course, in windy regions.

Good wind regions are those considered class three and above on a scale of one to seven. By referencing the Wind Energy Resource Atlas of

the United States, 1986, ~~show~~ we see that most of New York is comprised of class three status or above. For example, places such as the Adirondack Mountains, Catskill Mountains and along the shores of Lake Ontario would be suitable areas for wind-powered energy. Wind-powered energy has many advantages such as being free, renewable, and a source of non-polluting, clean electricity. More importantly, it would decrease the effect of air pollution produced every year. Along with the advantages of wind-powered energy, there are some flaws: noise is a problem, "aesthetic impacts" occur and costs can be high. All of these problems are, however, constantly being reduced through technological developments. Some other problems that are difficult to remedy include the fact that wind can't be stored and the wind isn't constant; however, these drawbacks can't override the pollution-free electricity produced. Production of turbines would increase revenue and for upstate New York more jobs would be created. And with ever-increasing technological advances, it's a win-win situation for New York.

It's irrefutable that wind power creates jobs, increases revenue, and of course creates pollution-free electricity. The increase of greenhouse gases in the atmosphere must be

lessened and it can be, by utilizing wind power in New York. Wind power in New York would only help improve this situation and make the United States cleaner. After all, with the introduction of wind turbines into New York as a major electricity source, economic improvement will be added to the health benefits. Wind power is the way to go.

Anchor Level 6 – A

| Quality | Commentary |
|---|---|
| | The response: |
| Meaning | Reveals an in-depth analysis of the documents, explaining how wind power and turbines work to create the <i>necessary electric current</i> . Insightful connections are made between New York's <i>class three status</i> regions and the <i>advantages of harnessing wind-powered energy</i> there. |
| Development | Develops ideas clearly and fully, showing that wind power would be <i>good for New York</i> . The response uses relevant and specific details to explain how turbines turn wind power into an energy source (<i>The wind spins the blades... current</i>) and to support the position that this source is viable in New York State (<i>the Adirondack Mountains ... for wind-powered energy</i>). |
| Organization | Maintains a clear and appropriate focus on wind power <i>as a source of electricity</i> . The response exhibits a logical sequence of ideas by first discussing wind power as an energy source, followed by a discussion of the advantages and drawbacks of using wind power, and concluding with the position that using wind power in New York is <i>the way to go</i> . The response uses skillful internal transitions, especially when making concessions about wind power difficulties and offering a rebuttal (<i>Along with the advantages ... some flaws and however, these drawbacks ... electricity produced</i>). |
| Language Use | Is stylistically sophisticated, using language that is precise and engaging (<i>clockwise about its center point and we must delve deeper</i>), with a notable sense of voice (<i>they're pumping out ... to a town or city near you</i>), and awareness of audience and purpose (<i>The increase of greenhouse gases must be lessened and it can be</i>). The response varies sentence structure and length to enhance meaning (<i>After all, with the introduction ... health benefits</i>). |
| Conventions | Demonstrates control of the conventions with essentially no errors. |
| Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities. | |

As the nation grows and changes, and the population swells to even larger numbers, the need for energy increases. A source of cheap and effective energy is needed since we are depleting the fossil fuels resources at an alarming rate. Wind energy is a source of energy with tremendous potential, not only is it free, but it is clean and renewable. Harnessing wind energy would be a wise source of energy for New York state.

The process of harnessing and using wind energy is a simple one. The blades on the windmills are turned by the wind; these turbines power an electric generator and the generator supplies the electric current. The idea behind the windmills themselves is also a simple one. The kinetic energy, energy of motion, of the wind is turned into "mechanical" energy, which can be used to power things, or can be further converted to electrical energy, which can be used for electrical needs. "Wind power plants, also known as wind farms", can be used to create bulk electrical energy that can be sent into the local power grids and used as any other electricity would.

The fact that wind energy is easily converted to power is not, by far, the only reason it should be used as a power source for NY state. NY state is well-suited to have the sites needed for the windmills since it has wind resource levels of 3 or higher in many areas, which is the amount needed to run the windmills. The east coast and the Appalachian Mountain range are areas suited for wind energy. Another prime reason to support wind energy is that it is a

Free source of clean, non-polluting electricity, that is permanent. Although the "initial investment" in these wind farms may be high, in the long run they are much more cost effective than energy sources involving fossil fuels because there is no fuel needed. Some problems with the ~~new~~ wind farms include that they make noise, look bad and are a danger to birds, but most of these problems can be corrected. Wind energy is also good for the economy because it creates a large amount of jobs and also doesn't require trade for resources to use it. Tests have also proven the windmills to be 98% reliable "in the field", so they will work well once they are put up.

The use of wind energy as an energy source for New York state is a good idea. The benefits far outweigh the adverse effects, since wind energy is a free, clean, unpolluting and 100% renewable resource. ^{If} The state ~~needs to~~ convert ~~to~~, even partially, to wind energy, by the time our fossil fuel resources run out, N.Y. will already have alternate power ~~to~~ sources in place. Use of the wind energy will create new industry in N.Y. and therefore, many new jobs and income. Wind power is the future of the nation's energy sources.

Anchor Level 6 – B

| Quality | Commentary |
|---|---|
| Meaning | <p>The response:</p> <p>Reveals an in-depth analysis of the documents by discussing the reasons for and wisdom of choosing wind power as a source of energy (<i>N.Y. State is well-suited to house the sites needed for the windmills and by the time our fossil fuel resources run out, N.Y. will already have alternate power sources in place</i>). The response makes insightful connections between the process of converting wind energy and the various advantages of using it in N.Y. State.</p> |
| Development | <p>Develops ideas clearly and fully about the need, ease of conversion, and New York’s suitability for wind power as an energy source (<i>N.Y. State ... has wind resource levels of 3 or higher</i>). The response makes effective use of a wide range of relevant and specific details from the documents (<i>kinetic energy ... can be further converted to electrical energy and Use of the wind energy will create new industry ... and income</i>).</p> |
| Organization | <p>Maintains a clear and appropriate focus on wind power as <i>a source of cheap and effective energy</i>. The response exhibits a logical and coherent structure moving from the simplicity of harnessing wind power to the clear advantages of wind energy. Transitions are skillful (<i>is not, by far, the only reason and Another prime reason</i>).</p> |
| Language Use | <p>Uses language that is fluent and original (<i>we are depleting the fossil fuel ... alarming rate</i>), with evident awareness of audience and purpose (<i>The benefits far outweigh the adverse effects</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>As the nation grows and changes and the population swells to even larger numbers, the need for energy increases</i>).</p> |
| Conventions | <p>Demonstrates control of the conventions with essentially no errors.</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p> | |

The use of wind as a form of power is not a new technology. For literally thousands of years, civilizations in Egypt and China have been using wind to help them make their lives easier. In the past twenty years, wind has become a popular source in the United States for electrical energy. ~~It is~~ a state as densely populated as New York, a cheap and effective form of energy would be welcome. It would cut down on the major problem of pollution and could help avoid a major disaster, such as a nuclear power plant erupting. However, New York's wind patterns are not nearly strong enough in the major urban areas to have much of an effect.

As stated by the U.S. Department of Energy, wind energy is a free, and unlimited resource.

There is the initial cost to setup the wind farms, but other than that wind is a virtually free source of energy. Also, with the growth in popularity of wind energy, the need for energy sources as fossil fuels and nuclear materials will decrease. The manufacturing of the parts needed to make the wind turbines also helps create jobs, as shown by the U.S. Department of Energy. This would create a much needed lift for New York's struggling economy.

^{it} Pollution has always been a problem for New York, and has only gotten worse. If wind energy were to become more utilized by New York state, it would help solve this problem. Wind farms release no air

pollutants into the environment, unlike that of fossil-fuel power plants. For example, California stopped the emission of over 2.5 billion pounds of carbon dioxide in 1990 with the use of wind energy. Alternatives such as this would have a dramatic effect on the quality of the environment in New York.

Despite all of the advantages to using wind energy, it can simply not happen in New York. As ~~shown~~ displayed by the map, the wind patterns in New York would not be able to supply urban areas such as New York City, Syracuse, and Rochester. Only in rural areas such as the Adirondack and Catskill Mountains are the winds strong enough to supply the areas with electricity. Even if wind farms were set up in these areas, such a small amount of people would be benefitting from it that it would be pointless.

Anchor Level 5 – A

| Quality | Commentary |
|--|--|
| Meaning | <p>The response: Conveys a thorough understanding of both documents by discussing wind power as <i>a cheap and effective form of energy</i>. The response makes clear and explicit connections between both documents and the task (<i>However, New York’s wind patterns are not nearly strong enough in the major urban areas to have much of an effect</i>).</p> |
| Development | Develops ideas clearly and consistently, using relevant and specific details from both documents to discuss why developing wind power as an energy source would not be “useful in New York State” <i>despite all of the advantages to using wind energy</i> . |
| Organization | Maintains a clear and appropriate focus on the use of wind power in New York State. The response exhibits a logical sequence of ideas, moving from the advantages of wind power (<i>a free and unlimited resource, a much needed lift for New York’s struggling economy, a dramatic effect on the quality of the environment</i>) to a drawback (<i>the wind patterns in New York would not be able to supply urban areas</i>) and then to a conclusion (<i>a small amount of people would be benefitting from it that it would be pointless</i>). |
| Language Use | Uses language that is generally fluent and original (<i>For literally thousands of years, In a state as densely populated, If wind energy were to become more utilized</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Only in rural areas ... with electricity</i>). |
| Conventions | Demonstrates control of the conventions with essentially no errors, even with sophisticated language. |
| <p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p> | |

Using wind power as a source of energy for New York State is an excellent idea. Wind power has been proven to be a much cleaner form of energy to harvest than fossil fuels. Many countries in Europe and a small number of states in America have been using wind power, to supply power to certain ~~areas~~ ^{areas}. It is a growing means to supply energy. ~~But there are reasons why New York State~~

I believe that New York State should use wind power. There are many sites in New York where wind farms can be constructed. Many of our mountain ranges have an abundance of wind such as the Catskills. That^{the} Catskill Mountains have wind power ~~cat~~ class ratings ranging from 3 to 5. 3 ^{or greater} on the wind power class rating system means that those areas are suitable for most wind turbine applications. Other areas ~~in~~ in New York State have higher ratings, the Adirondack Mountains for example. So New York State is suitable for wind power plants.

Wind power is used as an energy source by the moving air turning the wind turbines which power an electric generator which supplies an electric current. "Electricity from a group of these turbines is fed into the local utility grid and distributed to customers." ~~just as it is~~

There are also many advantages to using wind power. Surveys have been conducted and many people prefer wind power over other conventional forms of electricity. Wind power is a "renewable resource" unlike oil and other fossil fuels which are finite resources and will eventually run

dry in supply, wind energy is also free. It's clean and wind power plants release no toxic air pollutants or green house gases which could damage our environment. Wind energy is a reliable resource and it would create new jobs for New York State. We would need component manufacturers and wind turbine manufacturers

Wind power would greatly benefit New York State. It is an abundant and "renewable resource". Its costs ~~are~~ greatly differ from that of oil and its costs still decrease. NY State also has an abundance of areas to build wind farm sites, in our mountain areas. Wind power is both cost effective, and clean among other things.

Anchor Level 5 – B

| Quality | Commentary |
|---|--|
| | The response: |
| Meaning | Conveys a thorough understanding of both documents, supporting the position that <i>New York State should use wind power</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>There are many sites ...where wind farms can be constructed and Wind energy ... would create new jobs for New York State</i>). |
| Development | Develops ideas clearly and consistently, using relevant and specific details from both documents to discuss wind power (<i>mountain ranges have an abundance of wind, people prefer wind power, plants release no toxic air pollutants</i>) and to support its use in New York State. |
| Organization | Maintains a clear and appropriate focus on wind power and its usefulness in New York State. The response exhibits a logical sequence of ideas, moving from a position (<i>Using wind power ... is an excellent idea</i>) to a discussion of suitable areas and wind's use as an energy source, and then to its <i>many advantages</i> . A conclusion restates the points made. Appropriate devices and transitions are used (<i>Many of our mountain ranges, Other areas, There are also</i>). |
| Language Use | Uses language that is generally fluent and original (<i>unlike oil and other fossil fuels which are finite resources</i>), with an evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Other areas in New York State ... for example</i>). |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>costumers and green house</i>) and punctuation (<i>wind power, to supply; supply, wind energy; effective, and clean</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions. | |

As a growing and expanding state, New York demands greater energy resources while conserving the atmosphere and saving money. "Wind power" seems to be the solution to turn New York into an energy-producing state that bears with it positive aspects. "Wind power" is an excellent and efficient method of providing energy for New York state.

"Wind energy" or "wind power" describes the manner in which the wind is used produce and propagate mechanical power or electricity. Wind turbines convert ~~mechanical power~~ kinetic or motion-full energy in the wind into practical, mechanical power that can be extremely useful to provide homes, businesses, and schools with a reliable source of electricity. When the wind turbines capture or "harvest" the wind motion, wind could then be transferred into mechanical power. The faster the wind speed, the more power is made available. Wind resources are characterized and defined by wind-power density classes, on a scale from 1 (lowest) to 7 (the highest). An average annual wind travels at a speed of 13 mph, according to the U.S. Department of Energy, in wind-resource regions such as the east coast, the Appalachian chain, the Great Plains, and more. Maps that measure the annual average speed of winds in New York state, indicate that certain areas in the Appalachian Mountains contain a measure of 6.

Wind energy provides for a countless amount of benefits. Wind energy is a free and renewable source, a

source that will refuse to further supply in the future. Conventional sources of energy, such as the use of fossil fuels (coal and oil) only exacerbate the nation's deficit as these limited resources tend to reach skyrocketing prices. Fossil fuels are often export impacted, forcing the United States to be dependent on other nations such as Saudi Arabia for our energy. Wind energy is a domestic source that could only prove to be beneficial to the U.S. as it will become more self-sufficient. Wind energy also allows for a clean and non-polluted atmosphere that is beneficial to all humans living in the U.S. Specifically in New York, where industry booms and factories constantly let off noxious and detrimental fumes and toxins from the use of fossil fuels, wind energy could "come to the rescue". In California, the use of wind energy and turbines saved the state from a possible and regular annual emission of 2.5 billion pounds of carbon dioxide and a myriad of other pollutants. According to experts, wind power has an expansive future. The establishment of wind turbines and consequently, the availability of a clean energy resource; will bring about positive aspects for New York State.

Even a cursory glance at the numerous positive and overall benevolent characteristics of wind power, will lead one to advocate for the use of wind energy in ~~the~~ New York State. It would truly

Anchor Paper – Part B—Level 5 – C

be a mistake to overlook the great invention of wind power and its ^{positive} practicality.

Anchor Level 5 – C

| Quality | Commentary |
|---|---|
| Meaning | <p>The response: Conveys a thorough understanding of the documents by discussing the idea that “wind power” seems to be the solution to turn New York into an energy-producing state. The response makes clear and explicit connections between the information and ideas in the documents and the task, concluding that <i>even a cursory glance ... will lead one to advocate for the use of wind energy in New York State.</i></p> |
| Development | Develops ideas clearly and consistently, using relevant and specific details from both documents to discuss how <i>wind turbines capture or “harvest” the wind motion</i> , how <i>wind resources are characterized and defined</i> , and how wind energy will lessen reliance on fossil fuels and enable the United States to <i>become more self-sufficient.</i> |
| Organization | Maintains a clear and appropriate focus on wind power as <i>an excellent and efficient method of providing eneg for New York State.</i> Ideas are logically sequenced moving from the production of wind power to the availability of wind resources, and then to the benefits associated with the use of wind power. |
| Language Use | Uses generally appropriate language which is sometimes imprecise (<i>used produce, a source that will refuse to further supply in the future, tribunes</i> for “turbines”). The response occasionally makes effective use of sentence structure or length (<i>Fossil fuels are often imported forcing the United States to be dependent on other nations ... for our energy.</i>) |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>benifits, nocuos, emmission</i>) and punctuation (<i>the availability ... resource; will bring and a cursory glance ... of wind power, will lead</i>) that do not hinder comprehension. |
| <p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p> | |

Wind power is a great energy source that has been used for many years now. We have depended on the power of the wind to help aid us in our day to day lives. I agree that wind power can be useful in the United States, and should be used. "Quick Facts about Wind Energy," by the U.S. Department of Energy, and the map of New York Annual Average Wind Power help to support my idea. It is the examples that are given by those two pieces that help to convey that wind power is a great source for energy.

In "Quick Facts about Wind Energy," by the U.S. Department of Energy, they show the many benefits and that wind power could succeed in the U.S. One advantage of wind power is said "The public that is said in the excerpt is "That the public prefers wind and other renewable energy forms over conventional sources of generation." This shows that not only the people that make wind power possible to use, but the public, in fact, would rather have wind power as their source of power. Another advantage stated in the passage is "Wind energy is also a source of clean, non-polluting electricity." If we were to use wind power, ~~we~~ we would not only be generating electricity, but we would stop pollution in the air. Finally another ~~also~~ plus for the use of wind power is stated that "Wind energy is a free, renewable resource," ~~so no matter~~ This indicates that wind energy is very abundant, and we will never run out. All of these advantages show that wind power should be used, and if used it will be extremely efficient.

Along with the passage of wind power, the map, New York Annual Average Wind Power also shows that wind power in the U.S. would be useful. At the bottom of the map, there is a key or legend. In the legend it shows that wind power classes from

a 1 to a 7. In this class, 1 is the lowest, and 7 is the highest. The map shows, by number, the areas that would be best for using wind power to give energy for the New York state. It shows that in the Adirondack Mtns there are sixes, fours, and threes, in the Catskill Mtns there are fives, fours, and threes, and on the east and west coast there are citings of fours and threes. With this evidence it shows that New York State is a great place for using wind power alone, not even counting the whole U.S. It is these examples that help show that if wind power is used, it would be very useful.

With taking in the information provided by "Quick-Facts about Wind Energy," by U.S. Department of Energy, and the Map of New York Annual Average Wind Power, it shows that wind power would succeed, with the little information provided from the two passages, it shows that wind energy is vere efficient. Hopefully we will be able to utilize energy more effe efficiently through the use of wind power, and will be able to help the U.S.

Anchor Level 4 – A

| Quality | Commentary |
|--|--|
| Meaning | The response: Conveys a basic understanding of the documents by supporting the idea that wind power should be used in New York State (<i>New York State is a great place for using wind power</i>). The response makes implicit connections when addressing the use of wind power (<i>We have depended on the power of the wind ... day lives</i>). |
| Development | Develops some ideas more fully than others, using relevant details from the map to encourage wind power use in New York State (<i>In the Catskill Mtns ... fours, and threes</i>). The response's reliance on three quotes from the text provides less development of the <i>advantages</i> of wind power. |
| Organization | Maintains a clear and appropriate focus on wind power as <i>a great source for energy</i> . The use of transitions (<i>Another</i> and <i>Along with</i>) contributes to the logical sequence of ideas moving from the advantages of wind power to its usefulness as an energy source in New York State, concluding with a restatement of position. |
| Language Use | Uses generally appropriate language, with some awareness of audience and purpose (<i>I agree that wind power can be useful ... and should be used</i>). The response exhibits some attempt to vary sentence structure or length, but with uneven success (<i>This shows that not only the people ... would rather have wind power as their source of power</i>). |
| Conventions | Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Finally another</i> and <i>Hopefully we</i>) and grammar (<i>they show, it shows, It is these</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization. | |

With all the problems facing and challenging the world's environment, scientists have felt it necessary to look for alternate, more healthy sources for energy. Fossil fuels are New York State's main resource for energy but some feel there is a better way. Wind power is an alternative source ^{that can} be used to obtain energy through the wind, which is cleaner for the environment ^{is} very abundant. I agree that wind power could be of use and a successful replacement or option other than the use of deadly fossil fuels.

I agree that wind power could be useful for New York State for several reasons. Wind power is created by turbines that convert kinetic energy to mechanical power or energy, ultimately creating no harmful byproducts that can be released into the environment. The wind turbines are made from a few simple components, the rotor, electrical generator, a speed control system and tower. This makes it easy and not too time consuming to set up a wind energy site. Also, New York State, in many parts, has a very strong, abundant areas for wind energy. Since wind energy is a "free, renewable resource" ^(US Department of energy) it will always be available. Fossil Fuels are limited and the problem has already arose as to what to do when the oil reserves diminish. The population continues to grow as does the need for energy and without a constant reliable resource for energy survival would

be challenged. Oil has to be imported which expands cost while wind energy "provides more jobs per dollar invested than any other energy technology" (US Department of Energy). The Average wind power in New York is very good. With the exception of a few locations New York ranges from ~~two~~ which is marginal to ~~seven~~ which is exceptional. The numbers refer to wind power classes ranging from one to seven and in places like the Adirondack Mountains ^{where it ranged at six} a wind powered turbine would be a very successful site for clean, free energy (Wind Energy Resource Atlas of the United States). Although there are flaws such as the noise produced by turbines and birds flying into the machines they are problems that can be solved a lot easier than the pollution problems caused by burning fossil fuels.

In conclusion, I agree that wind power could be a useful source of energy in New York State. There are several reasons I believe this. Wind Energy is a clean, abundant, efficient way to produce energy without the deadly byproducts of other energy producers, such as fossil fuels. The environment and the health of its inhabitants ~~are~~ has already been challenged and to continue poisoning our own atmosphere would be catastrophic, that's why I feel wind energy would be a useful resource for New York.

Anchor Level 4 – B

| Quality | Commentary |
|--|---|
| Meaning | <p>The response: Conveys a basic understanding of the documents, defining wind power and noting its accessibility and usefulness in New York State. Connections between the documents and the task are generally explicit (<i>The Average wind power ... is very good, and I agree that wind power ... source of energy in New York State</i>).</p> |
| Development | Develops some ideas more fully than others. The response uses specific and relevant details on why wind power could be useful in New York State (" <i>free renewable resource</i> " and <i>Oil has to be imported ... cost</i>). Some details are inaccurate (<i>New York ranges from two ... to seven</i>). |
| Organization | Maintains a clear and appropriate focus on the usefulness of wind power in New York State. The response exhibits a logical sequence of ideas, first stating the problem and position taken (<i>Fossil fuels ... there is a better way</i>), moving to supporting reasons (<i>easy and not too time consuming, always be available, provides more jobs</i>), and concluding with a reinforcement of these ideas. |
| Language Use | Uses generally appropriate language, with some awareness of audience and purpose (<i>I agree that wind power could be of use</i>). The response occasionally makes effective use of sentence structure and length (<i>Wind Energy is a clean, abundant, efficient way to produce energy without the deadly byproducts of other energy producers, such as fossil fuels</i>). |
| Conventions | Demonstrates partial control, exhibiting occasional errors in spelling (<i>challenging, nessessary, deminish</i>), punctuation (<i>Mountains where and it's inhabitants</i>), and grammar (<i>a very strong, abundant areas and has already arose</i>) that do not hinder comprehension. |
| <p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p> | |

New York State is one of the most largely populated states in the United States. Many people use electricity to the fullest extent possible. We use energy from just toasting our bread in the morning to using our computers on a regular basis. Many people use an abundant amount of energy everyday in their daily routine. One producer of energy is the wind turbine.

Using wind power as an energy source would be useful and effective.

Wind energy is used to generate mechanical power or electricity. In order for this to occur there has to be devices called wind turbines which convert the kinetic energy in the wind into mechanical power. In order for this this wind turbine to blow and work is of course, wind. Wind can be produced due to the uneven heating of the atmosphere by the sun, the irregularities of the earth's surface, and the rotation of the earth. Obviously, this is impossible to control, therefore, we can't always count on the consistency of winds. Wind turbines look like huge propellers. Most of these wind turbines are placed in areas that are very rural. The bigger the wind turbine is the more efficient it is. Wind turbines are made of the rotor, the electrical generator, a speed control system, and a tower. Wind power is a free way to make energy.

New York State has many parts that are rural areas. This creates space for wind turbines. The wind turbines near the Appalachian mountains can be moved to more cluttered areas of New York State. New York State could also gain more jobs from this way of energy making. According to the map of New York, most areas have higher than a 2, which implies that it is suitable for wind turbines. Therefore, New York State is capable of having wind turbines. The curved lines on the map indicate the definite areas of suitable wind turbine space. Since, New York City's wind power is least likely, there would have to be power movement to that area because of the importance of energy in that city. The use of wind energy could work efficiently in New York State.

As a whole, New York State is one of the largests using of energy in the United States. If there was a cheaper way like wind power, New York States economic level would be much higher. It would also help the environment rather than polluting the world.

Anchor Level 4 – C

| Quality | Commentary |
|--|--|
| Meaning | <p>The response: Conveys a basic understanding, using information from both documents to establish the position that wind power could be useful for New York State. The response makes generally clear connections between the documents and the task (<i>Many people use electricity and Using wind power ... would be useful and effective</i>).</p> |
| Development | <p>Develops some ideas more fully than others. The response uses specific and relevant details to discuss the use of turbines to produce wind power and its suitability to New York State (<i>Most of these wind turbines are placed in areas that are very rural</i>) while only briefly mentioning economic and environmental advantages (<i>gain more jobs and rather than polluting</i>). The response contains some irrelevant details (<i>The curved lines ... definite areas of suitable wind turbine space</i>).</p> |
| Organization | <p>Maintains a clear and appropriate focus on how wind power could be a useful energy source in New York State. The response exhibits a logical sequence of ideas, first discussing the uses of power, then elaborating on how wind power is produced and why it is a suitable and useful direction for New York State. The response lacks internal consistency (<i>Obviously ... we can't always count on the consistency of wind</i>).</p> |
| Language Use | <p>Uses generally appropriate, but sometimes imprecise language (<i>for this this wind turbine ... is of course, wind</i>), with some awareness of audience and purpose (<i>We use energy and use of wind energy ... in New York State</i>). The response exhibits some attempt to vary sentence structure and length, but with uneven success (<i>If there was a cheaper way ... economic level would be much higher</i>).</p> |
| Conventions | <p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>largerly, Appalation, largests</i>), punctuation (<i>The bigger the wind turbine is the more efficient and Since, New York ... least likely there would have</i>), and grammar (<i>their daily routine and has to be devices</i>) that do not hinder comprehension.</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p> | |

Wind is a force that is used to generate or conduct appliances so it can be used for a purpose. It has advantages of making the environment much natural, in terms of less pollution and waste. Wind power has allowed ancient civilizations to prosper and advance themselves. The ironic thing about wind is, we still use it today, even though we are much more advanced than civilizations of past history. In my opinion, wind is a very resourceful and reliable natural resource because, it is constantly being generated.

Wind was always an important resource for ancient civilizations. It helped irrigate plants and rural areas. Wind has been beneficial for supplying drinking water for many by settlers. It helped explorers travel through the open sea. Wind power was a way of life management for people in those times.

Wind power can be beneficial for the New York State region because it will allow the state to conserve electricity power. Which in turn will save the people lots of money. It can provide the people of New York State with an increasing amount of jobs. Especially when there are many people who are unemployed.

Several other things like a profitable economy and better quality of life.

Wind power will provide New York State with advantages that can be beneficial if it is tested. It can allow people to have opportunities of employment and money being saved. This quality of advanced technology will be a step forward in to a better future.

Anchor Level 3 – A

| Quality | Commentary |
|---|---|
| Meaning | <p>The response: Conveys a basic understanding of the text by defining wind power (<i>Wind is a force that is ... used for a purpose</i>) and stating its beneficial uses in the past and its use for a better future. The response makes few connections to the assigned task. No references to the map are made.</p> |
| Development | Develops ideas briefly, using some details from the text (<i>less pollution, wind is ... constantly being generated, increasing amount of jobs</i>). |
| Organization | Maintains an appropriate focus on the uses and benefits of wind power. The response exhibits a logical sequence of ideas, noting the use of wind power in the past (<i>drinking water and travel through the open sea</i>), present (<i>save the people lots of money and better quality of life</i>), and future. |
| Language Use | Uses generally appropriate language that is sometimes imprecise (<i>prosper and advance themselves and It help irrigate plants and rural areas</i>). The response exhibits some awareness of audience and purpose (<i>Wind power can be beneficial for the New York State region</i>) and exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Several other things like a profitable economy and better quality life</i>). |
| Conventions | Demonstrates emerging control, exhibiting frequent errors in spelling (<i>envirment, pollution, suppling, region, oppurtunies, employment</i>), punctuation, and capitalization (<i>wind is, we; because, it; power. Which; jobs. Especially</i>), and grammar (<i>It help and electricity power</i>) that hinder comprehension. |
| <p>Conclusion: Although the response fits criteria for Levels 3 and 4, it remains at Level 3 because the response addresses only one document.</p> | |

In many ways today our economy is looking and researching for more environmentally safer ways of producing power. The fact that Wind Power has been around since B.C., and is ~~also~~ very inexpensive, seems like an easy solution. But what if the Wind dies down, or it's just not a windy day?

Wind Power is produced by "harvesting" wind speed, to produce kinetic energy. But you can't harvest something that's not there. I don't ~~have~~ believe that we should base something we all need to survive, on a weather factor.

There are areas of New York that are Class 3 or higher (3 or higher, as average). These areas could almost ~~survive~~ survive on Wind Power alone. There are also areas 2 or under. How would these people living in a Class 2 area get their power?

Wind Power hasn't become a major source of energy because it ~~is~~ varies so much. The cost of this power isn't very high but, 80% of it comes just from the machinery alone! It's my point of view, given the information in the documents that The State of New York use Wind Power, where it is suitable. In the Class 3 or above areas, it would be a great resource, but class 2 or lower, would have to find another means of power. If even only

half a state can benefit from inexpensive, and environmentally safe power production, it will benefit the whole in the end.

Anchor Level 3 – B

| Quality | Commentary |
|--|--|
| Meaning | The response: Conveys a basic understanding of the documents by discussing how wind power is produced and how it can benefit New York State (<i>If even only half a state can benefit ... It will benefit the whole in the end</i>). The response makes few connections to the assigned task (<i>There are areas of New York ... could almost survive on Wind Power alone</i>). |
| Development | Develops ideas briefly, using some details from the documents (<i>Wind Power hasn't become a major source of energy because it varies so much and In the class 3 or above areas</i>). |
| Organization | Establishes an appropriate focus on the question of wind power as a plausible form of electricity for New York State (<i>The State of New York should use Wind Power, where it is suitable</i>). The response exhibits a rudimentary structure, progressing from the identification of how wind power is harvested to its potential for use in New York State. |
| Language Use | Uses generally appropriate language that is sometimes imprecise (<i>The fact that Wind Power has been around ... seems like an easy solution and get there power</i>). The response exhibits some awareness of audience and purpose (<i>It is my point of veiw, given the information in the documents</i>). |
| Conventions | Demonstrates partial control, exhibiting errors in spelling (<i>reasearching, harvisting, beleive</i>), punctuation (<i>In many ways today; its; Wind Power, where</i>), and capitalization (<i>Kinetic energy and How would These</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. | |

The "wind energy" means the use of wind to use to generate mechanical or electricity power. The mechanical power can create different things to help in the electricity.

In the following we ~~are~~ will study about the "wind energy" and why it is not completely useful in New York States. I am disagree with this form to generate electricity.

The wind energy with a generator can be change in electricity. In earliest year this form was used to do different things as pump water, move ships, in another. With the pass of the years and the use of different tools, ~~the~~ modern wind turbines were created. The wind turbines exist in different sizes, and that is one problem ~~to use~~ of use it. The turbines exist in density classes, the lowest is number 1 to the higher class that is 7.

In United States exists some wind energy, but they ~~are~~ have a density low. In New York State cannot use this type of energy, because the environment may have any impact and the noise that is produced by the rotor blades. In another effects that the wind energy can produce, it has visual impacts, and some bird can be killed when they are flying ~~into~~ around the rotors.

Another problem is that the wind is not always producing or giving energy, it means the energy is not constant. In the article we could find this ~~are~~ opinion "good ~~are~~ wind sites are often located in remote location so far from areas of electric power demand (such as cities)". On the map we can

see that New York City is considered as an area not suitable. Also the cost of this machinery says the expert "Roughly 80% with the balance being the site preparation and installation".

The article says "Wind costs are much more competitive with other generating technologies" ~~see that~~ ~~the energy~~ ~~is an excellent~~ idea to obtain energy, but it is not acceptable to be used on New York States.

In Conclusion, the wind energy is an greater power that will grow. With the time, it is going to be the main source of electricity in the world, but it needs to be used in places where ~~it~~ does not affect the environment of that population.

Anchor Level 3 – C

| Quality | Commentary |
|--|--|
| | The response: |
| Meaning | Conveys a generally basic understanding of the documents that is sometimes confused (<i>The turbines exist in density classes</i>). The response makes a few superficial connections between the information in the documents and the assigned task (<i>In New York State cannot use this type of energy, because the environment may have any impact</i>). |
| Development | Develops ideas briefly, using some details from the documents (<i>With the pass of the years ... turbines were created and bird can be killed ... around the rotors</i>). |
| Organization | Establishes a focus that wind power is unacceptable for use in New York State and presents a logically sequenced series of arguments against the use of wind energy (<i>On the map ... area not suitable</i>). The response includes some irrelevancies (<i>The wind turbines exist in different sizes</i>). |
| Language Use | Uses language that is frequently imprecise for the audience and purpose (<i>The "windenergy" means the use of wind to use to generate ... power, In earliest year ... in anothers, In another effects ... it has visualimpacts</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The mechanical power can create ... in the electricity</i>). |
| Conventions | Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>following we, year this, States exists</i>), grammar (<i>in</i> for "into" and <i>on</i> for "in"), and failure to separate words that hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and somewhat weaker in language use. | |

Wind power would be a great energy source in New York state. It would be good because we would now have a clean source of energy and we would have the perfect amount of air needed to produce wind power.

Conventional wind power creates a lot of carbon dioxide. In California in 1990 2.5 billion pounds of carbon dioxide and 15 million pounds of other pollutants were created. The forest would need to go to 1575 million trees to clear the same air quality. If we would have wind power we wouldn't have any of these problems. Since New York is a polluted city this would have a major impact on New York state.

New York has the perfect amount of air supply needed to have wind power. New York is surrounded by all the numbers between one and four. This would be a good source of power for New York.

I agree with switching to wind power in New York. It would cause only good things for us. The sooner we do it the better.

Anchor Level 2 – A

| Quality | Commentary |
|---|--|
| Meaning | <p>The response: Conveys a confused and inaccurate understanding of the text (<i>conventional wind power create's a lot of carbon dioxide and New York has the perfect amount of air supply needed to have wind power</i>). The response makes unwarranted connections to the assigned task (<i>If we would have wind power we wouldn't have any of these problems</i>).</p> |
| Development | <p>Is largely undeveloped, hinting at wind power's being useful in New York. Connections to the documents are unjustified (<i>Since New York is a polluted city this would have a major impact on New York State</i>).</p> |
| Organization | <p>Suggests an appropriate focus (<i>Wind power would be a great energy source in New York State</i>). The response suggests an organization with an introduction, two body paragraphs, and a conclusion, but paragraphs consist mainly of loosely connected statements about pollution in <i>California, New York ... City, and New York State</i>.</p> |
| Language Use | <p>Uses basic vocabulary (<i>It would be good</i>), with little awareness of audience or purpose (<i>The sooner we do it the better</i>). The response attempts to vary sentence structure, but with uneven success (<i>New York is surrounded by all the numbers between one and four</i>).</p> |
| Conventions | <p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>create's, In California in 1990, New York it would cause</i>), and capitalization (<i>conventional and Billion</i>) that do not hinder comprehension.</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p> | |

Wind power is the technology of generating kinetic energy from the natural source of wind. Wind power can be used to pump water or grind grain. Wind blows because of solar energy, uneven heating of the atmosphere by the sun. The Earliest know use of wind power was to push boats in 5000 B.C.

I Believe wind power is useful but not in NYS because from the map the Areas are not wind generated. They way you decipher if it is strong enough is by numbers, 1-9. 1-2 is weak 3 and up is strong.

Anchor Level 2 – B

| Quality | Commentary |
|---|--|
| | The response: |
| Meaning | Conveys a confused understanding of the documents (<i>the map the Areas are not wind generated</i>). Connections to the assigned task are unclear. |
| Development | Is largely undeveloped, making only vague references to the information from the map (<i>1-2 is weak 3 and up is strong</i>). |
| Organization | Suggests a focus (<i>I Believe wind power is useful, but not in NYS</i>), but lacks organization. The first paragraph is a series of unconnected statements about wind generally taken from the text. |
| Language Use | Uses imprecise language (<i>The Earliest know use</i>) interspersed with portions copied from the text. The response reveals little awareness of how to use sentences to achieve an effect (<i>They way you decipher ... by numbers, 1-9</i>). |
| Conventions | Demonstrates emerging control, exhibiting occasional errors in spelling (<i>unevan</i>), punctuation (<i>NYS</i>), and capitalization (<i>Because</i> and <i>Areas</i>). |
| Conclusion: Overall, the response best fits the criteria for Level 2, though it is somewhat stronger in conventions. | |

The audience hav to know that wind power is used when the wind is blowing it's going to give energy to that machine. I'm agree with the use of wind power in New York State because it can help to give air power with a nature energy for example in the map we can see that the United States has many areas where are many wind this wind could be good to make machines of air. The students have to know that the Enuamont doant need pure energy to make something the documents say that only the air can give us when it's blowing. I think that it's project can be good because all the people should know that wind power give benefits to the people. Machines have fail-safe shutdown systems if this fall it's going to break.

Anchor Level 2 – C

| Quality | Commentary |
|--|---|
| | The response: |
| Meaning | Conveys a confused and inaccurate understanding of the documents, giving a simplistic definition of wind power (<i>when the wind is blowing it's going to give energy to that machine</i>) and referring to the map of the <i>United States</i> . The response makes unclear connections to the task. |
| Development | Is largely undeveloped, making vague references to the uses of wind (<i>wind could be good to make machines of air</i>). The response makes unjustified references to the texts (<i>the documents say that only the air can give us when it's blowing</i>). |
| Organization | Suggests a focus on the uses of wind power (<i>in New York State ... give air power</i>), but lacks organization. |
| Language Use | The response uses language that is predominately incoherent (<i>I'm agree, a nature energy, if this fall</i>). |
| Conventions | Demonstrates a lack of control, exhibiting occasional errors in spelling (<i>hav and enviormont</i>), and frequent errors in punctuation (<i>for example in the map, wind this, something the</i>) and grammar (<i>where are many wind and give benefits</i>) that make comprehension difficult. |
| Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use. | |

Anchor Paper – Part B—Level 1 – A

There are many types of energy used in the world today. From Water Power to Coal Power, all create energy to benefit people. Wind energy is one type of energy that can be very helpful. New York state could use wind energy to help it energy needs.

Anchor Level 1 – A

| Quality | Commentary |
|--|---|
| Meaning | The response: Provides minimal evidence of textual understanding (<i>Wind energy ... can be very helpful</i>). The response makes a cursory connection to the task (<i>New York State could ... energy needs</i>). |
| Development | Is minimal with no evidence of development. The response includes no details from either document. |
| Organization | Suggests a focus on <i>wind energy</i> but is too brief to exhibit organization. |
| Language Use | Is minimal. The response consists of four sentences, making assessment of language unreliable. |
| 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. | |

Electricity energy is one source of energy that will always be needed in this modern time. Without it, many daily task and activities that we do from day today would not exist. Energy is important for everyday life.

Anchor Level 1 – B

| Quality | Commentary |
|---|---|
| | The response: |
| Meaning | Provides minimal evidence of understanding. The response states that <i>electricity energy is one source of energy</i> , but does not address wind power. The response makes no connections between the information in the documents and the assigned task. |
| Development | Is minimal. The response consists of general statements about the need for and importance of energy. |
| Organization | Suggests a focus on energy but is too brief to exhibit organization. |
| Language Use | Is minimal, consisting of only three sentences. |
| Conventions | Is minimal, making assessment of conventions unreliable. |
| Conclusion: The response best fits the criteria for Level 1, although it is somewhat stronger in organization. | |

Wind power may seem like a good idea for energy, but will ultimately hurt New York state. Wind energy has been used as early as 500 BC along the Nile River. The wind creates mechanical power or electricity through converting its kinetic energy into power by a wind turbine. In the U.S., much of the wind energy has been used in windmills to pump water. In 1900, a small electric wind system was invented to generate the wind current. Although, due to the expensiveness of wind power and the public's personal problems, wind energy is not used very much. New York should not use wind ^{as much} either.

Compared to other types of energy, wind power costs an extremely huge amount more than other types. With the machinery used to convert wind into power, much money is stolen from the public to support the equipment. New York should definitely steer clear of wind energy, especially with the huge debt it's in. Too much money is already being taken out of education and health care.

The state could not afford the high costs of wind energy. Fossil fuels are much cheaper and more available than wind energy.

Another problem with wind energy is that it is not always around when it is needed. What about the days when the sky is clear and sunny but people are mad because their businesses can't run without the wind energy. New York, on the wind power density classes, averages a 2 or 3, with 7 being the highest. New York is not very high on the scale, compared to other states. North Dakota benefits very much from wind power and could supply 36% of the electricity of the lower 48 states. Although, that ~~is~~ is not a practical idea. The whole idea for energy is to help the people with their homes, businesses, etc. The ~~the~~ source of energy should be in the people's interest, and not being able to have electricity ~~on~~ on days when there is no wind, will not make the people happy.

More reasons that wind energy will upset people is the wind turbines. They capture wind and convert ^{the energy} into electricity. These turbines have been known to be very noisy. Many people would not be able to live by the horrible sounds, plus the look of a wind turbine is not very pleasant either. Also, birds have been brutally killed through rotor, rotates the wind in the turbine. To stop these problems, more money must be spent, and that money is something that New York does not have.

Through technology, many other sources of energy have been able to be used. New York cannot waste its small amount of money on one source that isn't even dependable. Wind energy is not useful in New York State.

Wouldn't you like our ~~country~~^{state} to be a cleaner place? Or, not just our state, but our country as well? The way electricity is generated using fossil fuels is very ~~expens~~~~costly~~ and bad for our environment. "Wind energy" or wind power, however, is inexpensive and "clean" energy. It does not harm our environment.

The kinetic energy in the wind is converted into mechanical power with wind turbines. This mechanical power can be converted into electricity to ~~power~~ power homes, businesses, ~~School~~ and Schools by a generator.

In an excerpt from "Quick Facts about Wind Energy" by the U.S. Department of Energy it is stated that, "There is evidence that wind energy was used to propel boats along the Nile River as early as 5000 B.C." Back then, there were no fossil fuels, no chemicals that harmed our environment just to produce electricity.

Wind turbines come in a variety of sizes. It is stated in "Quick Facts about Wind Energy" that, "The largest machine, such as the one built in Hawaii, has propellers that span more than the length of a football field and stands twenty building stories high, and produces enough electricity to power 1400 homes."

Wind turbines are composed of "the rotor, the electrical generator, a speed control system, and a tower."

Now, you may ask, how practical is wind energy ~~in~~ the United States? The answer to that question is very practical. In fact, there is an abundance of wind energy in many parts of the United States. In "~~Quick Facts~~" Wind resources are characterized by wind-power density classes, ranging from class 1 (the lowest) to class 7 (the highest). Good wind resources (class 3 and above) which have ~~the~~^{an} average annual wind speed of at least 13 miles per hour, are found along the east coast, the Appalachian Mountain chain, the Great Plains, the Pacific Northwest, and some other locations."

Public opinion surveys have shown that people prefer wind energy over "conventional sources of generation." It is free and it is a renewable resource, which means, it can never be used up. There will always be some in the future.

Wind energy is "clean" non-polluting energy. "Wind plants emit no air pollutants or greenhouse gases." According to the New York Annual

~~the~~^{the} Wind power could be very useful in New York State. The Adirondack Mountains, ^(5 in wind density) the Catskill Mountains, ^(6 in wind density) the Lake Ontario region, and the Lake Erie region are all great wind resource regions. ~~New York City has~~ Millions ~~millions~~ of people living in New York City and Long Island. Long Island is a great wind resource area. This large

polluted city could be a much cleaner, healthier place to live," if wind energy was used instead of conventional energy. The technology for wind energy "requires a higher initial investment than fossil-fueled generators," but the public's ~~opinion~~ opinion is that the money would be well worth the outcome of a cleaner, healthier environment.

"Wind energy avoids the external or societal costs associated with conventional resources, namely, the trade deficit from importing foreign oil and other fuels, the health and environmental costs of pollution, and the cost of depleted resources." from Quick Facts about Wind Energy

Wind energy provides more than five times the amount of jobs compared to coal or nuclear power. ~~the~~ In 1994, thousands of wind energy jobs were created for Americans. This improves American economy.

So, in conclusion, after ^{hearing} ~~reading~~ this, I'm sure you would ^{agree} ~~understand~~ that wind energy is ~~at all~~ very useful and practical including in New York State where there are many wind resource regions sufficient enough to produce wind energy. Wind energy is "clean" energy and doesn't produce pollution like the burning of fossil fuels. And I am sure that most people would prefer to live in a clean, safe, healthy, non-polluted environment.

Wind Power is free, renewable resource that can provide a lot of power for a region. New York State is eligible to use wind power. New York State could easily be powered by Wind Power.

On a scale of 1-7 areas that are Banged 3 or greater are able of having wind as a source of energy. There are numerous places in New York State such as Binghamton, Adirondack Mountains, Catskill Mountains that have enough wind to power New York State. Wind Power in the long run will help save money by not needing a lot of fossil fuels. They would have a cheap power source that is renewable & wind power is by far a cleaner power source. Wind does not pollute the land like other power sources do. It does not let out chemicals on the land such as carbon dioxide. Wind is used to generate mechanical power or electricity. The electricity created by the wind turbines can power homes, businesses and schools.

Wind is a very smart for the environment and a palistic resource that can be used by the New York State. Wind Power is very beneficial to New York State.

Wind power is an important source for electricity. Electricity can be useful in some part of New York. For example I saw and analyzed a New York Annual Average wind power Map. The results were not so great. I was the highest ranking number of wind, but the amount of number in the state of New York was 2, 3, 4 and some 6 which was found in Adirondack Mtns, but the rest was a really low amount of wind. The major challenge to using wind as a source of power is that it is "Intermittent"

It is in debate as to whether or not it would be beneficial to use wind power as an energy source, and more specifically, in New York state.

First of all, what exactly is wind energy? It is when wind is used to generate energy, by using "wind turbines to convert the kinetic energy in the wind into mechanical energy." Wind energy was first used as early as 5000 BC along the Nile River to propel boats. Obviously at that time people didn't know that wind is caused "by the uneven heating of the atmosphere by the sun, the irregularities of the earth's surface, and the rotation of the earth." The wind turbines used to capture the wind are similar to the propeller blades in planes. They turn in the moving air and power a generator that supplies an electric current. Wind turbines are available in many sizes, which also changes the power ratings, and distance energy can be supplied.

The major factor in using wind power as an energy source is, obviously, the wind. Many areas of the United States have plentiful wind energy. "Wind resources are characterized by wind-power density classes, ranging from Class 1 (the lowest) to Class 7 (the highest)." Good wind resources are classified as 3 and above, have an average annual wind speed of 13 miles per

hour. (A stronger wind means a lot more power.)

The advantages to using wind generated electricity is that wind energy is free, a renewable resource, and a source of clean, non-polluting energy. Unfortunately, the cost is higher for wind power than just using fossil fueled generators.

Even though there is relatively no environmental problems facing wind power there is concern over noise produced and of course, the wind generator plants present a sometimes unappealing visual picture. There is also the problem of birds flying into the rotors of the turbines and getting killed. The major issue of using wind power is that the wind isn't always blowing, and that good wind sites are often located in remote locations, as well as being a competitive factor in other uses and development of the land.

Using wind power does have an expansive future, as well as potentially creating thousands of more jobs, but the drawbacks of using this form of energy need to be researched more, as well as finding solutions to them. As for using wind power for energy, I'm not particularly in agreement. The problem with this is that the whole of New York state, except for selected areas, doesn't meet the good wind resource levels. This is seen on a "New York Annual Average Wind Power" map sited by the Wind Energy Resource Atlas of the United States,

from 1983. Most of the areas in New York don't have strong enough wind levels to support a wind power plant. Even though this is a very interesting and environmentally friendly form of power generation, I think it should be researched more fully so that it can be used in even the areas with low wind levels.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

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

