

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Thursday, June 16, 2005—9:15 a.m. to 12:15 p.m., only

E

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

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

Scoring of Multiple-Choice Questions

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

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

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	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.

HEROES STAND UP FOR THEIR BELIEFS AND DEDICATEDLY SUPPORT CAUSES RESULTING IN THE BETTERMENT OF OTHERS. THROUGHOUT AMERICAN HISTORY NUMEROUS WOMEN HAVE EXEMPLIFIED THESE QUALITIES, ENTITLING THEM TO THE LABEL "AMERICAN HERO." ONE SUCH WOMAN IS NELLIE BLY, WHOSE SENSATIONAL TREK AROUND THE WORLD HELPED TO REDEFINE THE ROLE OF WOMEN IN AMERICAN SOCIETY. BLY IS MUCH MORE THAN A FEMALE REPORTER WHO HAD THE UNIQUE DESIRE TO OUTDO THE FICTITIAL PHILEAS FOGG. BLY WAS A REMARKABLE WOMAN WHO WOULD NOT SUBMIT TO INSTANCES OF GENDER DISCRIMINATION AND, THEREBY, ELEVATED THE POSITION OF WOMEN IN AMERICAN SOCIETY.

NELLIE BLY FOUND INSPIRATION AND CHALLENGE IN JULES VERNE'S AROUND THE WORLD IN 80 DAYS. SHE FELT THAT SHE, A WOMAN, COULD OUTDO VERNE'S PROTAGONIST AND CREATE A MARKETABLE NEWS STORY IN THE PROCESS. BLY, A REPORTER FOR THE NEW YORK WORLD, BROUGHT HER IDEA TO HER BOSS, MR. COCKERILL. COCKERILL AND MEMBERS OF THE SENIOR STAFF OF THE WORLD WERE SKEPTICAL, THE BUSINESS MANAGER OF THE NEWSPAPER, MR. TURNER, PREFERRED A MAN FOR THE ADVENTURE. WHEN TURNER'S PREFERENCES EVOLVED INTO A RUMOR THAT THE PAPER HAD HIRED A MAN, BLY RESPONDED THAT, SHOULD THE NEW YORK WORLD SEND A MAN, SHE WOULD FIND ANOTHER PAPER TO SPONSOR HER, LEAVE ON THE SAME DAY AS THE WORLD'S MAN, AND BEAT HIM. BLY WAS PASSIONATE ABOUT HER GOAL AND WOULD NOT ALLOW ATTEMPTED GENDER DISCRIMINATION TO DETER HER. BLY'S PERSISTENCE IS CHARACTERISTIC OF AN AMERICAN HERO.

WHEN MR. COCKERILL FINALLY "ACQUIESCED," BLY DEPARTED FROM HOBOKEN PIER ABOARD THE AUGUSTA VICTORIA. SHE DID NOT LEAVE HER FEMINIST IDEALS IN AMERICA. FOR EXAMPLE, WHEN DENIED ENTRANCE TO A HINDU TEMPLE BECAUSE OF HER GENDER, BLY QUESTIONED THE RATIONALE. WHEN OTHERS TOOK TO THE STREETS

BRANDISHING CANES AND PARASOLS TO WARD OFF BEGGARS, BLY REMAINED PRINCIPLED, ASSERTING THAT SUCH WEAPONS PRODUCED MORE EVIL THAN GOOD.

BLY BESTED HARSH WEATHER AND MAINTAINED A CHALLENGING SCHEDULE, ALLOWING HER TO ARRIVE IN SAN FRANCISCO WELL AHEAD OF SCHEDULE. SHE WAS HAILED AS AN AMERICAN HERO AND LAUDED ACROSS THE COUNTRY. WHEN A REPORTER REFERRED TO BLY'S ACCOMPLISHMENT AS "QUITE REMARKABLE," BLY DIVERTED THE PRAISE IN FAVOR OF ALL WOMEN OF THE TIME, THEREBY DISPELLING THE MYTH OF THE SUBMISSIVE HOUSEWIFE WHO WAS ONLY CAPABLE OF COOKING, CLEANING AND CHILD REARING.

BLY'S MOMENTOUS JOURNEY INSPIRED AND ELEVATED WOMEN. HER TRIP WAS MORE SIGNIFICANT THAN ONE WOMAN'S STRUGGLE TO ACHIEVE A GOAL IN THE FACE OF ADVERSITY. IT SIGNIFIED THE EMERGING POWER OF ALL WOMEN TO TRANSCEND GENDER DISCRIMINATION. FOR THESE REASONS, BLY SHOULD BE CELEBRATED AS AN AMERICAN HERO.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, defining true <i>heroes</i> as those who <i>stand up for their beliefs and ... support causes resulting in the betterment of others</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>One such woman is Nellie Bly, whose sensational trek around the world helped to redefine the role of women in American society</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to expound on Bly’s virtues (<i>Bly was passionate about her goal and would not allow attempted gender discrimination to deter her and Bly bested harsh weather and maintained a challenging schedule</i>) and achievements (<i>Bly’s momentous journey inspired and elevated women</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on Bly as hero. The response exhibits a chronologically coherent structure through skillful use of appropriate external (<i>Bly found inspiration and When Mr. Cockerill finally “acquiesced”</i>) and internal (<i>Throughout American history, For example, thereby</i>) transitions.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>elevated the position of women, create a marketable news story, was hailed ... and lauded, dispelling the myth of the submissive housewife</i>), with a notable sense of voice and evident awareness of audience and purpose (<i>For these reasons, Bly should be celebrated as an American hero</i>). The response varies sentence length to enhance meaning (<i>She did not leave her feminist ideals in America</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language, although the use of all uppercase makes assessment of capitalization impossible.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

American heroes come in many different guises. American heroes are as diverse as the Founding Fathers who wrote the Constitution, the cowboys who tamed the frontier and the astronauts who explore worlds beyond our world; they seem to have little in common. However, they all have a similar longing for independence, adventure, and knowledge that is intrinsic to the American psyche. Unfortunately, many American heroes get overlooked. Those who are not loud, gun-toting men tend to be forgotten, or brushed aside. Nellie Bly is one of those heroes.

One day in 1888, Nellie Bly had an idea that would allow her to finally fulfill her desire for adventure. She wanted to travel around the world in fewer than 80 days, and beat the "record" of the fictional Phileas Fogg. She was a successful reporter for the New York World and believed that this trip would be the best next step for her career. Her supervisors argued that a man should take the journey instead, but Nellie would not relent. To arguments saying that a man would cost less because he wouldn't need a chaperone, she argued that she wouldn't take one. To arguments about luggage, she stated that she would pack light. When rumors began that a man had been chosen over her, Nellie didn't back down. She threatened to get another newspaper to sponsor her, start out on the same day, and beat the man back to New York. Her superiors, seeing that she, in the best American tradition, would not let go of her dream, finally agreed to let her go.

She packed a small case and set off alone, on November 14, 1889, asserting that women could travel just fine with no chaperones. Her independence inspired many, and her adventure produced a flood of publicity. The New York World hailed her as a "female Phileas Fogg" who was "turning a dream into reality." Wherever she went, people were excited to see her.

In her travels, she displayed heroic traits through her desire for knowledge and the demonstration of bravery. When she arrived in London, she took a side trip to meet Jules Verne, whose Around the World in 80 Days was republished due to interest in her mission. When caught in a terrible storm in Japan, she said "I'd rather go back to New York dead than not a winner. When denied entrance to a temple by a Hindu holy man because of her gender, she, with classic American defiance, wanted to know just exactly why she was being discriminated against. In Port Said, where she saw rich travelers keeping beggars at bay with canes and parasols, she refused to join in, thinking violence more harmful than corrective.

Nellie Bly was even an American hero in the realm of economics. Nellie Bly "Around the World" merchandise stimulated the market with Nellie Bly housecoats, board games, and music. When she returned to America, her transcontinental journey showed her just how much Americans idolized her. She was showered with gifts and flowers, praise and cheers. She was an inspiration

to American women who still did not have the right to vote, but were beginning to realize and make others understand how ridiculous that inequality was. If a woman could travel the world in less than 80 days unchaperoned, women might have thought, "what can't we do?"

When a reporter praised her journey as extraordinary, Nellie replied, "It's not so much for a woman to do," describing the "pluck, energy and independence" of her compatriots. Nellie Bly's quest to journey around the world in fewer than 80 days made her a sensation in her own time. Her quest for independence, adventure, and knowledge made her an American hero for all time.

Anchor Level 6 – B

Quality	Commentary
	The response:
Meaning	Reveals an in-depth analysis of the text, linking the exploits of Nellie Bly to the status of <i>American women</i> . The response makes insightful connections between Bly as an overlooked American hero and her display of <i>heroic traits through her desire for knowledge and the demonstration of bravery</i> .
Development	Develops ideas clearly and fully making effective use of a wide range of relevant and specific details from the text to support Bly's heroism (<i>beat the "record" of the fictional Phileas Fogg, side trip to meet Jules Verne, denied entrance to a temple by a Hindu holy man, "pluck, energy and independence"</i>).
Organization	Maintains a clear and appropriate focus on Bly as a hero <i>in her own time and for all time</i> . The response exhibits a logical sequence of ideas, following the chronology of Bly's <i>quest to journey around the world in fewer than 80 days</i> , from her departure, to incidents while on the trip, to her heroic and self-effacing return. The response makes appropriate use of transitions throughout (<i>However, One day in 1888, In her travels</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>American heroes are as diverse as the Founding Fathers ... cowboys ... astronauts</i>), with a notable sense of voice (<i>who are not loud, gun-toting men</i>) and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning as in the final two sentences.
Conventions	Demonstrates control of the conventions with essentially no errors, even when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization.	

DURING WOMEN'S HISTORY MONTH, WE ~~REMEMBER~~ REMEMBER AND CELEBRATE THE WOMEN WHO POSSESS THE QUALITIES OF AN AMERICAN HERO. THROUGHOUT AMERICA'S HISTORY, WE HAVE SEEN A GREAT NUMBER OF ~~WOMEN~~ REMARKABLE WOMEN OVERCOME TREMENDOUS OBSTACLES TO ACHIEVE THEIR GOALS; ONE OF THESE WOMEN WAS WORLD-FAMOUS REPORTER, ~~AND~~ ADVENTURER, AND WOMEN'S RIGHTS ACTIVIST, NELLIE BLY.

IN THE FALL OF 1888^{AT AGE 25,} NELLIE BLY FOUND HERSELF INSPIRED BY AROUND THE WORLD IN 80 DAYS' PROTAGONIST PHILEAS FOGG. THE NEXT DAY, SHE WENT TO HER BOSS AT THE "NEW YORK WORLD", JOHN A. COCKERILL, AND OFFERED TO ATTEMPT TO BEAT FOGG'S TIME OF 80 DAYS. INITIALLY, COCKERILL AND THE EDITORS REFUSED ON THE BASIS THAT SHE WAS A WOMAN, AND THUS WOULD REQUIRE NOT ONLY A CHAPERONE TO ACCOMPANY HER, BUT ALSO A GREAT DEAL OF LUGGAGE. BLY, HOWEVER, REFUSED TO GIVE UP. WHEN SHE HEARD THAT THE "WORLD" PLANNED TO SPONSOR THE VERY SAME TRIP SHE HAD PROPOSED, BUT FOR A MAN, ~~WITH~~ HER RESPONSE WAS DECISIVE. EITHER ALLOW HER TO MAKE THE TRIP, SHE THREATENED, OR SHE WOULD QUIT AND FIND WORK ELSEWHERE WITH A PAPER THAT WOULD. NOT WANTING TO LOSE ONE OF THEIR TOP REPORTERS, HER EDITORS RELUCTANTLY AGREED TO SUPPORT HER.

BLY BEGAN HER JOURNEY IN NEW YORK CITY, TRAVELLING FROM THERE TO LONDON BY STREAMLINER. ONCE THERE, SHE CONTINUED HER VOYAGE, ~~STOPPING~~ MAKING SEVERAL STOPS ALONG THE WAY: CALLAIS, COLUMBO, PORT SAID, SINGAPORE, HONG KONG, YOKO HAMA, AND SAN FRANCISCO, AMONG OTHERS. FROM SAN FRANCISCO, SHE THEN TRAVELLED BACK TO NEW YORK, THUS COMPLETING HER JOURNEY, AND IN LESS THAN EIGHTY DAYS. THROUGHOUT HER TRIP, SHE CARRIED NOTHING BUT A SMALL PIECE OF LUGGAGE, HOLDING ONLY A FEW NECESSITIES,

PAPER, AND WRITING UTENSILS TO RECORD HER EXPERIENCES.

DURING HER VOYAGE, NELLIE BLY NOT ONLY BECAME THE MOST FAMOUS WOMAN IN THE WORLD OF HER TIME, SHE ALSO GREATLY INCREASED PUBLICITY FOR THE BOOK THAT INSPIRED HER, AROUND THE WORLD IN 80 DAYS, AS WELL AS ^{FOR} THE NEWSPAPER SUPPORTING HER, THE "NEW YORK WORLD." SHE BECAME A HERO IN THE PUBLIC EYE; EVERYWHERE SHE WENT SHE WAS MET WITH ~~AND~~ SUPPORTERS CHEERING HER ON. BACK IN AMERICA, NELLIE BLY SONGS, CLOTHING, AND BOARD GAMES WERE POPULAR, AND THE YOUNG JOURNALIST BECAME A ROLE MODEL FOR THOUSANDS OF WOMEN. IN ADDITION TO ALL THIS, HOWEVER, NELLIE BLY ACCOMPLISHED SOMETHING FAR MORE IMPORTANT. AS SHE TRAVELED AROUND THE GLOBE, SHE SPREAD ^{INSPIRING} IDEAS OF EQUALITY AND REFORM TO THOUSANDS. HER VOYAGE BECAME A SYMBOL OF THE RIGHTS AND INDEPENDENCE THE WOMEN OF HER AGE WERE DEMANDING. THROUGH ~~AND~~ BLY'S ACTIONS, MORE AND MORE PEOPLE BECAME AWARE OF THE FACT THAT ALL WOMEN, NOT JUST HER, WERE CAPABLE OF ACCOMPLISHING GREAT THINGS, AND THIS FACT IS WHAT MAKES NELLIE BLY A TRUE AMERICAN HERO.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, explaining how Nellie Bly overcame <i>tremendous obstacles</i> to become <i>a true American hero</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Bly, however, refused to give up</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe the obstacles Bly encountered when she proposed her trip (<i>Cockerill and the editors refused on the basis that she was a woman and Not wanting to lose one of their top reporters, her editors reluctantly agreed to support her</i>). Obstacles encountered while on the trip are undeveloped.
Organization	Maintains a clear and appropriate focus on the obstacles to Nellie Bly’s undertaking the journey. The response exhibits a logical sequence of ideas, moving through Bly’s life as <i>reporter, adventurer, and women’s rights activist</i> and using appropriate external (<i>In the fall of 1888, Bly began her journey, During her voyage</i>) and internal (<i>The next day, Initially, Back in America</i>) transitions.
Language Use	Uses language that is fluent and original, with evident awareness of audience (<i>we remember</i>) and purpose (<i>Either allow her to make the trip, she threatened, or she would quit and find work elsewhere with a paper that would</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>She became a hero in the public eye; everywhere she went she was met with supporters cheering her on</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>streamliner, San Fransisco, neccesities</i>), although the use of all uppercase makes assessment of capitalization impossible.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

Good afternoon ladies and gentlemen; my name is _____ and I will be telling you a little bit about a true American hero, Nellie Bly. Now, some of you may recognize the name and even know the story, ~~but~~ so I hope this presentation will be as entertaining as it is informational for you. Throughout the presentation I will be showing you pictures, excerpts, and memorabilia from ~~the~~ Nellie's trip. All right, is everyone ready? Good, now sit back and relax as ~~I~~ we travel with Nellie Bly on her 'round the world trip that made history.

In the late 1800s, many women in the United States didn't have jobs outside of their homes. Those who did were usually independent women who were fighting for ~~a~~ equal opportunities that white men received. Nellie Bly was one ~~of~~ ^{of} these women, for she was a reporter for the "New York Globe." Here is a picture of the "Globe" when Nellie worked there in 1888. That very year is when she concocted a wonderful plan to try to go around the world in under eighty days. Most of you may be familiar with the book ~~copy~~ or play Around the World In 80 Days, Jules Verne wrote the book, in fact you may have read it in this very library. I do believe that ~~if~~ ^{if} there are copies available if you wish to take it out after today's procession, am I right Ms. _____? Yes, there should be plenty for you to view. Getting back to Nellie, she was inspired by Fillion's Fog's journey and thought that it would be a great story if she would try to beat his ^{fictional} record. When she proposed her story to her editors they took a year to allow her to go. Nellie was independent, but the male bosses thought that it would be safer to send a man. She fought and threatened to take her idea to another paper and finally they permitted her to go. Twenty-five year old Nelly Bly set out on November 14th, 1889 on the Agusta Victoria (as shown ~~in~~ ⁱⁿ this photograph) to circle the globe.

The famous trip included numerous stops all around the world, two of which were in the U.S. When ~~she~~^{Nelly} got to England she took a side trip to France to meet with the author of her inspiration. Jules Verne requested a meeting with the female *Ellions Fog* who was bringing him revitalized publicity. This boost of confidence helped Nelly continue with her long voyage. Here in her journal she speaks of ~~a~~ numerous stops that were ~~not~~ met with crowds of people. She says that they are encouraging and curious. Nellie Bly wanted the world to know that she, an American woman, was going to accomplish this task. Even though she got a scare by a Singapore storm delay, Nelly found that she was ahead of schedule. The last leg of the trip began in San Francisco, and here is a picture of the crowd to meet her. Men and women came to speculate and gawk at the woman who traveled ~~the~~ the world by herself. She was adorned with praises, congratulations, gifts and a new car filled with flowers. When she arrived back in New York, New York Nellie Bly was officially a hero. She was an independent woman who became a symbol of the revolution that was coming. ~~When~~ This article interviewing Bly quotes her as saying that the trip was "a queen's ride" and that she was "simply... a symbol of the women of her time."

Nellie Bly's trip around the world unified the country and gave people something to look forward to. While she was gone, the "New York Globe" had a sweepstakes asking people to send in their guesses at how long her trip would take. Over one-half million guesses were entered. People would follow her status on the newspapers and on the radio, like she were a friend or family member. Women gained confidence from her daring

Anchor Paper – Part A—Level 5 – B

effect and symbolic actions. The country was riveted by Nellie Bly's trip and idolized her. After her return, there were songs and games about her; in fact there were even clothes named after her. This publicity stunt quickly became more important than anyone had imagined, and made a true American hero out of Nellie Bly.

Thank you for your time and attention. I believe that someone will be coming to talk to you about Amelia Earhart next.

Anchor Level 5 – B

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the text (<i>I will be telling you a little bit about a true American hero, Nellie Bly</i>), although the name of the newspaper is misrepresented. The response makes clear and explicit connections between the text and the assigned task (<i>This publicity stunt ... made a true American hero out of Nellie Bly</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to describe Bly's imagination (<i>she concocted a wonderful plan to try to go around the world in under eighty days</i>), independence (<i>She fought and threatened to take her idea to another paper</i>), determination (<i>she ... was going to accomplish this task</i>), and impact (<i>Women gained confidence</i>).
Organization	Maintains a clear and appropriate focus on Nellie Bly as an American hero. The response exhibits a chronological sequence of events through the use of appropriate devices (<i>sit back and ... travel with Nellie Bly</i>) and transitions (<i>In the late 1800s, When she proposed her story to her editors, The famous trip included numerous stops</i>).
Language Use	Uses language that is fluent and original (<i>Men and women came to speculate and gawk at the woman who traveled the world by herself</i>), although sometimes inaccurate (<i>today's processions</i>), with evident awareness of audience and purpose (<i>I hope this presentation will be as entertaining as it is informational for you</i>). The response varies length of sentences to control rhythm and pacing (<i>All right, is everyone ready?</i>)
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>recieved, Fillious Fog, journey, schedual</i>), punctuation (<i>80 Days, Jules Vern and editors they</i>), and usage (<i>scare by a Singapore storm delay and guesses at ... her trip</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

The first thing that most people think of when they hear the word hero is usually somebody who saves another's life, or a soldier. However, one doesn't always have to fall into one of these two categories to be a hero. One such person who does not fall into either of these categories is ~~the~~ a more ~~unlikely~~ unlikely hero, ~~Netty~~ Nellie Bly. Miss Bly's goal was to travel around the world in less than 80 days. One might not think this would make her a hero, and in fact, the actual act of traveling around the world doesn't. It was Miss Bly's competitiveness, determination and modesty that made her a hero.

When Nellie Bly set out to pitch the idea of traveling around the world in less than 80 days, her main focus of this journey was not to become a hero. Nellie Bly lived in a time when women were still viewed as weak and inferior beings and when feminism was only something women felt. What made Bly a hero was that she believed she could do it and her determination to prove that women could be equal to men. After being turned down almost immediately after pitching her idea, the World newspaper which she worked for told her they felt a man could do a better job. Bly's determination kicked in and she replied with, go ahead and I'll beat him through a different newspaper. Bly was clearly determined to prove that women were as good as men. Because of Bly's determination, she was able to bring her message of feminism across the world. After returning to the states, Bly received a hero's welcome for proving to the world that 'anything ~~as~~ a man can do, women could do better'.

Miss Bly's determination is an obvious reason why she is a hero. This reason is the one most often recognized by the general public. However, determination is not the only reason miss

Anchor Paper – Part A—Level 5 – C

Bly should be considered a hero. Her modesty ^{and} ~~and~~ compassion also make her a good candidate to be a hero. When stopping in a city, people with canes lined the streets to keep beggars away from her. Now, most people would gladly accept this gesture but Bly responded with, "A stick beats more ugliness into a person than it will ever beat out." Also, when Bly returned home, she was praised as a hero, to which she replied that it was no great feat, she was just happy ~~a woman~~ an American woman had done it.

Heroes are made for many reasons. Often, those who are not recognized enough are the silent heroes who do not save lives or stop criminals. Miss Bly's courage, determination and modesty helped her achieve ~~st~~ a hero's status in the hearts of not only women but men as well.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text (<i>It was Miss Bly's competitiveness, determination and modesty that made her a hero</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>What made Bly a hero was ... her determination to prove that women could be equal to men</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to illustrate the qualities of determination (<i>Bly's determination kicked in and she replied with ... I'll beat him through a different newspaper</i>) and modesty (<i>when Bly returned home, she was praised as a hero, to which she replied that it was no great feat</i>). Competitiveness is mentioned but not developed.
Organization	Maintains a clear and appropriate focus on Bly's heroic qualities. The response exhibits a logical sequence of ideas, moving from one quality to another through the use of appropriate transitions (<i>However, determination is not the only reason Miss Bly should be considered a hero. Her modesty and compassion also make her a good candidate</i>).
Language Use	Uses language that is fluent and original (<i>when feminism was only something women felt</i>) though occasionally informal (<i>pitch and kicked in</i>), with evident awareness of purpose (<i>courage, determination and modesty helped her achieve a hero's status</i>). The response varies sentence structure to control rhythm and pacing (<i>Heroes are made for many reasons</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>recieved, beggers, Ofion</i>), grammar, and usage (<i>less</i> for "fewer" and <i>Bly courage</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

What qualifies a person as an American hero? Being American, obviously, but what else? Is it courage? Determination? A stiff upper lip in the face of adversity? The answer is yes, and Nellie Bly qualifies for all three. When Nellie Bly got her idea that autumn day in 1888, she probably never thought she would make such a huge impact on people. Or maybe she did, and that's why she did it. Only she knows the answer to that, but one can certainly speculate. Let me tell you a little bit about Ms. Nellie Bly.

~~Bly~~ ^{Bly} was a journalist for the newspaper The New York World. When she approached her boss about sending her on a trip around the world, he merely scoffed. He knew that a woman would want to take a lot of luggage and a chaperone, and that he wanted a man to do it instead. So she threatened to take her idea elsewhere. He reluctantly agreed that she could go, and in early 1889 she set off on her voyage. ~~and~~ she wanted to travel around the world in less than eighty days, beating the record of the fictitious Phileas Fogg from Jules Vern's famous novel Around the World in Eighty Days. She figured that if a man

could do it, why couldn't she? So all by herself with her one suitcase she set off for London.

When she arrived, she was informed that Jules Verne himself wanted to meet with her. Mr. Verne inquired about her destinations, and she revealed her ambitious list. ~~It~~ Inspired by Bly, Verne's novel was re-released, and it sold like hot cakes. People everywhere knew of Bly's goal, and ^{she} was supported by millions all over the globe. She was once prohibited from entering a Hindu temple, but she didn't lose faith. She continued her long journey, even when she got stuck in a rainstorm in Japan. She said she would rather die than go home a failure, but fortunately, she didn't do either. She arrived home safely, beating Fogg's record.

She was greeted everywhere she went with handshakes and "hurrah!"s. The twenty-five year old American girl ~~at~~ from New York City had become a legend. There were songs, clothing, and even a parlor game named after her. She was an inspiration to men and women alike who were fascinated by

her. When told that her trip was remarkable, she vehemently disagreed. Any woman in America ~~could~~ could do the same, she believed.

Nellie Bly is the epitome of an American hero. She was ~~brave~~ courageous and determined and she never let anyone bring her down. She cleared any and all obstacles in her path with dignity and she always stayed true to herself. She inspired everyone she passed to reach for their goals and never give up. It's easy to see why I picked Nellie Bly as my American hero.

Anchor Level 4 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text (<i>What qualifies a person as an American hero? ... Is it courage? Determination?</i>). The response makes implicit connections between information and ideas in the text and the assigned task (<i>So she threatened to take her idea elsewhere</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details to discuss the initial obstacle Bly faced in getting support for her trip (<i>When she approached her boss ... he merely scoffed and He reluctantly agreed</i>), but discussion of obstacles faced during the trip is less developed (<i>She was once prohibited from entering a Hindu temple and she got stuck in a rainstorm</i>).
Organization	Maintains a clear and appropriate focus on Nellie Bly's qualities. The response exhibits a logical sequence of ideas, establishing a focus on three qualities in the introduction and reiterating these qualities in the conclusion, although body paragraphs drift into a chronological summary of the text. The response lacks internal consistency in paragraph 3, where ideas about <i>Jules Vern</i> , <i>Bly's goal</i> , and adversity are combined.
Language Use	Uses appropriate language that is occasionally informal (<i>She figured and sold like hot cakes</i>), with some awareness of audience and purpose (<i>Let me tell you ... about Ms. Nellie Bly</i>). The response occasionally makes effective use of sentence structure (<i>Nellie Bly is the epitome of an American hero</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>all by herself with her one suitcase she and "hurrah!"s</i>).
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

In the late 1800s, Nellie Bly became an American Hero. Inspired by the fictional Phileas Fogg, Bly ~~set out~~ set out in 1889 to travel around the world. ~~Through~~ Throughout Bly's trip she possessed many qualities of the American Hero she became.

Nellie Bly worked for a newspaper known as "The New York World." She suggested that the paper send her on a trip around the world to beat the Phileas Fogg record of 80 days. Cockerill, the editor, put off Bly's request for a year. The paper preferred a man for the journey because a man wouldn't bring a lot of luggage and he wouldn't need a chaperone. When Bly heard that "The New York World" had hired a man for the voyage, she claimed that she would set out the same day the man did, but with another newspaper. Bly wouldn't give up hope. Cockerill agreed to hire Bly for the job instead. This was one step towards making a difference. On November 14, 1889, Bly set out for England

with no chaperone and very light luggage.

Wherever Nellie Bly travelled she brought along Feminist & progressive ideas. ~~These ideas pushed her to~~ ~~continue her journey.~~ These ideas helped Bly make a difference for women and the poor. When others were sent to beat beggars, Bly refused. She said that violence doesn't get someone anywhere. Later when Bly was in Singapore, she was refused entry into a temple because she was a woman. Bly did not allow the man to make her feel inferior. She told him what she thought was right and stood up for other women as well.

When Bly returned home she was greeted with flowers, people, handshakes, and congratulations. Nellie had become a hero, an American hero. ~~But~~ First Bly had made a trip that many people thought she couldn't do because she was a woman. She beat the record of 80 days and along the way she ~~was~~ took

action to help the rights of ~~the~~ women and those in poverty. Bly's journey became a symbol of the "newly independent women of the age." Her qualities that she portrayed made her a hero because she came forward to make a difference.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text by explaining how <i>throughout Bly's trip she possessed many qualities of the American Hero</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>Bly wouldn't give up hope and Bly did not allow the man to make her feel inferior</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details to discuss the challenge Bly faced getting her trip approved (<i>Cockerill ... put off Bly's request for a year and The paper preferred a man</i>), although arguments supporting her <i>feminist & progressive ideas</i> are sometimes inaccurate (<i>others were sent to beat beggars and She told him what she thought was right</i>).
Organization	Maintains a clear and appropriate focus on Bly's qualities that made her journey a <i>symbol of the "newly independent women of the age."</i> The response exhibits a logical sequence of ideas, moving from Bly's struggle to initiate the trip, to her effect on those she met on the journey, and concluding with her impact on society.
Language Use	Uses language that is appropriate, but sometimes inaccurate (<i>She claimed that and get someone anywhere</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length (<i>Inspired by the fictional Phileas Fogg, Bly set out in 1889 to travel around the world</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Where ever</i> and <i>women for "woman"</i>), punctuation (<i>"The New York World," luggage and, First Bly</i>), and capitalization (<i>Hero</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Nellie Bly, the ~~Fasty~~ feminist adventurer from the late 1800's is a true American hero. Her rise from adversity to a star is an example of what it takes to be an icon of our country.

Not satisfied with her job at New York World in 1888, she came upon an idea that inspired her to beat a fictional record set by Phileas Fogg, a character in Jules Verne's "Around the World in 80 Days." After pitching the idea to her boss John A. Cockrowl, Nellie was angered to find out that she would not be considered to take the trip because she was a woman. Cockrowl said a man didn't need a chaperone, and left all the luggage behind, unlike a woman. Rumors started that there was a man picked for the trip, she threatened Cockrowl saying she would take the story to another paper. Finally Cockrowl agreed, and the voyage was set.

November 14, 1889 was the day Bly set sail from Hoboken Pier on the Augusta Victoria. Proving men wrong, she packed extremely light, with only one suitcase that was "16 x 7", with no gun or chaperone.

Not only did the story of her trip make page 1 headlines in New York World, but it also heightened popularity of the book that inspired her, resulting in new editions.

Bly was so popular that the newspaper issued a sweepstakes that asked readers to guess how many days she'd be gone, and got a half million responses.

At the end of her trip, in Japan before arriving in San Francisco, a storm threatened to hold ^{her} back, possibly making her miss her goal. In true American ~~spirit~~ spirit, Bly said

She'd rather "die winning" back to New York than to be late.

Without fail, Bly returned home safely, beating the record. For a while after, she could not go anywhere without a cheering crowd. At the age of 25, she was the world's most famous woman. So popular even, that she inspired a game "Around the World with Nelly Bly" and a coat women were her most loved fans, for who she really did the travel for. Nellie once said that her "pluck energy ~~and~~ and independence" was a symbol for the fight for women's rights. If she could dominate in a man's world, so could any woman out there. Her fight for that equality is a true example of an American hero, and her influence lasts today.

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text by explaining Bly's <i>rise from adversity to a star</i> . The response makes implicit connections between information in the text and the assigned task (<i>Nellie was angered to find out that she would not be considered to take the trip because she was a woman</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details to discuss events leading up to the trip (<i>inspired her to beat a fictional record, there was a man picked, she would take the story to another paper</i>), but includes few details about the actual journey.
Organization	Maintains an appropriate focus on what made Bly a <i>true American hero</i> . The response exhibits a chronological order, making use of some appropriate transitions (<i>Finally, At the end of her trip, For a while after</i>), but lacks internal consistency in paragraph 3, which jumps from a focus on popularity to one on adversity.
Language Use	Uses appropriate language that is sometimes awkward (<i>reissuing 10 new editions and "die winning" back to New York</i>), with some awareness of audience and purpose (<i>Her fight for that equality is a true example of an American hero, and her influence lasts today</i>). The response occasionally makes effective use of sentence structure and length (<i>Not satisfied with her job ... she came upon an idea that inspired her ... a character in Jules Verne's "Around the World in 80 Days"</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Cockcrowl, chaporone, responces, indepence</i>) and punctuation (<i>didnt; trip, she; "16x7"</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Anchor Paper – Part A—Level 3 – A

Throughout American history there has been many heroes. Each of these individuals possess special qualities. These qualities do not always show from a man, but also women. One true American hero is Nellie Bly.

Nellie Bly was a revolutionary of her time. She was constantly competing with men. She wished for the equality for ~~the~~ both male and females. When she was almost not chosen for the world trip, she began to rage. She believed women could do anything that a man could do. She mentioned frequently about the unfairness between genders. Example of this is when a holy man would not let her in the temple.

As well as being a revolutionary she also had accomplishments. She was a top reporter at New York World. ~~around~~ She travelled around the world in 80 days just like Phileas Fogg from a piece of literature. ~~Not~~ Not only did she do it, but also did it by ~~herself~~ herself. She traveled very light. She only had one hand bag that was 16^{inches} wide and seven inches high. The bag was filled with supplies needed, such as pins, needles, thread, dressing gown and much more. She learned things a long the way like ~~at~~ at some places they beat the beggars with a stick to keep them "at bay". As a result to doing these things, she became the most famous woman on Earth. Nellie had board games about her, everyone knew her name. After it all she still had mentioned that it wasn't that big of a deal. That any woman could do it as long as they pushed.

Many people viewed her as a symbol of women's independence. When you are viewed as a symbol for a whole gender, that is truly an American hero. Women are just heroic as many of the men are.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, indicating <i>one true American hero is Nellie Bly</i>. The response makes a few superficial connections to the task (<i>had accomplishments and symbol for a whole gender</i>), although some connections are unwarranted (<i>most famous woman on Earth</i>).</p>
Development	<p>Develops ideas briefly, using some details from the text (<i>when a holy man would not let her in the temple, one hand bag that was 16 inches wide and seven inches high, She learned things along the way</i>), but some details are vague (<i>Fogg from a piece of literature</i>) or unjustified (<i>She believed women could do anything that a man could do</i>).</p>
Organization	<p>Maintains an appropriate focus on <i>speacil qualities</i> of heroes. The response exhibits a logical sequence of ideas, introducing Bly as a hero, explaining her wish for equality, and discussing her accomplishments. The response occasionally uses transitions (<i>Throughout American history, As well as ... she also, Not only ... but also</i>).</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>for the equality for, Example of this, result to doing</i>), with some awareness of audience and purpose (<i>When you are viewed as a symbol</i>). The response exhibits some attempt to vary sentence structure but with uneven success (<i>These qualities do not always show from a man, but also women</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>competting, choosen, beggers</i>), punctuation (<i>her, everyone and deal. That</i>), grammar (<i>has been many, Each ... possess, any woman ... they</i>), and usage (<i>both male and females</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.</p>	

What qualities does an individual need in order to be considered an American hero? Nellie Bly is a woman who possesses these qualities to a full extent with a high amount of integrity.

Nelly Bly was a woman living in the time where sexism played a major role in society. Nelly asked the editor from her job if she can go on a 80 day trip around the world. She believed that she would bring back with her a great story for editing. The editor, knowing of Nelly Bly's proposed idea, chose a man to go on the 80 day trip around the world. Rumors got around to Nelly and she was very furious. Bly threatened that she was going on the 80 day trip for another newspaper editor and that her story would be better than a man's article.

On November 14, 1892, Bly set sail on the 80 day trip. In six days she arrived to England, and by the 80 days, she visited New York, London, Columbo, Japan, etc. Bly gathered so much information and brought her feminist perspective on the world. Her fresh publicity caused the article to be republished 10 times. Nelly was well known now around the world. Her songs were sung by people, a housecoat was made by her, and a parlor game was made about her which was called "around the world."

As you can see, Nelly Bly is a woman who possess the qualities of an American hero. Bly's integrity, courage, and determination, led her to become well known by millions and well known by America.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, posing a question about the qualities needed to be an <i>American hero</i>, but is sometimes inaccurate, indicating that when <i>the editor ... chose a man</i> Bly was <i>very furious</i>, felt she could write a better story <i>than a man's</i>, and <i>made a housecoat</i>. The response makes few connections to the task.</p>
Development	Develops ideas briefly, using some details from the text (<i>sexism played a major role in society; visited New York, London, Columbo, Japan, etc.; a parlor game was made</i>).
Organization	Establishes, but fails to maintain, a focus on Bly's <i>qualities</i> established in the introduction. The response exhibits a rudimentary structure, including an introduction, two body paragraphs, and a conclusion, which closely follows the chronology of the text, but some references are irrelevant or unjustified (<i>Her fresh publicity caused the article to be republished 10 times</i>).
Language Use	Relies on basic vocabulary (<i>high amount, the time where, got around</i>), with little awareness of audience and purpose (<i>As you can see</i>). The response exhibits some attempt to vary sentence structure with uneven success (<i>Nellie Bly ... possesses these qualities to a full extent with a high amount of integrity</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in grammar (<i>asked ... if she can go and woman who possess</i>) and usage (<i>time where and a 80 day trip</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Nelly Bly was a true American hero. She braved her editor to take a job that she thought she could do just as well as any man.

People thought her incapable of this task because she was a woman. They assumed she needed tons of luggage and a chaperone to accompany her on the journey. She proved them all wrong.

She traveled all the way around the world in less than 80 days. She had her difficult points, one of which where she said, "I'd rather go back to New York dead than not a winner."

This entire ordeal cast a large amount of publicity over her. She was only 25.

This also cast a new independence on women, who at the time were very downtrodden and considered unequal to men. Nelly Bly encouraged women to stand up for ~~themselves~~ themselves and fight for what they thought was right, their equality.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, explaining how Nelly Bly’s assertion that she could do a job <i>just as well as any man</i> led to women being encouraged to <i>stand up for themselves</i> . The response makes few connections to the task (<i>true American hero</i> and <i>fight for what they thought was right</i>).
Development	Develops ideas briefly. The response uses some details from the text regarding Bly’s lack of need for <i>luggage and a chaperone</i> on her journey, the publicity her trip generated, and her age. References to her superiors are vague (<i>People thought and proved them all wrong</i>).
Organization	Suggests a focus on contesting gender discrimination but lacks organization. The response’s brief paragraphs contain unconnected ideas (<i>publicity ... only 25</i>) that provide little support for the focus.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>braved her editor, incapable, difficult points</i>) and reveals little awareness of audience (<i>tons of luggage</i>). The response attempts to vary sentence structure with uneven success (<i>She had her difficult ... a winner</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>entere</i> and <i>ammount</i>), punctuation (<i>right. their equality</i>), paragraphing, and usage (<i>This also cast</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in organization.	

In this passage a documentary about a woman who possesses the qualities of an American hero. The documentary was broadcast on PBS about Nellie Bly.

Nellie Bly was a reporter who came to her boss on the fall of 1888 a Sunday. She was restless so she wanted to travel around the world in 80 days. So she went and ask if she could do that but they turn her down. After a time she heard that they gave this man the job, so she went looking for the man and beat him up.

Nellie left the job after a time and went to go work for a next news company. She went to go work for "The New York World". After a year she got the job to travel the world in 80-days. There was a man Phileas Fogg who was the inspiration for Bly's 80-day trip around the World.

On the morning of November 14, 1889. she went on her flight to start her 80-day trip all she bring one little suitcase with all of things she would need. She could not believe this was happening after all she had to go through. She "Of Turning a dream into reality".

Bly well-known was told will over 6 day
 Bly was in England. She started from New York
 to London then to the other country then on
 the 80-days back to New York.

Every were Bly went brought her
 reminst, progressive in the world. She have
 a watch. Bly carefully observed kept worried
 watch. She say in one of her speech "Raines
 go back to New York dead than rather not
 a winner".

When she came back at the age of
 25 Bly was will famous by that time.
 But when Bly reach New York her report
 Took a long time. After her report came
 out it sales million.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a confused and inaccurate understanding of the text (<i>Nellie left the job after a time and went to go work for a next news company</i>). The response alludes to the text, but makes unclear (<i>She have a watch</i>) and unwarranted (<i>she heard that they gave this man the job, so she went looking for the man and beat him up</i>) connections to the task.
Development	Is incomplete. The response hints at ideas, but references to the text are vague (<i>Bly carefully observed kept worried watch</i>) and unjustified (<i>she went on her flight</i> and <i>After her report came out it sales million</i>).
Organization	Establishes, but fails to maintain, an appropriate focus copied from the situation. The response exhibits a rudimentary structure, containing an introduction, body paragraphs, and a conclusion, but includes some irrelevancies (<i>A Sunday</i>).
Language Use	Uses language that is imprecise, verging on incoherent (<i>Bly well-known was told will over 6 day Bly was in England</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In this passage a documentary about a women who possess the qualities of an American hero</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Every were</i>), punctuation (<i>"The New York World" and november 14, 1889.</i>), capitalization, grammar (<i>went and ask</i> and <i>She say</i>), usage (<i>on the fall</i> and <i>So she went</i>), and word omissions (<i>was reporter</i> and <i>She "OF Turning</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	

I'm writing a presentation for your local library forum in which you explain the qualities that make Nellie Bly an American hero.

The qualities that make Nellie Bly a hero are she wanted to show new york and the world that a woman could make a dream of a man come true. She wanted to make her news station to be noticed world wide through the world.

She went around the world in less than 80 days. She left Nov. 14, 1889 on the augusta vectoria to start her Journey. In 6 day Bly arrived in England, then frances. She was only 25 years old.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text (<i>She wanted to show new york ... that a woman could make a dream of a man come true</i>). The response alludes to the text, but makes unclear connections to the assigned task (<i>She was only 25 years old</i>).
Development	Is largely undeveloped. The response hints at ideas, but references to the text are vague and unjustified (<i>She wanted to make her news station to be noticed world wide through the world</i>).
Organization	Suggests a focus on the qualities that make Nelly Bly an American hero, but lacks organization, with neither a logical sequence of ideas in paragraphs 2 and 3 nor a conclusion.
Language Use	Uses language that is imprecise or copied from the task (<i>Im writing a presentation ... an American hero</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In 6 day Bly arrived In England, Then frances</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>women</i> for “woman”, <i>through</i> , <i>Englad</i>), punctuation (<i>Im</i> and <i>Nov. 14, 1889 on</i>), and capitalization (<i>new york</i> , <i>augusta vectoria</i> , <i>fracen</i>).
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

In this presentation is a documentary on Nellie Bly a woman who possess the qualities of an American hero.

Nellie Bly was a famous woman who travel around the globe. It was Sunday on the Fall of 1888 she began her traveling around the world. Inspiration for Bly's 80-day trip around the world was the owner of a newspaper name Phileas Fogg. She was sent on a race ~~around~~ the world to beat the 80 day track, like so many bly ideas was capture to the public. She was a young female journalist to be on a central stage. But during that time a new York ~~man~~ business man ~~purpose~~ a man, because a man can leave something behind, that a woman cannot do. Nellie job was a travel editor.

Bly was sent around the world on a Monday morning, bly carry a one hand luggage that was 10 in wide and 7 in high. inside was a travel cups, a pair of sneakers, pencils, papers, pens, dress gown, needle thread, a drinking cup, ~~and~~ a huge of changing underwear and many more. her desire was for companionship ~~and~~. Then she was reelected to be sent for a full resource. The world today ~~wonder~~ take the task "of turning a dream to reality".

During this travel, Bly met trace and trace ~~holder~~ a man wanted to meet her. They both travel night and day during this trip bly had a great memory of how to get back to New York City.

Anchor Paper – Part A—Level 2 – C

It was a long trip for her. She ^{was} return to New York, she was re-pay a favor to bring fresh novel to this man she met. It took a long time to arrive back to New York. They ask the reader how long was the trip. The newspaper receive over a half a million of miles, during bly trips she refuse to take usually weapons with her. She said "a stick can do more ugliness to a person" bly reserve the world. bly bad bad times travel around the world. she had storm trying to get to other countries. she said "she rather go back to New York dead then as a winner?" she was a independence woman.

This is my presentation on Nellie Bly. An American hero who travel around the world.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused (<i>In this presentation is a documentary on Nellie Bly</i>) and inaccurate (<i>the owner of a newspaper name Phileus fogg</i>) understanding of the text. The response alludes to the text, but makes unclear connections to the assigned task (<i>a new york buisness man purpose a man because a man can leave something behind, that a woman cannot do</i>).
Development	Is largely undeveloped, hinting at ideas (<i>Nellie Bly was a famous woman who travel around the Globe</i>). References to the text are vague (<i>It took a long time to arrive back to New York</i>) and unjustified (<i>Then she was re elected to be sent for a full resource</i>).
Organization	Suggests a focus on Nellie Bly's trip, but lacks organization. The response attempts to be chronological, but is often diverted by unconnected ideas (<i>Nellie job was a travel editor and She had storm trying to get to other countries</i>).
Language Use	Uses language that is imprecise (<i>like so many bly ideas was capture to the public</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>When she return to New York, she was re-pay a favor to bring fresh novel</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>buisness, lugges, dress grown</i>), punctuation (<i>fall of 1888 she and Nellie Bly. an</i>), capitalization (<i>monday and trace</i>), and grammar (<i>A woman who possess the qualities and During bly trip she refuse to take usually weapon</i>).
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

woman's history is a important month for woman. Specilly for hero woman woman who have done something important for this country. ~~There~~ there are many woman that have done important things for this country many of them sacrifice themselves and risk their lives by taking manny jobs. many woman take part of the military wich in many ways is a mans job and most woman do a better job than the man. woman symbolize a big part of this country they are strong in many ways and there is a lot of them just like nelly belly in many ways woman most of them have strong hearts to do what nelly belly is a woman that has a strong heart she was a american hero for the things that she did for this country she is a symbol that represents for women and represents for this country.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding beyond that found in the prompt (<i>Nelly Belly ... was a american hero</i>). The response consists primarily of personal reactions.
Development	Is minimal. The response is primarily a series of generalizations concerning a woman's place in contemporary society (<i>there are many woman that have Done Important things for this country and most woman Do a Better Job then the man</i>).
Organization	Suggests a focus on women as heroes but shows no organization.
Language Use	Uses language that is imprecise (<i>Specilly for hero woman, manny Jobs, woman simbolize a Big part of this country</i>). The response reveals little awareness of how to use sentences.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Specilly, there, Sacrifise, wich</i>), punctuation, paragraphing, capitalization (the response exhibits random use of capital letters), grammar, and usage (<i>woman</i> for "women", <i>a american, Represets for</i>).
Conclusion: Although the response fits criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to the text.	

The qualities that make Nellie Bly an American hero.

Nellie Bly a writer for The New York World want to go around the world in 80 days. The Paper didn't want to send her because "she would have to mach Lugh.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding (<i>Nellie Bly a writer</i> and <i>The paper didn't want to send her</i>). The sole attempt at connecting to the task is a title copied from the guidelines.
Development	Is minimal.
Organization	Is too brief to demonstrate organization.
Language Use	Is minimal, consisting of two sentences, the second of which ends incoherently (<i>mach Lugh</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Nellie Bly possessed the qualities of an American hero. Bly was a journalist for the New York World in 1888. She was a very capable, modest, adventurous, competitive, and independent woman for her time.

Bly showed her competitiveness, independence, and adventurous nature to allow her to travel around the world. Her editor liked the idea but didn't want a woman to go because she would need many trunks and a chaperone for the trip. When Bly learned that a man was chosen to go, she told her editor that she would leave at the same time and work for another newspaper. This showed her competitive nature towards others. Also, this revealed her adventurous and independent personality to go alone.

Nellie also possesses the qualities of modesty and determination. While at one of her stops, Bly comments that she would "rather go back to New York dead than not a winner." This reveals her determination to do what she has said can be done. When she returns to NY, Bly remarks to a reporter that "it's not so very much for a woman with... independence to do." This suggests that any other woman who possesses that quality can do the same. Also, the fact that Bly made it back to New York in less than 80 days, reveals her capable of doing what she did. Bly revealed her modesty by implying that many women of her time were capable and determined enough to be independent and adventurous like she was.

As you can see, Nellie Bly has the qualities of an American hero. She is determined, adventurous, capable, and modest. These are the qualities of many heroes in American history. Therefore, Nellie Bly possesses the qualities of an American hero.

On Sunday in the fall during 1888 Nellie Bly had an idea. She had the urge to travel the globe to beat Phileas Fogg's 80 days around the world. The next Monday she took the idea to her editor at the New York World. The editor refused to let a woman go on the trip. A year later they picked George W. Turner. Bly said because they picked a man for her idea she would take the story to another newspaper and leave the same day as the man. John A. Cockerill chose to let her go. She packed everything needed into one sixteen by seven suitcase. She left the revolver at home that everyone suggested she bring. She set sail on November 14, 1889 from port. Then 6 days later she was in London, England. The London newspaper said that the author of "Around the World In 80 Days" would like to meet with her. So she traveled from day to night to France to meet the author. He asked where she was going to go. In a favor to the author Nellie Bly helped reissue "Around the World In 80 days" with 10 new editions of the book.

Meanwhile in New York the New York World held a sweepstakes to see who could guess the right amount of days it was going to take her to go around the world. They got over a half a million entries.

While she was visiting a temple holy temple in a Hindu country a Holy man stopped her from entering the temple. A brutal storm almost stopped her from getting to Singapore on time to connect to San Francisco. When she got to San Francisco everyone was cheering her on. She had out pouring support from everyone while going across the country.

When she arrived back in New York they embraced her. They had Nellie Bly songs, clothes and a game called Around the world with Nellie Bly. She was the most famous person at 25.

Throughout American history many people have emerged as true heroes. Few of these heroes, however, have been women. Nelly Bly proved to be a true hero as she traveled around the world alone in less than 80 days. In order to complete this difficult journey, Ms. Bly had to possess several distinct qualities that proved necessary on this trying adventure. ~~These~~ Characteristics such as bravery, tenacity, determination, and ~~persever~~ perseverance made Nelly Bly into a true American Hero.

Tenacity is one major quality that contributed to the success of Nelly Bly's trip. At first, the male managers of the New York World, ~~Bly's~~ the ^{news} paper that Bly suggested her journey to, refused to let a woman make such a dangerous adventure around the world. Ms. Bly refused to take "no" for an answer. Bly persisted that she would be able to complete the long adventure, and in less than 80 days, at that. ~~Although sceptical the NY world managers~~ After rumors started to spread that a male had been chosen for the journey, Bly stated that she would simply find another newspaper that wanted to cover her intriguing trip around the world. Although sceptical, the managers of the NY world finally gave in, and agreed to ~~it~~ cover Bly's adventure. Because of Nelly Bly's unwillingness to give up, she ~~emerged as~~ was supported in her trip around the world.

Bravery is another key characteristic that led to huge success in Nelly Bly's life. In order to

even fathom the idea of traveling around the world alone, one would have to ^{posses} have a lot of courage. Nelly Bly was up to the challenge. She fought off any negativity and took a trip around the world. She could have possibly ~~be~~ been severely injured, and possibly have even died, but fear was not an option. Ms. Bly ^{showed} ~~showed~~ extreme bravery and completed her trip around the world.

Nelly Bly's determination also played a large part in her becoming an American hero. On Bly's trip there were many obstacles that had to be overcome. One night, while in ^{Singapore} ~~Singapore~~, and traveling to Hong Kong, a large storm ~~created~~ hit, and Bly's determination was tested. She continued on her journey without a hitch and successfully made her adventure around the world a success. Without determination Bly may have just given up at the sign of trouble, but she persevered through the hard times and completed her journey.

Nelly Bly also possessed a lot of confidence in herself. She believed that she could complete the trip the whole time. She never gave up on herself and always believed that she could do it. Even though managers and storms stood in her way, and tried to detur her from her dreams, her confidence remained steady, and she was able to complete her journey.

Because of the characteristics Nelly Bly possessed she emerged as one of America's greatest heroes. Her tenacity, determination, and bravery enabled her to achieve an amazing accomplishment; traveling around the world in less than 80 days. By completing her adventure, Nelly Bly proved to America that ~~women~~ amazing things can be accomplished if you really set your mind to it, ~~and that women could be independent~~. All of Nelly Bly's qualities ^{and accomplish-} contributed to making her a true American hero. _{ments}

An American hero is a person who ~~posses~~ possesses many different qualities. This person is outgoing, bold, competitive, confident, ambitious, clever, and much more. Nellie Bly was a woman of the late 1800s who possessed these qualities. Bly was very ambitious in that she brought up the idea of sending herself (a woman in a time that wasn't very accepting of women) on an ~~80~~ day trip around the world.

Nellie Bly was ~~insistent~~ persistent after her newspaper told her it would be better to send a man for reasons such as too much luggage and a chaperone for a woman. Bly retaliated when she learned of a man being chosen for the trip. She told her if he wouldn't send her, then she'd go to another newspaper that would ~~it~~ would beat their male representative. Her actions against The New York World put her in the spotlight. After a year of arguing, the New York World reluctantly said yes to her proposal and backed her with full resources. Being a woman, the people of the world thought her accomplishment to be a huge one and she hadn't even left the country yet. Bly fought for her right to put her ideas into action and won. She set out as a "female Phileas Fog"

Nellie had memorized her itinerary and was even able to make a few pit stops along the way.

She stopped at a Hindu temple and when a holy man told her she wasn't allowed to enter, instead of sitting back and saying nothing like a typical woman of that age would do, she retaliated again. Everywhere she went she brought with, and expressed her feminist ~~and~~ ideas to everyone. So far her journey had been successful and she was able to enlighten many people, however a set back in Japan caused her to almost lose her trip. In that case she said "I would rather go back to NY dead, than not a winner." While she was gone, her newspaper set up a sweepstakes for people to guess exactly how long her trip was going to be. They received over 1/2 a million entries. At the age of 25, Nellie Bly was the most famous woman in the world.

~~Her~~ When she returned home a winner, she expressed that her trip was like a "Queen's Ride" meeting cheering crowds everywhere she went. She was part of the "new age" of women - It was a time when women were starting to become independent & think for themselves. "A stick beats more ugliness in a person, than it beats out." Nellie Bly was able to conquer that stick and become a strong independent woman. She fought for new and big possibilities for herself and was able to succeed. She believed that other women were also able to succeed if they put their minds to it.

- Nellie Bly was a woman that work very hard for be the most famous women on the earth. Bly have a trip of 80 days around the world, her inspiration was phileas Fogg, he was a well-know author, for that trip bly carry only one peace of loggage.
- One day Monday Morning she propose the idea to managing the cockerill. Nellie Bly dismissed the reporter's comment that ~~her~~ her trip was something quite remarkable, because she believed ~~that~~ that women of her time were similarly capable to do those thing that she do.
- Nellie Bly arrived in England and John hen wanted to meet her, she go to Singapor, Hong Kong, columbus, Sanfrancisco and then she Return to New York city. At the ten-~~3~~ age to 25 she was the hero for a lot of women, she was the american girl.
- Nellie Bly job at the New York world was travel editor and that was her dream be an editor. One day Bly response to rumors that a man would be sent on the journey in her place shows her competitiveness.

Nellie don't need a shaperone to do her trip, one more time Nellie tell us that a women can do and can make the dreams come true without a Men.

In conclusion Nellie Bly is a symbol of independen women in the history of American women hero. she do a lot of thing that keep her the most famous women in the world. And I think that she can be a inspira-tion for the all women that want to be someone in the future.

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 language use and somewhat weaker in meaning.

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 4

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

Communities of the late twentieth century exhibit problems that make them less than ideal human habitats. Among the problems are those that threaten the residents. Chief among them is design, encouraging automobile travel and discouraging walking from place to place. Indeed, being a pedestrian in such an environment is being at risk. When one undertakes to design a utopian community from scratch, one is able to reverse the trend and assure the health and happiness of residents.

According to B. McCann and B. DeLille's texts, 13% of all deaths in traffic accidents were pedestrians. In addition, in 1998, at least 69,000 pedestrians were injured by cars. Two groups exhibit higher risk as pedestrians: younger children and the elderly. Children may be confused by multiple lanes of traffic and may not have developed the expertise needed to judge the speed of on-coming traffic. The elderly may fall victim to street crossing technology designed for "average adults" that fails to consider the slower steps of older residents.

Additionally, McCann and DeLille say that "Americans are walking much less than they used to" and this decline in walking, although not necessarily classified as a problem of "pedestrian safety," is a problem for Americans, as obesity levels are rising in the United States. This problem also can be remedied by good community design which promotes safe, heart-healthy walking.

When a utopian community is designed, therefore, it would be beneficial both to design the community with

safety for pedestrians in mind, as well as to design the community to accommodate and encourage pedestrian travel. McCann and DeLille suggest encouraging pedestrian travel by "designing communities so that people have somewhere to walk to," and allowing direct rather than circuitous routes to destinations such as shops, offices, schools and libraries. If people have specific destinations to travel to, and wide, safe sidewalks, the authors hypothesize, the walking levels will increase.

Design for safety ~~and~~ is also important. According to the Public Technology chart, there are various "traffic calming" techniques that can help to reduce the number of traffic related injuries and deaths by slowing down traffic in walking areas. The most useful of these which I would include, when building a brand new community, are chicanes, bends, and deviations which, according to the chart, are "roadway designs that make motorists drive around fixed objects," slowing down cars and thus making roads safer. Although they are expensive to build, they are attractive, and also will not hamper emergency vehicles in the event of a crisis. Another group of traffic calming techniques which could be beneficial in new community design is the speed bumps, humps, and tables. Although they may be noisy and annoying, they are self-enforcing, inexpensive and effective at slowing vehicles. Either of these design features would be beneficial in increasing safety.

Pedestrian safety is an increasing problem, one that would be wonderful to eradicate in a utopian community. If the aforementioned safety steps are taken in building this community and if it is also designed with pedestrians in mind, a very safe, happy, healthy community can be created.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by connecting information and ideas from the documents (<i>design, encouraging automobile travel and discouraging walking</i>) to the <i>design of a utopian community from scratch</i>. The response makes insightful connections between information in the documents and the assigned task using design ideas that would <i>accommodate and encourage pedestrian travel</i>.</p>
Development	<p>Develops ideas clearly and fully by discussing the utopian scenario in contrast with a reality where pedestrian travel means <i>being at risk</i>. The response uses a wide range of details including statistical information, <i>obesity levels, community design</i>, and a variety of <i>roadway designs</i> focusing on their advantages and disadvantages by using terms like <i>attractive; self-enforcing, inexpensive and effective</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on design to <i>reverse the trend</i> by offering suggestions assuring that pedestrian travel is <i>safe and heart-healthy</i> in a utopian community. The response exhibits a logical and coherent structure through the skillful use of appropriate devices and transitions (<i>Additionally; When a utopian community is designed, therefore; thus making</i>), and concludes by emphasizing that <i>increasing safety</i> will contribute to a utopian community.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>this decline in walking ... as a problem</i>), with a notable sense of voice (<i>If people have ... levels will increase and Pedestrian safety is ... a utopian community</i>) and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>If the aforementioned ... can be created</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

In an ideal society, pedestrian safety is a crucial aspect of everyday life. Yet with an increase in automotive traffic and a fast-paced technological world, safety of all community members can be jeopardized. Poor street plans, too, can result in pedestrian injuries and fatalities. There are, however, several measures that can be used to increase safety for all citizens of the community.

Poor street planning is a major problem in many newer residential and commercial communities. According to document #1, "about 13% of people who died in traffic accidents... were pedestrians." The majority of people at risk are the elderly and children. Older people often can't make it across the street in time on a crosswalk, and children can be reckless in judging traffic if their parents aren't with them. The problem is that some streets are too wide and some drivers can speed or else aren't careful enough to watch for pedestrians.

Ways to prevent many of the problems in street set up are simple. By increasing times at crosswalks pedestrians who are slower or disabled can make it across more easily. By making the street more narrow, drivers will be forced to go slower and be more aware of the area around them. With narrower roads the sidewalks can be made wider and thus safer for people travelling on foot. And if this doesn't work, "traffic calming" devices such as speed bumps, medians, and raised intersections can slow traffic in areas it's most needed.

In addition to poor street layout and traffic speeds, community planning is also a problem that involves especially children once again. Many schools aren't located in close proximity to homes, and the child either has to ride a bus, ride with a parent, or walk. Many traffic jams result, and the odds for a child being hit increase. By placing schools closer

to communities and creating raised intersections, drivers are more likely to be aware of pedestrians around them.

According to document #2, with improvements in road set up and layout, injuries and fatalities can be kept to a minimum. Some of these improvements have been already mentioned. Others include changes in road texture, "chicanes, bends, deviations, necklans, chokers, and bulbs," all of which can slow traffic by creating objects or protrusions into the roadway. The only thing left to do is to incorporate better roads and pedestrian safety into entire city layouts and encourage people to walk.

Declining numbers of people walking is the result of neighborhoods designed for cars and not for people. Because of the decrease in walking, obesity may become a factor for people who could easily walk to work or for pleasure. It is well known that people walk more in older areas or towns where residential and commercial zones are close together. So by placing businesses near housing, pedestrians may find it more appealing to walk than drive. Schools placed near homes will allow children to walk in greater numbers, thus reducing the number of dangerous traffic jams. Many would develop the habit of walking and would get more exercise, and so by using smarter planning and community construction, both safer roads and healthier people will result at the same time.

From every angle, increasing pedestrian safety in our communities will make them more pleasant places to live, work, and go to school.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by arguing that in <i>an ideal society, pedestrian safety is a crucial aspect of everyday life</i> and suggesting <i>several measures that can be used to increase safety</i>. The response makes insightful connections between information (<i>Poor street plans ... and fatalities</i>) and ideas (<i>placing schools closer to communities</i>) in the text and the assigned task (<i>The only thing left to do ... encourage people to walk</i>).</p>
Development	<p>Develops ideas clearly and fully by explaining how <i>poor street planning is a major problem, especially for the elderly and children</i>. The response makes effective use of a wide range of relevant and specific details from the documents by discussing <i>ways to prevent many of the problems</i>, and by describing ways to make <i>it more appealing to walk than drive</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the <i>safety of all community members</i>. The response exhibits a logical and coherent structure, first presenting a problem (<i>The problem is that ... watch for pedestrians</i>), then discussing ways to solve that problem (<i>By making the street more narrow ... area around them</i>), transitioning into the specific problem of <i>community planning</i>, but maintaining the original focus on pedestrian safety. The conclusion skillfully restates main ideas (<i>From every angle ... and go to school</i>).</p>
Language Use	<p>Uses language that is at times fluent and original, with evident awareness of audience and purpose (<i>Many would develop ... at the same time</i>). The response varies the structure and length of sentences to control rhythm and pacing (<i>Many traffic jams result ... being hit increase</i>). The response occasionally contains language that is vague (<i>some drivers can speed and increasing times at crosswalks</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>	

Anchor Paper – Part B—Level 5 – A

In many communities, pedestrian safety is proving to be a difficult problem. The lack of any clear-cut solution is making this problem even harder to solve. Communities are also suffering a decline in people choosing to walk and ride bikes for transportation. By implementing new and different techniques, hopefully cities will be able to cut down on pedestrian casualties and make it safe for those who choose to walk.

In accidents, many people who are injured and killed are pedestrians. The two groups who are most at risk are children and the elderly. Children are at risk because they tend to rely greatly on adults when traveling on foot. It is difficult for children who are traveling alone to deal with challenging street crossings and high speeds. The elderly are at a high risk and suffer even more fatalities than children. The elderly tend to move more slowly and therefore can have trouble when crossing the street. Most walk signs are not timed with the elderly in mind, but rather the young and healthy.

Over the last couple of decades there has been a substantial decline in the amount of people walking. This can be credited to the design of neighborhoods. The designs of residential areas have been created with high speed travel being a priority. They have been built with wide streets and no sidewalks to accommodate vehicular travel. Destinations are often too far to comfortably travel to on foot. Some destinations are only accessible by car because they are isolated from other services. The design of the communities can allow for foot traffic by putting destinations in closer vicinity to each other. The decline in walking is also a threat to health and well-being. The lack of walking and biking as exercise can help lead to the increased risk of heart, ~~high~~^{high} blood pressure and other problems.

There are many steps that can be taken to remedy all of these problems. Many communities are using traffic calming techniques. These have both positive and negative aspects. Some techniques that can be used are: ~~speed bumps, chicanes, bends and detouring~~
~~neckdowns~~ speed bumps to slow ~~pe~~ cars down; chicanes, bends and detourings to make motorists drive around fixed objects to slow them down; neckdowns, chokers and bulbs to narrow the road at intersections making them safer; narrow roads which force drivers

Anchor Paper – Part B—Level 5 – A

to go slower; Raised intersections and changes in road texture which get the drivers attention; direction changes which prevent danger traffic maneuvers. With all of these possible techniques there are flaws. They can be too noisy, slow down emergency vehicles, be too expensive, hinder snow removal, and can eliminate parking on streets. In order to solve the problem of declined walking, communities need to redesign both the streets and location of some destinations. Everything should be within a reasonable walking distance and in a safe walking environment.

Pedestrian safety is a problem that needs to be addressed. Walking needs to be made safer and more convenient and roads should be safe for all. With the proper investments, streets can be safe for pedestrians and can encourage walking. The priority of the communities needs to be the people and not travel by cars.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the documents by discussing the idea that <i>in many communities, pedestrian safety is proving to be a difficult problem</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>By implementing new and different techniques ... cities ... cut down on pedestrian casualties</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the problem of pedestrian safety (<i>walk signs are not timed with the elderly in mind</i>) and ways a community might solve that problem (<i>redesign both the streets and location of some destinations</i>).
Organization	Maintains a clear and appropriate focus on pedestrian safety. The response exhibits a logical sequence of ideas by first defining the problem, then presenting known effects (<i>The two groups ... children and the elderly</i>) and contributing factors (<i>challenging street crossings and high speeds and The designs of residential areas</i>), and then discussing possible remedies (<i>Some techniques that can be used</i>). The conclusion effectively emphasizes that action needs to be taken. Appropriate transitions add to cohesion.
Language Use	Uses language that is fluent, with evident awareness of audience and purpose (<i>The lack of ... even harder to solve</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Everything should be within a reasonable walking distance and in a safe walking environment</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>acessible, manovers, convient</i>) and punctuation (<i>and therefore can and decades there</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

When designing our model community, it is important to keep in mind the safety of pedestrians and cyclists. This has become a major problem in today's world and is essential to include in the community. This situation can be managed through the implementation of traffic calming techniques.

The hazardous conditions facing pedestrians has caused a thirteen percent fatality rate in traffic accidents ^{between 1997 and 1998.} In fact, according to the National Highway Traffic Safety Administration (NHTSA), for every person killed between 1997 and 1998, fourteen were injured. The sad fact is that children and the elderly make up 38% of pedestrian deaths.

Another problem is the sharp decline in the number of walking trips over the past twenty years. While this may seem good to some people, it has dangerous consequences. Obesity was recently described as an epidemic by the American Medical Association (AMA). This has been caused by an increase in consumption and a decrease in, "opportunities in daily life to burn energy." This has become fatal as 300,000 Americans have reportedly died each year from diseases rooted in physical inactivity. Even walking has been shown to "decrease the risk of coronary heart disease, high blood pressure, colon cancer, diabetes, and even depression." Currently,

most cities and ~~towns~~ towns would need to be redesigned to accommodate bicycling and walking.

Traffic calming techniques are ways to redesign streets to give pedestrian more space and reduce the speeds of vehicles. There are several ways to accomplish such a task. One would be to install speed bumps, humps, or tables which are raised sections of pavement. This would increase driver alertness and decrease speed. In addition, it is also relatively inexpensive. While it would cause minor inconveniences, it would be self-enforced and effective. Another cost-effective way would be to install raised intersections that are paved with either cobblestones, colored paving stones, brick, or grooved asphalt. This would increase driver awareness and be pleasing to pedestrians. It would be slightly more noisy and bumpy, but it would ^{also} be safer. Another visually pleasing alternative would be designing roadways around stationary objects to create a winding pathway. While this is more expensive, it is also better for emergency vehicles and scenic.

Even though pedestrian safety has become a problem, there are many ways to address it. The high fatality and injury rates can be corrected through the implementation of traffic calming techniques. Government budgets should

Anchor Paper – Part B—Level 5 – B

allow for such spending to create safer streets. The model community will be a scenic, inviting, and safer place for motorists and pedestrians alike if pedestrian safety is strongly considered.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents by identifying pedestrian safety as <i>a major problem</i> and discussing the ways to solve the problem. The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>When designing ... safety of pedestrians and cyclists, Currently, most cities ... to accomodate bicycling and walking, The high fatality ... traffic calming techniques</i>).
Development	Develops some ideas more fully than others, using specific and relevant details from the documents in discussing the advantages and disadvantages of <i>traffic calming techniques</i> , while only briefly mentioning the need to redesign <i>cities and towns</i> .
Organization	Maintains a clear and appropriate focus on the problem of pedestrian safety and ways to solve that problem. The response exhibits a logical sequence of ideas by first identifying and illustrating the problem (<i>for every person killed ... fourteen were injured</i>), then discussing the health problems associated with <i>physical inactivity</i> , and following up with a discussion of <i>traffic calming techniques</i> . The conclusion reinforces the need for consideration of pedestrian safety in a <i>model community</i> . Appropriate transitions are used throughout (<i>Another problem, This has become, In addition</i>).
Language Use	Uses language that is fluent (<i>The sad fact is that children and the elderly make up 38% of pedestrian deaths</i>) but occasionally inexact (<i>This ... is essential to include in the community and it is also better for emergency vehicles and scenic</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>There are ... such a task</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (placement of the period in a quotation and the use of quotation marks to identify wording taken directly from the text) and grammar (<i>conditions ... has and to give pedestrian</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

When designing a community, one must take into account all possible problems that may face this community, and must introduce a number of ways in which these problems may be solved. One of the most prominent issues within any community would have to be the problem of pedestrian safety.

Though everyone in a community is at risk of a traffic accident (~~in~~ in fact, 13% of those who died in traffic accidents during 1997-1998 were pedestrians), those most at risk would be children and elderly people. Stop lights, traffic signs, and crosswalks may not mean a thing to children, and do not always leave enough time for an elderly person to safely cross the street. These folks "deserve particular attention when considering pedestrian safety." ~~It~~

~~It is from ~~the~~ the issue of the risk of an accident, pedestrian safety~~
~~It~~ It is ~~because~~ because of such risks, that pedestrian safety is so important. ~~It can also be said, that because~~ The risk of an accident is just one ~~effect~~ ~~result~~ ^{effect} result of the lack of pedestrian safety. ~~Other effects~~ It has been found that the lack of pedestrian safety has ^{actually} led to a decline ~~in~~ in walking, throughout the United States. Missing or torn up sidewalks,

wide streets with high-speed travel in mind, and ~~the~~^{the} inconvenient location of common destinations have all contributed to ~~the formation of a~~ form a nation that relies on the use of automobiles. Lack of ^{this} physical activity (such as walking, riding a bike, etc.) has, in turn, ~~become~~ become a factor in health problems, such as obesity, heart disease, high blood pressure, diabetes, and even depression. It may be said, then, that failure to make pedestrian safety a priority, may actually contribute to a rising flow of health and medical problems in America.

In order to prevent these possible problems, ~~the~~ ~~the~~ community then, must be built in such a way that ~~people~~^{its members} are aware of pedestrian safety.

There are many way in which pedestrian safety can be helped in a community. First of all, "traffic calming" methods can be used to design roads and reduce speeds, and to give more space to cyclists and pedestrians. Landscaped traffic circles and speed bumps are not costly, and they make drivers think about the roadway. ^{Also,} Narrow roads ~~create~~

are pedestrian friendly, and drivers will slow down instinctively. Another way to help pedestrian safety would be to give people a destination ~~to go~~ (in walking distance) where they would need ^{to} go.

Building ~~to go~~ shops, schools, libraries, and offices within walking distance ~~to go~~ from a community member's home, would increase their desire to walk. Lastly, the community must invest in keeping pedestrian safety up to standards. Funding of these projects would most certainly help to raise awareness of pedestrian safety.

In conclusion, when building a community all of its possible problems must be addressed. Pedestrian safety is an issue that may be easy to address and easy to solve, if members of the community work together to create an awareness of this possible problem.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by identifying pedestrian safety as <i>one of the most prominent issues within any community</i> and discussing the <i>many way in which pedestrian safety can be helped</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>pedestrian safety can be helped ... “traffic calming” methods can be used</i>).</p>
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the causes of the problem (<i>wide streets ... and the inconvenient location of common destinations</i>), their ramifications (<i>those <u>most</u> at risk would be children and elderly people and Lack of this physical activity ... has, in turn, become a factor in health problems</i>), and their possible solutions.
Organization	Maintains a clear and appropriate focus on the problem of pedestrian safety and ways a community might solve that problem. The response exhibits a logical sequence of ideas first defining the problem, then discussing factors responsible for <i>a decline in walking</i> and the possible consequence (<i>It may be said ... medical problems in America</i>), and suggesting ways to address pedestrian safety (<i>give people a destination and the community must invest</i>). The conclusion restates the need to address pedestrian safety <i>when building a community</i> .
Language Use	Uses appropriate though sometimes redundant language (<i>pedestrian safety</i>), with some awareness of audience and purpose, although language is sometimes taken directly from the text or closely paraphrased without attribution (<i>give more space ... pedestrians, make drivers think about the roadway, pedestrian friendly</i>). The response occasionally makes effective use of sentence structure or length (<i>Funding of these projects ... raise awareness of pedestrian safety</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in comma use and grammar (<i>community member’s home ... their</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>	

In many communities the problem of pedestrian safety is the most common and most important. Statistics show that about thirteen percent of people who died in traffic accidents during a one year period were pedestrians.

That is a very high percent and can be cut down greatly by calming the rushing traffic that zooms through neighborhoods daily.

The problem with most modern day cities is that the neighborhoods are not located near stores essential to what people need. With the commercial areas that are popping up all over, walking is no longer an option for most people. Thus, ~~the~~ obesity has been declared an epidemic and a major health concern. Statistics show that over 300,000 Americans die each year from diseases associated with physical inactivity.

We have to get these people walking again on safe streets in safe neighborhoods. Many of our newly renovated streets have been designed with only automobiles in mind.

Traffic calming is a sure way to enhance public pedestrian safety. There are many ways we can calm the busy lifestyle of today, but no single technique alone is good for all situations. To calm the traffic I suggest using a series of narrow roads that are pedestrian friendly and brings back the old school neighborhood scene. Chicanes, bends, and deviations will also be a good source to help improve pedestrian's safety. These techniques can be visually pleasing and they

also will not slow down emergency vehicles. Chicanes bends and deviations are expensive but will help tremendously in traffic calming. There is one downfall to these techniques and that is that no single technique is correct for all situations.

The problem of pedestrian safety is one that all communities are facing. No longer are cities safe for walking, and most neighborhoods aren't safe enough and don't possess stores with essentials to people like they used to back in the day when cars weren't as common as they are now. Pedestrian safety can be costly in two aspects, it can cost the city a lot of money to add bends, chicanes, narrow roads, and speed bumps etc. . . or it can keep costing the city lives of innocent pedestrians out for a simple morning walk. The choice is up to you.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by discussing pedestrian safety as the <i>most important</i> issue a community faces and methods <i>to calm the traffic</i>. The response makes clear and explicit connections between information and ideas in the documents (<i>walking is no longer an option for most people</i>) and the assigned task (<i>Pedestrian safety ... can cost the city alot of money</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss traffic calming techniques (<i>I suggest using a series of narrow roads and Chicanes bends and deviations are expensive</i>), but the reason for the decline in walking is only briefly developed (<i>neighborhoods are not located near ... what people need</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on <i>pedestrian safety</i> and on ways a community can deal with <i>rushing traffic</i>. The response exhibits a logical sequence of ideas first defining the problem, then discussing related health issues (<i>obesity ... an epidemic</i>) and traffic calming techniques. The conclusion challenges a community to fund pedestrian safety in order to save lives.</p>
Language Use	<p>Uses appropriate language, that is sometimes inexact (<i>stores with essentials to people like they used to</i>), with some awareness of audience and purpose (<i>Traffic calming ... pedestrian safety</i>). The response occasionally makes effective use of sentence structure and length (<i>That is a very high percent ... zooms through neighborhoods daily</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>renivated</i> and <i>posses</i>) and punctuation (<i>In many communities the problem; dont; in two aspects, it can cost</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.</p>	

Over the past years problems in communities have been increasing. One problem rapidly increasing is the safety ~~over~~ of pedestrians. According to a text ~~case~~ ~~about~~ ~~thirteen percent~~ by B. McCann and B. DeHille "... About thirteen percent of all the people who died in traffic accidents during 1997-1998* were pedestrians. This is a growing problem, but studies show that the government chooses not to show all accidents. Also included in the text it's been shown "Government estimates show that in 1998 alone, 69,000 pedestrians were hit by cars and injured." Both children and elderly people are affected by this problem. Although the problem is occurring more and more, solutions can be met affectively.

The problems of pedestrian safety have been re-occurring throughout the ~~1990's~~ 90's. A group that is really hit hard ~~is~~ are children. Studies by B. McCann and B. DeHille show that "In 1997-1998 sixteen percent of pedestrian deaths were people under 18 years old." A large problem is the challenging street crossings, the high speeds of cars and multiple lanes to cross can be hard for a child. Another group of people that has a high accident rate are elderly

pedestrians. Elderly people make up thirteen percent of the population. Studies show that "Twenty-two percent of all pedestrians killed were over 65..." (B. McCann and B. DeHille). ~~They also~~ Elderly people encounter problems with cross walks also. The walk signals are timed for young adults, and may be too fast for elderly people. A new problem has been introduced which involves in the increase of neighborhood development. The newly designed neighborhoods ~~are~~ have wide streets, this gives the driver an idea for high speed. Communities these days have been trying to solve the problem with a new method called traffic claiming.

Traffic Claiming is defined as "a method to redesign streets to reduce vehicle speeds and give more space and priority to cyclists and pedestrians." (B. McCann and B. DeHille). Another solution to pedestrian safety is speed bumps, and investing transportation funds in pedestrian facilities. According to the chart neckdowns, chokers, and bulbs can be visually pleasing, and help pedestrians cross. Another way to ensure safer walking is narrowing roads by using side walks. This makes drivers slow down.

Over the years there has been a problem of reoccurring pedestrian safety issues. Children

and elderly people ~~are~~ have had problems with this issue. The development of neighborhoods will not slow down, but if the builders use traffic calming they can make the streets a little safer for pedestrians.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by stating <i>one problem rapidly increasing is the safety of pedestrians</i> and by identifying a solution (<i>Communities these days ... new method called traffic calming</i>). The response makes generally implicit connections between information and ideas in the documents and the assigned task (<i>Although the problem ... solutions can be met affectively</i>).
Development	Develops some ideas more fully than others. The response emphasizes the number of childhood and elderly victims of accidents, reiterating that this is a <i>growing problem</i> . Statistics and details from the text reinforce this conclusion (<i>sixteen percent of pedestrian deaths</i> and <i>Twenty-two percent of all pedestrians</i>). The solution of traffic calming is less developed.
Organization	Maintains a clear and appropriate focus on pedestrian injury and fatality. The response exhibits a logical sequence of ideas, first establishing the problems of pedestrian safety, followed by solutions (<i>priority to cyclists and pedestrians, speed bumps, transportation funds</i>), and concluding with a brief summary.
Language Use	Uses appropriate language, with some awareness of purpose (<i>Another way ... side walks</i>). The response occasionally makes effective use of sentence structure or length (<i>This makes drivers slow down</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>newely, claiming</i> for “calming”, <i>reoccurring</i>) and punctuation (<i>Over the past years problems</i> and <i>A large problem is the challenging street crossings, the high speeds ... can be hard for a child</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Pedestrian Safety is a important part in Society, It does not matter where you go! "About thirteen percent of all people who died in traffic accidents during 1997-1998 were pedestrians." During my research on pedestrian safety I also found that "for every pedestrian killed by a car, approximately fourteen ~~more~~ more were injured." In 1998 alone, the government shows that 69,000 pedestrians were hit by cars and injured.

We should think about pedestrian safety much more than we do. Most of the pedestrians that are being killed or injured are the people of our future. Since children need much more attention when it comes to pedestrian safety. "In 1997-1998, sixteen percent of pedestrians deaths were people under 18 years old. Also, elderly people have a high risk as pedestrians. Even though only 13 percent of the population is elderly, 22 percent of all pedestrians killed were over the age of 65. This is because we make our pedestrian facilities for younger and healthy people, we don't give elderly people enough time to cross.

There would not be as many pedestrian accidents if we made our community pedestrian friendly. ~~No~~ These days much more people are using cars because its easier for them. As we upgrade our economy we put buildings, and facilities further and further away from were the people's housing are. If we made town's or areas that are not as spreaded apart, were ~~it~~ people have to walk a mile to get to where they are going, there would not be as many pedestrian accidents. Other ways we could help pedestrian safety

Anchor Paper – Part B—Level 4 – C

is slow down cars in areas where people gather or live. We could make more speed bumps, humps, and tables which make drivers more aware and slows down the cars speed.

pedestrian safety is to important not to look at, if we stopped worrying about how fast can I get to this place there would not be as many accidents. We should look at the facts and say to ourselves that we have to do some thing about this.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, using information from both documents to note that <i>pedestrian safety is to important not to look at</i> . The response makes implicit connections between the information and ideas in the documents and the assigned task, suggesting <i>we should think about pedestrian safety much more than we do and we could help pedestrian safety</i> .
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss accidents (<i>we make our pedestrian facilities for younger ... people</i>) and causes, but the relationship between improved community design and safety is less well developed (<i>If we made town's or areas ... there would not be as many pedestrian accidents</i>), and claims that <i>most of the pedestrians that are being killed ... are the people of our future</i> are unjustified.
Organization	Maintains an appropriate focus on pedestrian safety and ways to improve it. The response exhibits a logical sequence of ideas, stating a position in the introduction, moving to problems and solutions, and ending with an opinion (<i>We should look at ... do some thing about this</i>). Transitions between these elements are missing though some transitions are used (<i>Also, This is because, Other ways</i>).
Language Use	Relies on basic vocabulary that is occasionally inexact (<i>much more people, further away, were for "where"</i>), with some awareness of purpose and audience (<i>There would not be as many ... if we made our community</i>). The response exhibits some attempt to vary sentence structure or length for effect with uneven success (<i>Since children need much more attention when it comes to pedestrian safety and We don't give elderly people enough time to cross</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>Society, It and it for "it's"</i>) and grammar (<i>people's housing are, not as spreaded apart, which make drivers ... and slows down</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

Many people in the United States are not careful when they are driving, putting others and their own lives in danger. People who don't pay attention to their driving are a great help in the number of fatalities the United States faces a year just for pedestrian and bicyclists alone. Each year the number of injuries and deaths increase and ~~more~~ the communities need to do something to stop or decrease the accidents.

A major problem with pedestrian safety is people don't make pedestrian safety a priority. The money that ~~is~~ could be put into furthering pedestrian safety is instead spent on more McDonalds and Burger Kings. This just causes the number of obese people to rise, meaning less walkers. If the streets were safer those people could be out taking a brisk walk instead of eating fast food. According to the text, "government estimates show that in 1998 alone, 69,000 pedestrians were ~~his~~ hit by cars and injured." 69,000 people. Our country needs to stop and think about what we can do to greatly diminish that number.

Hopefully, there are solutions to this massive problem. No one really thinks about pedestrian safety anymore because most people drive. But the ones that do walk, are at risk to be injured. The idea of traffic calming, or trying to increase pedestrian safety, should start being practiced more and more. From the chart on "some Traffic Calming Techniques", an effective technique seems to be building speed humps and bumps.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents although focusing on drivers who <i>are not careful</i> results in superficial connections to the documents (<i>According to the text</i> and <i>From the chart</i>) and unwarranted connections to the task (<i>No one really thinks about pedestrian safety anymore because most people drive</i>).
Development	Develops ideas briefly, using some details from the documents (“ <i>government estimates show that ... hit by cars and injured</i> ” and <i>The idea of traffic calming</i>), but provides only one <i>effective technique (speed humps and bumps)</i> as a solution to <i>this massive problem</i> .
Organization	Establishes, but fails to maintain, an appropriate focus on <i>the number of fatalities ... pedestrian</i> . The response exhibits a rudimentary structure, but includes some inconsistencies in a circular argument about <i>money ... spent on more McDonalds and Burger Kings</i> rather than making <i>pedestrian safety a priority</i> . The response introduces <i>solutions</i> without developing them and ends abruptly.
Language Use	Uses appropriate language (<i>money that could be put into furthering pedestrian safety and a brisk walk</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>Our country needs to stop and think about ... that number</i>).
Conventions	Demonstrates control of the conventions.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

There are many problems communities are ~~having~~ facing. One major problem is pedestrian safety. Most communities can't afford, or don't worry about pedestrian safety. There are many things you can do in the safety of pedestrians. Examples of things you could do are in the following.

One way to prevent pedestrian related accidents is to have a town curfew. There should be certain times any pedestrians can be out. That way, drivers on the road know when to expect people walking.

→ Another thing a community can do ~~to~~ for pedestrian safety is make sidewalks wider, and build more side walks where they should be, like in any type of heavy traffic. This way there is more room ~~for~~ for the ~~pedestrians~~ ^{pedestrians} to move over when traffic comes.

→ Also, another thing the community can do is put more pedestrian cross walks out. In every town if they put a couple more cross walks, pedestrians wouldn't have to cross the road without safety. ~~They~~ They should also put up

strict speed limit signs as there approaching the cross walk.

In conclusion, communities are having many problems with pedestrian safety. With more safety prevention there would be a lot less pedestrian accidents. These were my ideas on how to make the roads a lot safer for walking pedestrians.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text (<i>One major problem is pedestrian safety</i>). The response makes few connections between the text and the task (<i>Another thing a community can do for pedestrian safety is make sidewalks wider</i>) and fails to mention the chart.
Development	Develops ideas briefly using vague references to the text (<i>more side walks, heavy traffic, more cross walks</i>) as well as irrelevant references to a town (<i>cerfew</i>).
Organization	Establishes an appropriate focus (<i>There are many things you can do in the safety of pedestrians</i>). The response exhibits a rudimentary structure with some irrelevancies (<i>They should also put up ... signs as there approaching the cross walk</i>).
Language Use	Relies on basic (<i>There are many problems</i>), sometimes imprecise (<i>a couple more and safety prevention</i>), and sometimes redundant (<i>Also, another thing and walking pedestrian</i>) vocabulary, with little awareness of audience and purpose (<i>There are many things you can do</i>). The response primarily relies on simple sentences.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>faceing and exspect</i>), punctuation (<i>dont and wouldnt</i>), and usage (<i>do in and less ... accidents</i>).
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Most accidents today, are caused in traffic. These accidents are mostly pedestrians. There are less pedestrians walking these days because of the transportation of automobiles. There are some ways to prevent these traffic accidents by making some rules and changes.

Some pedestrians that have been in traffic accidents are mostly children and elderly people. According to the excerpted by B. McCann and B. DeLille, children deserve attention because they rely greatly than adults. Also, elderly don't have the speed to walk across the street. There are some ways to cut down these accidents. According to a chart called "Some Traffic Calming Techniques", the best way to stop children and the elder accidents are narrowing the roads and neckdowns, chokers, and bulbs. By narrowing down the roads this would make the drivers slow down and makes it easier for pedestrians to walk across the road. The other one (neckdowns, chokers and bulbs) make the drive be more cautious.

The rate of walking pedestrians has dropped. It went from 9.3% to 5.4% (excerpted). The reason for this drop in walking is because of the increase of driving automobiles. Citizens are getting jobs that are far away from home. By the drop in walking, there are more traffic jams getting to places. By the chart, the raised of intersections and changes in road texture seem to work best.

More and more people are getting health problems. The people are becoming bigger in size with the lack of walking. The automobiles removes the exercises that

Anchor Paper – Part B—Level 3 – C

walking and ~~be~~ bicycling has done for them. Walking can decrease the coronary heart diseases (excepted).

To decrease the pedestrian accidents ~~to~~ is to make the streets safer and the automobile funds. Some of the ways to decrease these accidents have made an good impact on society. Citizen needs to walk to stores that are close to home instead of driving. Health should be the number 1 concern. With walking more, you live longer, by driving automobiles you live less.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents by focusing on accidents involving pedestrians and <i>some ways to prevent these traffic accidents by making some rules and changes</i> . The response makes superficial connections between information and ideas in the documents and the assigned task by mentioning <i>children and elderly people</i> and suggesting <i>narrowing the roads</i> as a solution to the problem of their safety. Some statements are unjustified (<i>These accidents are mostly pedestrians and Some of the ways ... impact on society</i>).
Development	Develops ideas briefly, using some details from the documents (<i>neckdowns, chokers, and bulbs and rate of walking ... went from 9.3% to 5.4%</i>).
Organization	Establishes a focus on pedestrian safety, but lacks organization. The response exhibits a rudimentary structure by first discussing children and the elderly, shifting to <i>Calming Techniques</i> , then to walking and health. The conclusion is unsupported (<i>with walking ... live less</i>).
Language Use	Uses language that is imprecise (<i>Most accidents today, are caused in traffic; there are more traffic jams getting to places; raised</i> for “raising”). The response reveals little awareness of how to use sentences to achieve an effect (<i>To decrease the pedestrian accidents ... the automobile funds</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>greaity</i> and <i>excersives</i>) and grammar (<i>There are less pedestrians, elder accidents, this would make ... and makes, The other one ... be more cautious</i>) that may hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

Pedestrian safety is only one thing a community might have. They may solve it in different ways, but there is not one answer for every different safety problem there could be many ways to make things safer.

Most of the time the pedestrian safety rate is high if there is a fast lane road someone may have to cross to get to school or a place of business, 25 percent of all traffic deaths are pedestrians, 13 percent of the population is elderly, 22 percent that are killed are over the age of 65. In 1997 and 1998 16 percent of the 300,000 deaths in traffic accidents were under the age of 18. This is too high for a number of reasons, too many people are a direct cause of traffic safety not being good.

In the last 20 years 42 percent of the people who take trips on foot has dropped. It has dropped from 9.3 percent in 1977 down to just 5.4 percent in 1998, and it will keep going down as long as there are cheaper and cheaper cars and materials that are used for roads. Also a big reason for the walking population in America could also be, because residential areas with no sidewalks have been made mostly for high speed travel. Walking less may be a health threat as it has become a major health risk.

Communities have changed but that has changed the chances of traffic safety issues. It's a big issue and it won't be changed for a long time.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys a confused and inaccurate understanding of the text (<i>the pedestrian safety rate is high and Walking less may be... a major health risk</i>). The response makes unclear connections to the assigned task (<i>Communitys have changed but that hast changed the chances of trafic safty ishues</i>).</p>
Development	<p>Is largely undeveloped, hinting at ideas, but references to the text are unjustified (<i>25 percent ... are pedestrians, 16 percent of the 300,000 deaths ... were under the age of 18, 42 percent of the people who take trips on foot has dropped, as long as there are cheaper and cheaper cars and materials that are used for roads</i>). The response makes no reference to the chart.</p>
Organization	<p>Suggests a focus (<i>there could be meany was to make thangs safer</i>) and an organization with an introduction, two body paragraphs, and a conclusion, but the paragraphs consist mainly of loosely connected statements about accidents and <i>the walking population in America</i>.</p>
Language Use	<p>Uses language that is imprecise (<i>Pedestrian safety is only one thing a community might have and Trafic stafty not being and good</i>). The response reveals little awareness of how to use sentences to achieve effect (<i>They may solve it in different ways, but theras not one answer for every different safety propblem</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>busniss, are dien caise, travil</i>) and punctuation (<i>safety propblem there could; number of reasons, to maney; could also be, because</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

The Promblem of Pedestrian Safety is that alot of Children and elderly people are getting killed Becase Elderly people Don't know anouant to go faster when flere Soposed to go and Child Don't know Better TO stop.

The community could HELP Save people lifes By putting up more sines and more street light and te speed limiets. they need to make more space and make more side walke bigger roads more Parken spaces. So there will be a places people can go to walk to get Places.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text claiming <i>Elderly People Don't know anought to go faster</i> . The response makes one superficial connection to the task by suggesting that the community could help.
Development	Is incomplete and largely undeveloped, hinting at ideas but references to the text are vague (<i>By Putting up more sines ... and the speed limiets</i>) or unjustified (<i>Need to make more space and make more Side Walke Bigger Roads</i>).
Organization	Suggests a focus on <i>the Promblem of Pedestrian Safety</i> . The response suggests an organization of cause and effect through the use of transitions (<i>Becase</i> and <i>So there</i>).
Language Use	Uses language that is imprecise (<i>Child Don't Know Better To Stop</i> and <i>a Places People Can go to walk to get Places</i>). The response shows little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>alot</i> , <i>Becase</i> , <i>Soposed</i>), punctuation (<i>to go</i> , <i>and</i> and <i>Roads more Parken</i>), and capitalization (<i>Promlen</i> , <i>Help</i> , <i>Need</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Almost $\frac{1}{13}$ or $\frac{1}{10}$ people who die each year die because of a traffic accident. But there are ways in which we can prevent those deaths.

There are different ways in which you can prevent traffic accidents and deaths of pedestrians. As it says in ~~the~~ ^{second} text. ~~Speed bumps, humps, and table~~ is something you can do to stop the problem of the cars going too fast by doing this there will be less accidents. Another thing you can use Neckdowns, Chockers and Bulbs.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys an inaccurate understanding of the documents, suggesting that <i>1/13 of the people who die each year dies because of a traffic accident</i> . The response makes one superficial connection to the task, claiming <i>there are different ways to Prevent traffic accidents and pedestrian deaths</i> .
Development	Is minimal. The response consists of details taken from the chart (<i>Speed bumps, humps, and table</i>) with no evidence of development.
Organization	Suggests a focus in the first paragraph (<i>But there are ways in which We can Prevent those deaths</i>). The response suggests some organization in paragraph 2 through the use of transitions (<i>As it says and Another thing</i>).
Language Use	Uses language that is imprecise (<i>something you can do, by doing this, to</i> for “too”). The response reveals little awareness of how to use sentences to achieve effect (<i>Another thing you can use Neckdowns, Chockers and Bulbs</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>Pedreastians</i>), punctuation (<i>As it says in the second text. Speed bumps</i>), and capitalization (<i>We, Cars, Bulbs</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions and weaker in development.	

So Many Crimes have been in our Community. Children sometimes being put in danger. How can we fix this and make our community better. Well here are some tips in which we can try to fix it.

Today our world is a dangers place to live in. As pedestrians we need more safety. By that I mean more cops and safety officers. Also we need more security at night. Our parks and many public places should be save. We shouldn't need to be scared when we walk outside at night. We also need safer streets. If we do that our country would be safer.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of understanding the documents or the task. The response makes no connections between information in the documents and the assigned task beyond the use of some vocabulary from the prompt.
Development	Is largely undeveloped, mentioning <i>community</i> , <i>Pedestrians</i> , and <i>safety</i> , but devoting the response to discussion of safety in general (<i>Today our world is a dangers Place</i>).
Organization	Lacks an appropriate focus on the problem of pedestrian safety. The response suggests some organization with an introduction and a body paragraph.
Language Use	Uses language that is imprecise or unsuitable for the audience or purpose (<i>tips in which</i> and <i>Public Places should be save</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Children sometimes being put in danger</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>How ... better</i> , <i>Well Here</i> , <i>should'nt</i> , <i>that our</i>), capitalization (<i>Many</i> , <i>Here</i> , <i>Places</i>), and grammar (<i>more safer</i>) that hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to either document.	

IF THERE WERE MORE street lights
 in the city and MORE crossguards the city would
 be SAFER for pedestrian to cross.
 Also the speed of cars of cars should
 be reduce.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding. The response makes no connections between information in the documents and the assigned task. References to <i>more street lights in the city and more crossguards</i> are not supported by the documents.
Development	Is minimal with no evidence of development. The response presents no specific and relevant evidence from either document.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response consists of two sentences, making assessment of language unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: The response best fits the criteria for Level 1 in all qualities.	

As our communities continue to grow through the new millennium, changes are constantly occurring that affect many ~~of~~ daily lifestyles ~~and~~ routines of people that live in these communities. One persistent change is the gradually declining levels of ~~the~~ ^{pedestrian} safety on our streets as our world becomes more commercial with each passing day. But with an increase in automotive congestion, problems have risen including the safety of pedestrians, ~~and~~ ~~or~~ within our communities.

A national study documented ~~that~~ by the U.S. Department of Transportation displays that from 1977 to 1995, walking trips have declined from 9.3 percent, to just 5.4 percent. The study also states that this decline is a result of the increasing risks to pedestrians if they do choose to walk. One of the main reasons for the decline in walking is the fact that newly erected neighborhoods are not designed to accommodate pedestrian foot traffic safely. Sidewalks and crosswalks have been eliminated from neighborhood design plans, with more automotive movement in mind. This puts many pedestrians at risk if they decided to travel by foot, particularly the elderly who may or may not have adequate reaction times to protect themselves, or young children who depend on adults for guidance.

When neighborhoods are designed presently in comparison to some ~~of~~ older designs, they are much different. Older neighborhood designs accompanied

pedestrian traffic in a safe manner, with crosswalks and sidewalks lining most streets, where as today's modern day neighborhood could possibly rest along a 4 lane highway with one or two stoplights and busy intersections. Part of the reason why modern day neighborhoods are designed like this, is due to the location of the modern day conveniences. In older neighborhoods, the nearest store, school, or even office could usually be found within half a mile of a residential area, where as today's neighborhoods require a relative driving time in a car to get to.

With pedestrian safety a growing concern, and highway traffic continuing from major roadways into neighborhoods, new ideas have risen in order to combat this ~~for~~ problem in hopes of making neighborhoods safer. One technique suggested was the constructing of narrower roads when building new streets, that way sidewalks and landscaping could be added to slow drivers speeds when driving on that road. Another plan was to possibly raise intersections and change road textures using grooved asphalt to get drivers attention and watch for pedestrians on foot. The idea of speed bumps was thought of as well to reduce ~~the~~ the speed of automobiles, plus it's an inexpensive solution. But these ideas all come with disadvantages, where narrower roads can eliminate convenient on street parking, raised intersections and grooved pavement can be noisy and bumpy ~~of~~ for cyclists, and speed bumps could slow down emergency vehicles in emergency situations.

With all in mind, growing automotive traffic and an increase need for pedestrian safety. We must keep in mind that as each year passes, our communities become more and more advanced, as do our lifestyles. As these changes occur, we should all keep in mind these changes and accommodate for them in ^{our} daily routines every possible day.

In many communities pedestrian safety has become a major problem. Not as many people are walking anymore and many people who are still walking are at a great risk of being in an accident.

In many communities all over the world people have stopped using walking as a form of transportation. There are many reasons why this has happened. "Residential areas with no sidewalks and wide streets have been built with high-speed car travel in mind." It has become unsafe for people to walk now that there are many roads without sidewalks. Walking has also become inconvenient. Often schools or stores are further away from people's houses.

Less pedestrianism is also creating environmental and health problems. "The Centers for Disease Control estimates that 300,000 Americans die each year from diseases associated with physical inactivity". People need to go out and walk to keep active and healthy. Also because people are not walking they are usually driving more cars. More cars create pollution which is dirtying our environment.

The problem of pedestrian safety needs to be fixed and there are many ways there are many ways to overcome this problem. Roads can be made more narrower so that pedestrians will have a place to walk. speed bumps can be effective in cutting down speed" and changes in road texture can also help pedestrians.

pedestrians are very important for keeping the environment clean and it is important for people to be able to walk to keep healthy. In our modern city we will make a pedestrian friendly environment for all to enjoy.

The student in My Social Studies Class are going to design a Model Community. To prepare the class for this design project, my teacher has asked each student to write a report, identifying a problem facing communities and suggesting ways a community might solve that problem. I have decided to write my report on the problem of pedestrian safety.

There are many people that die of being a pedestrians. Pedestrians are people who ~~is~~ are walking or just standing outside. ~~that~~ According to the articles there a 13 percent ~~the~~ have been getting kill. Twenty-two percent of all pedestrian were over 65, even though only 13 percent of the population is elderly.

Some Residential areas with no sidewalk and wide streets have and no streets and cars.

Some of the pedestrians can come out with blood pressure, panic sensation, neverability. Some pedestrians are a very worry thing to be walking.

A major problem facing many communities today is concerns regarding pedestrian safety. Pedestrian safety is becoming more of an issue as time goes by. It is important that actions be taken to promote walking in communities. Americans are not walking as much as they used to. In the excerpt by B. McCann and B. DeLille, it is noted that "the number of trips people take on foot has dropped by 42 percent in the last 20 years." This can be a threat to health according to the American Medical Association, who explained that obesity is a major health problem that may be partly due to the fact that "opportunities in daily life to burn energy have diminished." However, the AMA also identified that, "Reliance on physical activity as an alternative to car use is less likely to occur in many cities and towns unless they are designed or retro-fitted to permit walking or bicycling." Communities should note the importance of promoting physical activities such as walking and bicycling because even ^{these} ~~that~~ little physical activities can decrease risks of diseases, high blood pressure, colon cancer, diabetes, and depression. Many actions can and should be taken to overcome this problem.

Many factors of newer communities discourage walking and bicycling while promoting the usage of car transportation. Neighborhoods aren't safe for foot travel. These areas have no sidewalks, wide streets, and distant locations. Some businesses

are not even within walking distance of houses. Stores, workplaces, and schools are far away from the residential areas in which they are provided for. Newer communities are seemingly more automobile oriented. However, newer communities should especially consider ways to promote pedestrian safety. These communities have opportunity to start from scratch when considering building options.

Traffic calming techniques are a great way to aid promotion of pedestrian safety. Communities need to provide space for pedestrians. Actions can be taken to improve conditions. Car speeds can be reduced, streets can be narrowed, and traffic can be slowed or diverted to ensure safety of those walking and bicycling. Medians and extended sidewalks can be used. Streets can be made more attractive and inviting. Speed bumps are safe and inexpensive.

Walking should be safe and convenient. Things like stores and schools should be within walking distance. Neighborhoods should be in smaller clusters and commercial centers should be more compact. Streets can be made to have multiple connections and direct routes to provide for the shortest distances a pedestrian will have to travel without having to cross through high speed intersections. Communities can use speed bumps, humps, chicanes, deviations, neckdowns, and chokers

As various solutions to pedestrian problems. ^{although these} ~~these~~ features may have some disadvantages, they promote speed reduction and are visually pleasing.

It is crucial as well as beneficial to ensure pedestrian safety. Many things can be done to promote walking, which in return will provide for better health among Americans. People who need, and also those who want, to walk the neighborhood streets should not have the burden of being threatened with danger each time they leave the house. Walking and bicycling conditions should be safe. Pedestrian safety is evidently a problem that is well in need of some solutions. Considering that many solutions would not be difficult to implement, it would be foolish for any community to endure the dangers of pedestrian safety.

Pedestrian safety is not looked at as being very important to people in communities of America. Many accidents happen when people do not look or they are not mentally thinking when they are driving. Many times its not there fault because many communities do not have sidewalks or places were both cars and pedestrians can drive and walk to either school, work, or even public places such as convenient stores. There are too many deaths of children and elderly people in communities around the world. There are many ways and ideas of preventing deaths of pedestrians but most of them are expensive. People have to realize that when peoples lives are in danger, they need to fix them properly.

Pedestrian safety should be enforced to limit the amount of deaths of children and elderly people. Many children and elderly people need help by an adult or young teen-aged adult to guide them were they need to be. In 1997-1998 sixteen percent of deaths were people who were under the age of eighteen. Many of these deaths are caused by high speed streets were there are crosswalks or none at all. People do not see pedestrians and stop in time to avoid them when driving. Many elderly people die because the traffic lights are too fast for them to get across the street in time. The communities should enforce slower speed limits where there are crosswalks. Also traffic lights should be slower for elderly and children who are slow to move quickly. These ideas can cause less deaths among people in communities in America.

Many Americans do not walk as much as they used to. Many people do not walk because of transportation of either cars or buses. Also because the neighborhoods are not designed for people to travel by foot. Many streets have though been built for high speed car travel so they can get to where

they need to be very quickly. Many stores, schools, or workplaces are too far for people to walk by foot to them and they are only accessible by car travel. Many "traditional" workplaces are often for foot travel but newer developments are likely to be more automobile related. These newer developments are decreasing the amount of people walking or bicycling to places where they need to go.

Many communities experience traffic jams because so many people are driving cars than walking. Many who are school-aged children spend more time in cars where they should be walking because schools are close by. These actions cause people to not be physical fit and sometimes people become heavy weighted. Obesity is a serious health problem because of not exercising properly because they are not physical inactive. This is why because people tend to drive cars rather than walk or ride a bike to places in a community. The less people drive, the more physically fit they will be. Walking decreases the risk of coronary heart disease, high blood pressure, colon cancer, diabetes, and depression thus helping our health. Not driving means less pollution and a better environment.

Many communities should be redesigning places for pedestrians to do what they want without fear. Communities should change many speed limits and make separate pathways. Many other communities are developing ideas such as speed bumps and making narrow roadways for sidewalks, but not all not developing them. Traffic calming should be in their minds to encourage pedestrian travel to design places for them to walk. Make certain changes could cause problems such as annoying drivers, eliminating street parking, causing confusion, and the cost of doing such things is expensive. They things though should be done because people lives are at risk. Many techniques such as

narrowing roads, raising intersections and their texture, chicanes, bends, deviations and direction changes all help pedestrian get to where they need to be more safer and easier. Many of these techniques help get drivers attention and make them drive slower than usually. These actions reduce the deaths among people. They ease the tensions of the pedestrians ^{and make them} feel safe and make more people go out and walk more because of no more fear.

Pedestrian safety can be reached if people take the time to realize that people can get killed for no apparent reason. Many ideas by some communities around the world have enforced some techniques that make people feel safe from oncoming traffic. Many communities need to take notice that cars are not the only means of travel. People do walk and ride bicycles but some cannot because they either have no sidewalks or are afraid to do so. If the problems are solved properly, people will be saved and communities will be safer. Neighborhoods should design their communities so people in cars or people walk are equal each having their own place to go freely. Communities must fix these problems in order for pedestrians deaths to decrease.

Practice Paper A–Score Level 4

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

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 2

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 4

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

