

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Tuesday, August 16, 2005—8:30 to 11:30 a.m., only

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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) 4	(7) 4
(2) 2	(8) 3
(3) 1	(9) 1
(4) 2	(10) 2
(5) 4	(11) 3
(6) 3	(12) 1
	(13) 3
	(14) 2
	(15) 4
	(16) 1

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

- If the student 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.

The U.S. dollar is one of the most stable and reliable currencies on Earth. The dollar serves as both a stable monetary unit and a reminder of our country's evolution. For the purpose of social studies, it is best to discuss the dollar in two distinct categories: the historical events in the evolution of the dollar; and the significance of the evolved dollar. The evolved dollar signifies more than its face value. An account by Daniel Gross informs both categories.

As the economic historian Godwin points out, the dollar comes from humble origins. The evolution of the dollar from a modest means of exchange to a noble and strong currency is a remarkable story beginning in seventeenth century Germany. There, a coin that was widely circulated was known as the "thaler," in English, "dollar." But the early colonists had few coins. Instead, they used common items such as beans, rum, nails and shells for transactions. These were fine for small transactions, but when the item was expensive, say a plot of land, a better means of exchange was needed. This led the state of Massachusetts to issue paper money in 1691. Gross tells us that this was the first paper currency "since Medieval China."

Benjamin Franklin published a self-serving treatise in which he advocated the printing of a colonial paper currency. Gross theorizes that Franklin hoped to get the printing contract for such a currency. By 1775, the Continental Congress launched its own ~~version~~ version of paper money referred to as "Continental." Features of this currency included a depiction of the Great Seal and the pyramid with the eye on top as well as the Latin phrase "E Pluribus Unum." Unfortunately, this currency was backed only by the novice colonial government and depreciated rapidly.

The early nineteenth century saw a new era in paper currency. At this time, the power of banks peaked as they manufactured their own currencies. These currencies were redeemable for gold and silver, but that did not assure their value throughout the nation. The value of a currency might vary from state to state. The National Bank of Philadelphia offered the closest thing to a national currency at this time. However, the bank's strong currency proved its undoing as it attracted the attention and ire of President Andrew Jackson, who forced the bank out of business.

The era of the Civil War was not an auspicious one for the dollar. The Union had only \$200,000 in its coffers and needed to fund its army. In order to do so, the government issued notes against its credit. As bad news about the progress of the war was published, these "greenbacks" (so called because they were black on one side and green on the other) lost value rapidly. The money was tossed aside; it was virtually worthless. The National Bank Act of 1863 reversed this trend. The Act made the U.S. government the sole issuer of currency. This change proved to be monumental, ushering the U.S. into the international economy. The power of the dollar grew rapidly, so much so that European leaders, such as Winston Churchill, recognized the potential for change that the dollar represented. Through the 1920's, the U.S. dollar began to mean something beyond 100 cents. This representative status of the dollar has made it resistant to change. Attempts to introduce the Susan B. Anthony dollar have ~~not~~ fared as well as new Coke. As Gross says, the cliché "Why mess with success?" seems to apply to the dollar.

There is a reason why Visa and American Express are less powerful than the dollar. There is a reason why sovereign nations such as Ecuador have adopted the dollar as their currency. The reason is stability. For over 200 years, the dollar has been changing and growing in strength and stability.

The dollar now serves as a symbol for our nation. As Daniel Gross asserts, "A nation's self-image and identity is inextricably linked to its currency." At the time of the American Revolution, the currency represented a youthful resistance to the Old World. By the Civil War era, the currency reflected the instability of the country. The Twentieth Century was a time of invention and economic and political growth. ~~But~~ Predictably, the dollar also grew, becoming a dominant force in the world economy.

A currency means more than its face value; the dollar is more than 100 cents. The dollar is as, if not more, representative of our culture ~~than~~ as Coca-Cola or Disney. And like the United States, the dollar remains influential in international affairs.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>The evolution of the dollar from a modest means ... is a remarkable story</i>). The response makes insightful connections between information and ideas in the text and the assigned task (<i>it is best to discuss the dollar in two distinct categories and This representative status ... has made it resistant to change</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text (<i>colonists ... used common items ... for transactions, Franklin published a self-serving treatise, Features of this currency, Jackson ... forced the bank out of business, European leaders ... recognized the potential for change</i>) to illustrate the evolution of the American dollar.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>the historical events in the evolution of the dollar</i>. The response exhibits a logical and coherent structure, <i>beginning in seventeenth century Germany with the use of coins, tracing the dollar to “Continental” ... backed ... only by the novice colonial government, then to the Act that made the U.S. government the sole issuer of currency, and concluding with the current status of the dollar ... as a symbol for our nation</i>. Transitions are skillfully used (<i>As the economic historian Goodwin points out, Unfortunately, In order to do so</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>treatise in which he advocated, Gross theorizes, represented a youthful resistance</i>), with a notable sense of voice (<i>There is reason why ... The reason is stability</i>) and an awareness of audience and purpose. The response varies sentence structure and length to enhance meaning (<i>A currency means more than its face value; the dollar is more than 100 cents</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>	

The United States is a powerful, dynamic nation that has undergone many changes since its birth over 200 years ago. However, it has steadfastly preferred its own monetary system. The American dollar has had a long evolution. One reason for this nation's predilection, is that America's self image and identity are closely tied to its currency. Secondly, as Daniel Gross suggests in his account, the American dollar is recognized as "one of America's greatest brands."

The "humble origins" of the American dollar can be traced back to the 16th ~~century~~ century Czech coins called "thalers," which became known as "dollars" in English. When English settlers came to the new world, colonists used such common items as corn, peas, rum, shells, and beads to barter for necessities. Silver dollar coins were extremely rare and ineffective for small ~~large~~ transactions. Traders often broke them into eight pieces, giving rise to the expression "two bits" to refer to a quarter.

The need for paper currency soon became apparent for the purchase of large items, like property. Justin Goodwin explains in his book, Greenbacks, that "in 1691 Massachusetts became the first state since medieval China to issue its own paper currency." Ben Franklin's 1729 pamphlet, "A Modest Inquiry into the Nature and Necessity of a Paper Currency," attempted to address the question on colonists' minds about how best to establish a paper money system.

However, a unified currency system wasn't attempted until 1775, when the Continental Congress printed paper bills known as "Continental." These first bills had the Great Seal, the eagle, the pyramid and "E Pluribus Unum" printed on them, just as on today's dollar. Since these bills were only backed by an ineffective colonial government, they depreciated quickly. Therefore, after the American Revolution, individual banks sought to fill the void by ~~obtaining~~ obtaining state charters to print money. By 1818, 208 separate banks were printing money, including the Delaware City Bank and the Saint Nicholas Bank

in New York City. Unfortunately, these separate banks did not create money that was equally valued from state to state. One bank that came close to accomplishing this goal was the Philadelphia-based Bank of the United States. This bank had a 29-city branch system. But in 1841, it became the victim of President Andrew Jackson's political battle to destroy its power.

The Civil War brought national currency matters to a ~~head~~ head. The government had just \$200,000. to pay its growing army. ~~In~~ In 1862, it issued notes on credit that were black on the front and green on the back ("greenbacks"), but these notes devalued, based on negative news from the battlefield. They quickly became known as "shin plasters" because of their resemblance to paper used to treat leg injuries. Despite the failure of greenbacks, "the National Bank Act of 1863 gave the federal government the exclusive right to issue money." This act paved the way for the national monetary system that we have today.

After World War I, the American monetary system once again shifted! It was no longer considered "the poor stepsister to European currencies," but gained in power and prestige. Goodwin explains that by the 1920s, the U.S. dollar became a brand that defined our nation, similar to what Coca-Cola, Disney, and McDonald's do today.

America has earned its place in the international monetary system of today. Through its evolution, it has become a vehicle of stability for nations around the world and a source of pride for the American people.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Reveals an in-depth analysis of the text, characterizing the U.S. as a <i>powerful, dynamic nation that has steadfastly preferred its own monetary system</i>. The response makes insightful connections between information and ideas in the text and the assigned task, stating that the American monetary system <i>has become a vehicle of stability ... and a source of pride</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 support a discussion of the dollar's evolution (<i>the American dollar can be traced back, colonists used ... common items ... to barter, "Massachusetts became the first state ... to issue... paper currency," Continental Congress printed ... "Continentials," The government ... issued notes on credit</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>America has earned its place in the international monetary system of today</i>). The response exhibits a logical and coherent structure, first presenting information about how <i>American's self image and identity are closely tied ... to its currency</i>, then tracing "<i>the humble origins of the American dollar</i>" to "<i>the need for paper currency</i>" and then to the attempt to create a <i>unified currency system</i>, and ending with its gain in <i>power and prestige</i>. Transitions are skillfully used.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>this nation's predilection and sought to fill the void</i>). The response varies structure and length of sentences to enhance meaning (<i>Traders often broke them into eight pieces, giving rise ... to a quarter</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 account by Daniel Gross, he states that a country, or culture, is closely intertwined with its currency. Money, in all its different forms, including the American dollar, has undergone a progressive evolution; similarly, the respective countries ~~have~~ and cultures have progressed as well. Though the dollar now is considered the greatest "brand" of money internationally, and is ~~the~~ more widely accepted than American Express and Visa, it has not always been this way.

Originally, the settlers and colonists traded common items ~~of~~ for the goods that they desired. They got by fine, but there was no basis for their system of values, and as "currencies come and go", the people of America needed a more universally recognized system.

In 1691, the first state of America issued its own paper money. Other states soon followed suit, and before long, two hundred eight different banks, with different monies, had been created. The only problem with this setup was the inconsistency of values.

In 1775, the continental Congress issued a currency dubbed "continentals". The eagle seal, the pyramid with the serif, disembodied eye, and the phrase "e. pluribus unum" all appeared on the continental, symbols that grace the dollar still today.

It wasn't until the Civil War ~~when~~ ^{that} the government reserved the exclusive right to print money. The US government needed a way to

pay the soldiers serving in the battlefields of the civil war and created the "green back". The "greenbacks" were "warbucks" with a black front and (not coincidentally) a green back. However, when the war revenues started adding up, the true value of these greenbacks was quite minimal.

Though the dollar we know today has been around for over 200 years (since 1791), it has not been the positively internationally acclaimed image it is today. It was after World War One when the international recognition of currency switched from the English pound to the American dollar and all that it stood for.

Since, the dollar, and those who ~~wield~~ ~~it~~ wield it, have been set in their ways concerning further evolution and development. The two dollar bills, Susan B. ~~Anthony~~ Anthony dollar coins, and recent gold dollar coins served as novelties for a time, but never stuck. In the words of Daniel Gross, "Why mess with success?"

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text (<i>Money ... including the American dollar, has undergone a progressive evolution</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>the dollar we know today has been around for over 200 years</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the dollar during the colonial period (<i>colonists traded common items</i>), the nineteenth century (<i>two hundred eight different banks ... had been created</i> and <i>The US government needed a way to pay the soldiers ... in ... the civil war</i>), and the twentieth century (<i>The two dollar bills, Susan B. Anthony dollar coins ... served as novelties for a time</i>).
Organization	Maintains a clear and appropriate focus on the changes in the American dollar. The response exhibits a logical sequence of ideas through use of appropriate transitions to trace the dollar's evolution (<i>In 1691, In 1775, It wasn't until the Civil War, the dollar ... today, after World War One</i>).
Language Use	Uses language that is fluent and original [<i>similarly, the respective countries and cultures have progressed as well</i> and <i>The "greenbacks" were "warbucks" with a black front and (not coincidentally) a green back</i>], with some examples of informality (<i>got by fine and stuck</i>) and evident awareness of audience and purpose (<i>In the words of Daniel Gross, "Why mess with success?"</i>). Sentence structure and length are varied to control rhythm and pacing (<i>Though the dollar now is considered the greatest "brand" ... it has not always been this way</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>commen</i> and <i>unim</i>), punctuation (<i>"currencies come and go"</i> , and <i>"contenentals"</i> .), and capitalization (<i>continental congress, e. pluribus unim, Another</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Throughout history there has been certain symbols ^{within} ~~that make~~ a nation, such as the United States, ~~who~~ ^{that} stand for something more. These symbols ~~are~~ invoke positive feelings across the world. ~~One~~ One such symbol is the U.S. dollar. Over the years the U.S. dollar has evolved to become and stand for "something more than just one hundred cents". Though from humble origins, the U.S. dollar is now universally accepted.

The United States' problems with currency led to the creation of the U.S. dollar. Since the Revolution, the United States ~~was~~ has been faced with the issue of ~~making~~ money. The colonial-period system of using common items was no longer effective and the British system of pounds was shunned by the newly independent country. Originally, the U.S. gave banks charters to make money but that resulted in different types of paper money that could only be exchanged for gold in the bank it was issued from, thus the further the money got from the bank, the less it was worth. The U.S. ~~at~~ government attempted several times to create a usable currency. These attempts included the continental congress printing Continentals and the printing of "greenbacks" to pay the Union army. Both attempts were foiled as the value depreciated quickly, leaving the bills ^{almost} worthless. However, they did contain some ~~of~~ markers that would later be used on the dollar bill such as the great seal, the eagle, the pyramid, and the disembodied eye. Clearly, the need for a nationalized form of currency was great. Much has changed since the fumbling times of a struggling country trying to produce usable money. Now, the ~~U.S.~~ U.S. dollar, once the poor step-sister of the European currency system is universally accepted and revered. After World War I the financial

Center shifted across the Atlantic and European countries realized the need to shift standards to the U.S. dollar. However, it also means more than just one hundred cents as Winston Churchill once said. The US dollar has conquered and defined the aspects of the U.S. as a nation and it brings positive images to the consumer's mind ~~word~~ around the world. Several countries have accepted the US. dollar as their national currency. The U.S. dollar has evolved from worthless to a shining symbol of everything American.

The United States' view on ~~own~~ a currency often seems overly nostalgic because of the symbolic nature of the dollar. Recently in Europe, twelve national currency systems were abolished in favor of the more efficient Euro, putting nationalism aside for economic improvements. Yet the U.S. is obviously reluctant to do this as any changes to the dollar have always been resisted. From the two dollar bill to the Susan B. Anthony coin to the new look to prevent counterfitting, the changes have been met with a lukewarm response at best. Though there may be a more efficient and global way to have currency, the people of the U.S. don't see it that way, instead following the old business rule, ~~that~~ don't mess with success.

The U.S. dollar has truly overcome its humble origins to become a worldwide symbol. In the beginning the U.S. struggled with currency, paper money becoming quickly depreciated. However, after WWI and the financial shift across the Atlantic, more European countries began to realize the need to use the U.S. dollar. The U.S. dollar has become a symbol more than an efficient money system.

Anchor Paper – Part A—Level 5 – B

resistant to change, ~~because of the belief that~~ even change for the better. It is easy for a country to become so lost in a nationalistic ideal that they forget the greater good.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text (<i>Over the years the U.S. dollar has evolved to ... stand for "something more than just one hundred cents"</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>The U.S. dollar has evolved from worthless to a shining symbol of everything American</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the history (<i>colonial period and banks charters</i>), positive image (<i>poor step-sister and Winston Churchill</i>), and resilience (<i>Euro and Susan B. Anthony coin</i>) of the American dollar.
Organization	Maintains a clear and appropriate focus on the evolution of the dollar. The response exhibits a logical sequence of ideas, tracing the evolution of money through the use of appropriate devices and transitions (<i>problems with currency led to the creation of the U.S. dollar, After World War I, The U.S. dollar has truly overcome its humble origins</i>). The ending shifts abruptly.
Language Use	Uses language that is fluent and original (<i>Much has changed since the fumbling times of a struggling country</i>), although sometimes imprecise (<i>to become and stand for, then for "than," affective for "effective"</i>), with evident awareness of purpose (<i>Though from humble origins, the U.S. dollar is now universally accepted</i>). The response varies sentence structure and length to control rhythm and pacing (<i>One such symbol is the U.S. dollar</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>involk and counterfitting</i>), punctuation (<i>from thus and nation and</i>), and capitalization (<i>continental congress and great seal</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 United States dollar, one of the "great global brands of the 20th century", as once stated by Daniel Goss, has evolved throughout America's history to become what it is today. During the dollar's two hundred year life span, its image has been tweaked and altered until its value has gained world wide recognition. No form of currency is more known or more willingly accepted across the globe. From its beginning to its present day form, the US. dollar evolves only to become more valuable as time goes on.

Since 1791 the American dollar has been used nationwide as the official currency of the country. Before the introduction of coin money, and later paper money, colonists would barter with each other, exchanging goods and services. Common items such as fur or wood were frequently used in these transactions. Massachusetts began using paper money one hundred years prior, in 1690, but it wasn't until the Civil War ~~that~~ that the National Bank Act gave the government exclusive rights to print money. Two forms of ~~the~~ currency the US. tried to ~~to~~ introduce, but never ~~could~~ ~~survived~~ survived, were the "continentals" and the "greenbacks".

The present day United States dollar has gone through many changes. Though despite a rocky start, we have found a system that works. Today the US. dollar reflects the nation and is considered a "meaningful national symbol". Paper money in America has changed to meet the concerns and needs of the time. In the 1990's, dollar bills were printed with new anti-counterfeit strips right in the paper, although some changes to the currency system, such as the two dollar bill and the Susan B. Anthony coin, did not catch on. America's monetary system is so efficient and trustworthy that countries all over the world will gladly take US. money. Ecuador even uses it as their own currency for their nation.

A Nation's currency is the backbone of their culture. Many aspects of a country can be defined by the money that is used. In America's case, the US. dollar, which has been around for over two centuries, has evolved into the world's most readily accepted and trustworthy money. From the final days of bartering in the colonies, to the present day, money-driven economy of the US., the currency of the nation has been a great symbol to America.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text (<i>The United States dollar ... has evolved throughout America's history</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>the U.S. dollar ... has evolved into the world's most readily accepted and trustworthy money</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss the history of the dollar from 1791 to the Civil War (<i>colonists ... barter with each other, the National Bank Act gave the government exclusive rights to print money</i>) to the present day United States dollar. The post World War I period is left undeveloped.
Organization	Maintains a clear and appropriate focus on the evolution of the dollar. The response exhibits a chronological sequence of ideas through use of appropriate devices and transitions (<i>Since 1791 and In America's case</i>).
Language Use	Uses language that is fluent and original (<i>America's monetary system is so efficient and trustworthy</i>), with evident awareness of audience and purpose (<i>we have found a system that works</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>During the dollar's two hundred year life span, its image has been tweaked and altered</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>currancy, begining, Massacuttes, barataring</i>) and grammar (<i>evolves and A nation's ... their</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.	

"A nation's identity is linked to its currency." This was written by Daniel Gross. The entire world uses currency whether it be paper money or coins. Change in currency can be constant because of wars or just a need for it. The United States dollar has lasted for over two hundred years. It is also used throughout the world and accepted in more places than Visa or Express. Though it has evolved ~~th~~ over the past two hundred years, it still ~~know~~ exists today.

When the colonists arrived they had used common everyday things such as corn, peas, nails or anything they had. A barter system was used because there was no actual money to be exchanged, just an item for another item. In 1791 the US dollar was born. Alexander Hamilton pushed for a bank and one was finally created. Massachusetts was the first state to issue their own paper money or system. Soon each state had its own money system.

~~Now~~ After the Civil War, ~~the~~ money became known as "green backs" ^{but it quickly diminished in value.} because it was black on the front and green on the back. Soon the Bank Act of 1863 was established saying that the Federal Government was given the ^{exclusive} right to issue money for the United States.

Prior to the Bank Act, only banks gave out notes that were truly worth what they were. The most powerful bank was the Philadelphia based bank of the United States. It had twenty nine branches. The banks triumphed over many issues. They needed to be chartered every few years. President Andrew Jackson decided not to recharter them, and they were closed down, but soon rose again.

There was a major power shift after World War I, and many economies in Europe were ruined. Winston Churchill said that the English pound should be standard, but the US dollar became extremely well known. Since then the US dollar ~~was~~ became a "great global brand". The government tried to issue a Two-Dollar Bill and Susan B. Anthony coins, but unfortunately, they never caught on. On the US dollar, the Great Seal stands for something great. The eagle and ~~an~~ pyramid with a disembodied eye on top can be recognized anywhere as part of the US dollar. It is so highly valued, that people have ~~the~~ numerous times to counterfeit it.

"The US dollar stands for something more than a hundred cents." It is used everyday by people all over the world, and accepted almost anywhere. Even other countries, such as Ecuador, use it as national currency. It gives off a positive ~~image~~ and unifying image with our nation's symbols, the eagle, and a disembodied eye on top of a pyramid. The saying "E Pluribus Unum" is giving a sense of unity. Though other currencies may come and go, the US dollar has withstood over two hundred years of prosperity and success, and will continue to do so.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, explaining how the dollar <i>has evolved over the past two hundred years</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>Since then ... “great global brand”</i>).
Development	Develops some ideas more fully than others. The response uses specific details to explain the colonist’s <i>barter system</i> , the federal government’s <i>right to issue money</i> , and the dollar’s rise to power in the twentieth century with its <i>unifying image</i> . Less developed is how the early government struggled with the currency.
Organization	Maintains a clear and appropriate focus on the development of the dollar. The response exhibits a logical sequence of ideas, moving from early colonial times with <i>no actual money</i> through the years to the present <i>success</i> of the dollar, but lacks internal consistency, as some facts are out of chronological order (<i>“green backs”</i> issue precedes the Jackson decision).
Language Use	Uses language that is appropriate, although sometimes awkward (<i>Change in currency ... for it, is giving a sense of unity, had withstood ... prosperity</i>) and imprecise (<i>excepted</i> for “accepted”), with some awareness of audience (<i>our nations’ symbols</i>) and purpose (<i>Though it has evolved ... today</i>). The response occasionally makes effective use of sentence structure (<i>There was a major power shift after World War I ... were ruined</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>counterfit</i> and <i>everyday</i>), punctuation (<i>arrived they, things such, established saying</i>), capitalization (<i>bank of the United States</i> and <i>Two-Dollar Bill</i>), and proofreading (<i>the</i> for “there”) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The evolution of the United States dollar has been an extremely important factor in history. Currency usually changes a lot during history. For example during wars or revolutions. But the U.S. dollar has lasted approximately two hundred years, which is surprising due to all the new inventions and better technology in the U.S.

When colonists first settled the new world they would use everyday items such as corn, rum and etc. to pay for things. In 1691, Massachusetts was the first state to issue paper currency. The main problem with currency back then was that its value wasn't the same everywhere. For example it could be worth a dollar or 100 cents in New York and 50 cents in Vermont. Money back then was not equal.

In 1775 the continental congress printed money, which was referred as continentals. In 1818 approximately two hundred banks were issuing currency, and it was 1791 when the U.S. dollar was first made. It was in 1863 when the National bank act went into effect. The act gave the government the right to issue money.

It was after World War One when the U.S. dollar was widely accepted in the "old world." Now a days the U.S. dollar is accepted more than peoples Visa and mastercards. In some places like Ecuador the U.S. dollar is considered their currency.

Throughout history many things with the United States currency has changed but the dollar

Anchor Paper – Part A—Level 4 – B

has not. Some people say the dollar helps define our nation. Either way the dollar has remained unchanged for over 200 years and is used all around the world.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>The evolution of the United States dollar has been an extremely important factor on history</i>), though it exhibits some confusion (<i>currency has changed but the dollar has not</i>). The response makes implicit connections between information in the text and the assigned task (<i>In 1691, Massachusetts was the first state to issue paper currency</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details to explain how the colonial currency's <i>value was not equal</i> and how <i>the U.S. dollar</i> became widely <i>excepted</i> . The government's problems with the dollar in the 1700's and 1800's are minimally developed.
Organization	Maintains a clear and appropriate focus on the U.S. dollar <i>throughout history</i> . The response exhibits a logical sequence of ideas, presenting the chronological changes in currency from <i>everyday items</i> to its current power <i>all around the world</i> , using simple transitions (<i>When, after, Now a days</i>) to mark these changes, but is logically inconsistent (<i>Either way</i>).
Language Use	Relies on basic vocabulary, that is at times imprecise (<i>and etc., when</i> for "went," write for "right") and repetitive (<i>In 1775, In 1818, It was in 1863, It was after</i>). The response exhibits some attempt to vary sentence structure (<i>The main problem with currency back then was that its value wasn't the same everywhere</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>suprising</i> and <i>issueing</i>), punctuation (<i>For example during, world they, peoples Visa</i>), and capitalization (<i>continental congress</i> and <i>mastercards</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.	

Throughout the history of the United States, many changes have taken place regarding our country's practices. The currency Americans use today, though, has been a steady symbol since the National Bank Act of 1863. The dollar's resistance to change might seem peculiar ~~in~~ in a nation of constant reinvention, but its use is almost like a common faith shared by many.

America's greatest brand began when colonists inhabiting America were forced to barter with more than just common items. When making large trades, the use of the paper dollar became increasingly popular. Not until the early 1920s did the American dollar begin to conquer the nation. After surviving various changes to its appearance and value, the United States paper money has found acceptance by not only our nation, but others as well.

Today the dollar has evolved into a universally accepted currency. After World War I, a shift between other European currency and the US dollar was created, leaving the dollar on top. According to an account by Daniel Gross, the dollar is more widely accepted than Visa and American Express combined. Although it

has seen many forms since it was declared legal tender in 1791, the dollar continues to successfully compete with other currencies.

In summation, the United States dollar has been through many forms before becoming today's product. It's evolution has brought us to today's conclusion that the dollar's resistance suggests it should remain in power for a long time to come.

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text (<i>The United States dollar has been through many forms before becoming today's product</i>). The response makes implicit connections between information and ideas in the text and the assigned task (<i>America's greatest brand began when colonists ... were forced to barter with more than just common items</i>).
Development	Develops some ideas more fully than others. The response gives reasons why today's dollar is viewed favorably, but fails to explain reasons why in <i>the early 1920's ... the American dollar began to conquer the nation</i> .
Organization	Establishes a focus on <i>the dollar's resistance to change</i> , but shifts to the evolution of the dollar. The response exhibits a rudimentary structure that includes inconsistencies, listing several ideas (<i>barter, paper dollar, American dollar, changes to ... appearance and value, acceptance</i>) and jumping from colonial times to the early 1920s to today in one paragraph.
Language Use	Uses appropriate, although occasionally awkward, language (<i>today's product</i>), with some awareness of audience and purpose (<i>the United States paper money has found acceptance by not only our nation, but others as well</i>). The response occasionally makes effective use of sentence structure (<i>Although it has seen many forms ... with other currencies</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>countries practices</i> and <i>barter</i>) and punctuation (<i>it's use</i> and <i>today's conclusion</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

~~For 200 years, the U.S. dollar has been universally accepted. Wars and revolutions causes a country's currency to change. But the U.S. dollar is an example of a country's currency not changing. The U.S. dollar first came out in the year 1791 and has lasted for 200 years. Today, it is universally accepted. For example, Ecuador uses the American dollar as its currency.~~

In the 16th century, the word "dollar" originated from coins made in a valley near Joazeiro, which today, it is known as the Czech Republic. In the U.S. in the year 1691, the state of Massachusetts was the first state to use paper currency. In 1775, the Continental Congress, they printed its own bills called "continentals." They had the similar words and pictures used today in the dollar, "E Pluribus Unum", the picture of the Great Seal with the eagle and the pyramid with the eye atop.

During the 19th century, a problem with the currencies printed by banks, was that these dollars were rapidly devalued because ~~the~~ the money might be worth more or less in another state and because the money can

Anchor Paper – Part A—Level 3 – A

be used in some certain banks. During the Civil War, in the year 1863, the National Bank Act was issued to the Federal Government. It gave them the right to issue money. Today, the two dollar bill and the Susan B. Anthony coin is most resistant to change and are also worth money.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic although somewhat confused understanding of the text (<i>the National Bank Act was issued to the Federal Government</i>). The response makes few connections between information and ideas in the text and the assigned task (<i>Today, it is universally accepted</i>).
Development	Develops ideas briefly, using some details from the text (<i>the word “dollar” originated from coins, Massachusetts was the first ... paper currency, the Continental Congress then printed ... “Continental”</i>).
Organization	Establishes, but fails to maintain, an appropriate focus, concluding that <i>the two dollar bill and the Susan B. Anthony coin is resistant to change</i> . The response exhibits a rudimentary structure.
Language Use	Relies on basic vocabulary (<i>The U.S. dollar first came out in the year 1791</i>), with little awareness of audience and purpose. The response attempts to vary sentence structure, but with uneven success (<i>In the 16th century ... which today, it is known</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>its’ currency and banks, was</i>) and grammar (<i>Wars and revolutions causes and bill and ... coin is resistant</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

The dollar, ^{bill} in the United States of America, has great value and is still used today. It is accepted in a lot of other countries, some is there for less and some for more. Though before the dollar bill, there were coins that was became to be known as the english dollar.

In the year seventeen seventy five, instead of just using coins, paper dollar bills were being printed, by the year eighter-eighteen many banks were rapidly printing dollar bills. People admired the dollar bills like they admired coke and starwars they loved the dollar bill positive image. The two dollar bill and the Susan B. Anthony coin ~~wasn't~~ ^{wasn't} popular to the people.

The dollar is also a symbolic value, that has been used for ever since it was made, it is used during war time when needed it has more value then the american use and no prest combined with the dollar bill being so valuable it gave it a remarkable faith.

In conclusion, the dollar has been a popular item in America, that has been used for so long and still well liked today more then other items and it still used in other countries today.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>The dollar bill ... is still used today</i>). The response makes superficial connections between information and ideas in the text and the assigned task (<i>before the dollar bill, there were coins</i>).
Development	Develops ideas briefly, using some details from the text (<i>In the year seventeen seventy-five ... by the year eighteen - eighteen ... printing dollar bills</i>).
Organization	Establishes a focus on the dollar's <i>great value</i> and how it <i>has been used for so long</i> . The response exhibits a rudimentary structure with minimal transitions (<i>also</i> and <i>In conclusion</i>), but includes some inconsistencies (<i>known as the english dollar</i>) and irrelevancies (<i>some is traded for less and some for more</i>).
Language Use	Relies on basic although sometimes imprecise (<i>excepted</i> for "accepted") vocabulary, with little awareness of purpose (<i>the dollar has been a popular item in America</i>). The response exhibits some attempt to vary sentence structure, but with uneven success.
Conventions	Demonstrates a lack of control, exhibiting occasional errors in spelling (<i>alot</i>) and frequent errors in punctuation (<i>printed, by the year; star wars they; the dollar bill positive image</i>), capitalization (<i>they loved and american visa</i>), grammar (<i>coins that was became to be and bill and ... coin wasn't</i>), and usage (<i>eighteen - eighteen</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

Throughout the years, United States dollar had a gradual change better known as evolution. As the years went by people used items to trade such as liquor, coins & many others. In the 16th century coins were made in Europe, it was known as "Euro". The "greenbacks" were some kind of paper used as money. Yet it lost value soon.

According to the passage from Daniel Gross, in 1863 the National Federal Bank gave the power to states to issue money. He said "American Dollar has more value than any other dollar in any other country." The value of the dollar had become more & more popular. The origin of the dollar came from Germany & Czechoslovakia. The dollar sign (\$) remains unknown. Dollar has symbols such as eagle, pyramid & an eye.

Going back to the passage, the "greenbacks" were some kind of paper used as money. However, it lost value soon. That's when the value of the dollar became more popular. The first state to issue paper money was Massachusetts. At the end of the passage, there was a

quote that state, "Why mess with success," By Daniel Gross. It gave me to understand that if you see a future coming don't let obstacles interfere in your way.

Therefore, throughout the year, the United States dollar had had some gradual change. However up to this day the U.S. dollar is still popular & hasn't lost the value.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text, noting the <i>gradual change</i> of the dollar. The response makes few connections between information and ideas in the text and the assigned task, indicating that <i>as the years went by people used items to trade and the first state to issue paper money was Massachusetts</i> .
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>The "greenbacks" were some kind of paper</i>), repetitive (<i>The "greenbacks" were some kind of paper used as money</i>), and unjustified (<i>Thats when the value of the dollar became more popular</i>).
Organization	Suggests a focus on the <i>evolution</i> of the dollar but lacks organization, presenting a series of unconnected ideas in paragraph 1 (trading items, coining the Euro, and using the greenback), moving to 1863 and <i>the National Federal Bank</i> , and then shifting back to <i>the origin of the dollar</i> in paragraph 2.
Language Use	Relies on basic vocabulary, with little awareness of audience (<i>Going back to the passage</i>). The response attempts to vary sentence structure and length, but with uneven success (<i>However ... the U.S. dollar is still popular & hasn't lost the value</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>liqour</i> and <i>eagel</i>), punctuation (<i>by people</i> and <i>success By</i>), and grammar (<i>"greenbacks" ... it lost</i> and a quote that <i>state</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and organization.	

The United States Currency is different from all the other currencies around the world. Currencies come and go. Europe has new currency as of last year. Euro is the new modern money. ~~Money is very ancient as they said in the story~~

Money is very ancient as they said in the story it gives symbolic value. Every bill or coin in the U.S has somebody that has accomplished something on it. Common items were used in the New World as currency. Kind of like trade.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text (<i>Every bill or coin in the U.S has somebody that has accomplished something on it</i>). The response alludes to the text, but makes unclear connections to the assigned task (<i>Money is very ancient and it gives symbolic value</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>as they said in the story</i>) or unjustified (<i>Every bill or coin in the U.S has somebody ... it</i>).
Organization	Lacks an appropriate focus but suggests some organization with the use of paragraphs.
Language Use	Uses language that is imprecise (<i>Money is very ancient ... it gives symbolic value and kind of like</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>new modern money, ancient as they, story it gives, U.S</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Anchor Paper – Part A—Level 2 – B

The united states currency is a very unique. The Dollar has been used, since 1791. It started out ~~as~~ ^{as} settlers using trading items for currency, as time went on the need for for a national US dollar. It was created a adapted very awickly. Over time the whole world started to use them. The dollar has changed history and will continue to over time.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys an inaccurate understanding of the text (<i>The dollar has changed history</i>). The response alludes to the text, but makes unclear connections to the assigned task (<i>It was created a adapted very quickly</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>Over time the whole world started to the use them</i> and <i>The dollar has changed ... time</i>).
Organization	Lacks an appropriate focus but suggests some chronological organization (<i>It started out</i> and <i>Over time the whole world</i>).
Language Use	Uses language that is imprecise (<i>The United States currency is a very unique</i> and <i>It started out as Settlers using trading items</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling, punctuation (<i>used. Since 1791</i> and <i>US dollar</i>), capitalization (<i>Dollar</i> and <i>Since</i>), and grammar (<i>created a adapted</i> and <i>It ... them</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

The evolution of the United States dollar by Daniel Gross.

The Swedish crown Bank is one of the major banks in the world. It started distributing paper money and coins. They developed a banking system to print money.

The United States currency comes and goes because the United States is widely used all over the world because of its universal acceptance and value. The United States have a system of representing free marketing. The America exports and imports are some of them.

The acceptance of United States dollar in other countries all over the world. Ecuador uses United States dollar and has their own because of the value. The United States dollar have strong value in countries such as Hong Kong and Jamaica. It is part of the United States dollar. In the 1691 Massachusetts issue their first dollar bill. Today people refer to great bills because of it is a strong currency. Benjamin Franklin made it different on the bill he decorated it with the great seal and parchment. Not all dollar created equal. In the 1900 century printing is changing a little. In 18th century Philadelphia have 29 city banks they went out at business in 1814. They called the United States dollar green back because it black on front green on the back.

In ~~conclusion~~ ^{conclusion} that the united state dollar is widely use all over the world it have stron value. ether countries use it as their own dollar. not all dollar are equal the Bill is difficult to counterfeit.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text (<i>The Swetich crown Bank is ... world</i>). The response alludes to the text, but makes unclear (<i>The United States courreny come and go</i>) or unwarranted (<i>Bengemant Franklin ... deckoted it with the grate seal</i>) connections to the task.
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are irrelevant (<i>Bill is difficult to counterfeit</i>), repetitive (<i>because of its universal acceptance and the acceptance ... all over the world</i>), and unjustified (<i>The United States have system of repressing free Marketing</i>).
Organization	Lacks an appropriate focus but suggests some organization, using separate paragraphs for the introduction, body, and conclusion, with a few chronologically accurate references (<i>In the 1691 Mattassis isue their first dollar and In 18 century Philidelpha have 29 cety Banks</i>).
Language Use	Uses language that is imprecise and at times incoherent (<i>Today people refter as great Bills becuse of it is a strong courreny</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Swetich, destrubat, honcon, isue</i>), punctuation (<i>and coin They and Jamaica it is</i>), capitalization (<i>vesa, Bill, Black</i>), grammar (<i>Ecuador use and not all dollar created equal</i>), and usage (<i>dollar has their own</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A

1 That start use common items like ^{corn} ~~corn~~ and Beans. then ~~corn~~ ⁱⁿ 16 century that make like ^{corn} ~~corn~~ paper. that use 2002 of Roman to paper to make the money the federal government government gain the exclusive right to print money during the civil war. ~~american~~ was the money like that to but change the ~~value~~ cost Delaware Bank that had sanda claws on the dollar. 1941 went out of business. David gross made the green on back black on front call it greenblack

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding beyond one sentence taken directly from the text (<i>the federal ... government gain the exclusive right to print money during the civil war</i>).
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on the dollar but lacks organization.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Former president Benjamin Colonized the one-dollar bills.
In 1925 Winton Churchill the minister of Great Britain
said that this one-dollar bill means more
than one-hundred cents.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal textual understanding (<i>In 1925 Winton Churchill ... dollar bill means more</i>). The response makes no connections to the assigned task.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Over the past few centuries the U.S. dollar has ~~been~~ remained almost unchanged.

The U.S. dollar has been relatively unchanged since it was developed in 1791. This is unusual because wars and revolutions usually bring about new currencies. Today the U.S. dollar is more universally accepted than Visa and MasterCard combined. It is America's greatest brand. It got its name from the German ~~D~~Thollar which in ~~the~~ English means dollar.

Settlers used to use common items such as coin, beads, shells and pees as money. The Indians of Massachusetts called this Wampam. In 1691 Massachusetts developed its own paper currency. Continentals were later developed and contained many of the items seen on today's dollar. Such as the great seal, pyramid with disembodied eye, and the ~~the~~ eagle. The government issued war bonds which were black and green and became known as greenbacks. But as war reports came back the value of the greenbacks depreciated. Not one of these currencies made it but they were all ~~used~~ used as a basis for our current dollar.

In The ~~Federal~~ Federal Bank act the Banks ~~gave~~ gave the U.S. government the power to issue money after their efforts to make money failed. In 1863 all banks were making money. The money could be turned in for gold or silver. There lay one problem in this. The money was worth different amounts in different states. ~~This~~ This method soon failed and the U.S. government developed the dollar.

The dollar has remained unchanged for nearly a century. This is due to Americans' reluctance to adopt change. Due to this reluctance the 2 dollar bill, Susan B. Anthony and counterfeit prevention bills have not been widely adopted.

The American dollar is a sign of national and historic value and for this reason has remained unchanged for nearly a century. It is America's Greatest Brand and widely accepted across the globe.

The United States dollar has evolved from way back in history. Currency was first used in the U.S. by the colonists. During history, wars and revolution has changed the currency, by different regimes.

Back in colonial times, the colonists used different things they had or found as currency. They used things such as corn, and other products. The colony of Massachusetts in 1691 was the first to have paper currency. Then, the ~~continental~~ Continental Congress started printing paper currency called "continentals".

In the year 1791, the United States dollar became legal. It is known as one of the U.S.'s greatest brands. The \$ U.S. dollar is used around the world.

As the world changed, so did the world's economy. The U.S. dollar is an example of this. It is proudly used around the world.

Part A — Practice Paper — C

Money is more than a way to buy goods. It is part of a nation's personal identity. The United States dollar is no exception, but where did this time-honored piece of American culture come from? A report by Daniel Gross helps answer that question.

Currency was first produced in what is now the Czech Republic. Called the guilder, or dollar in English, it was the first widely used currency in Europe.

In America, hard currency was not used until after the nation's founding. At first, colonists used items they had, like corn, nails, shawls, and beads to trade, which was called wampum. The rare silver coins were not used by colonists often, as they were inconvenient for small trading and bartering. Some traders ~~po~~ broke a coin into eight pieces. Even today some people still call a quarter "two bits", going back to this ancient practice.

In 1691, the Massachusetts Colony was the first since medieval China to print paper money. With this the colonies caught paper fever. Even Ben Franklin wanted paper money. He wrote A Modest Inquiry into the Nature and Necessity of Paper Money in 1728, to advocate use of paper money. He also owned a chain of print shops in New England. When the federal ^{Congress} government was formed, it printed a federal paper dollar in 1775. They were called "continentals" and bore many of the marks the world still recognizes as American symbols. The bills contained the great seal with the eagle, the pyramid with the eye on top, and the saying E. pluribus Unum. They were printed in 29 cities that contained branches of the federal bank, but ^{the money} ~~depressed~~ rapidly with ~~the~~ only the struggling infant government to back them. The States continued to print their own money. By 1816, 208 banks received charters from the States to print their own paper money. The value of each bill varied from place to place and it was inconvenient ~~and~~ to trade or buy with, especially when

Part A — Practice Paper — C

traveling out of state. President Jackson, seeing this hardship, tried to close help by closing the bank in 1841.

The Civil War established the federal government as the leading force in currency. With only \$200,000 at the beginning of the war, they began to issue notes to try and raise money, in 1862. These "greenbacks" had a black front and green back, their names sake. As negative battle field reports came in, they lost value, and the "greenbacks" turned to "skin plaster", implying all they were good for was bandaging a sore shin. Still, in 1863, the National Bank Act was passed, which said only the federal government could issue money.

American money was still not the world power it is today. Not until after World War One, when European power, especially British power, was declining, did American currency take the world stage. It was formerly recognized by Winston Churchill in 1925 as the currency that would take the place of the British pound in European trade and commerce. Since then, the American dollar has dominated not only Europe, but also world markets.

Today, the US dollar is a brand, like Disney or Coca-Cola, that is easily recognizable all over the world. This 200 year old currency, first made a legal tender in 1791, is now currency for many areas. Ecuador uses American money as its own. Nations from Hong Kong to Jamaica, base their the value of their money to that of the United States. US currency is more accepted than credit cards, both in the world and in America. Americans stick to their dollar. They oppose any change to it, as it is part of their identity. The Susan B. Anthony dollar and two-dollar bill failed and changes to existing bills are difficult because Americans don't want to change their image or identity.

Currency is much more than a way to buy goods, especially in America. It is a recognizable mark of a nation and all it stands for, especially the American dollar. The dollar represents power, opportunity, freedom, and democracy to the entire world. Let the dollar never change.

What is the evolution of the United States dollar?

The current paper money comes and goes. In 1791 they made legal money. Then the United States democracy was not accepted. Ecuador uses American dollar as their own currency. Money is a belief that has to be shared. In the 16th century cars were made in Germany. But for the first English people that settled in America what they found and they shared was corn, rum, nails, etc. Also in 1691, Massachusetts became the first state since China that issued its own paper currency. In another words they made their own money. Benjamin Franklin in 1779 made paper currency.

Then in 1775, congress continental printed their own paper. By 1818 200 Banks were making money. The American has more value than in other countries.

The United States dollar is a symbol of its history. Legal tender since 1791, the dollar has stuck fiercely. Many aspects of it have remained the same, but it has gone through some changes. The U.S. dollar is also received more widely than American Express and Visa combined. Some people would even say that the dollar is more of a belief than an actual hard currency.

During the sixteenth century, coins were being made in Germany called the Thaler. Translated to English, it was called the dollar. When the English first settled in America, they used common items such as food, rum, and nails as money. The Massachusetts Indians called that wampom. Later, silver dollars were introduced but were ineffective for small transactions, so they were broken into eight pieces. That is why the quarter was referred to as two bits. Daniel Gross says that Massachusetts was the first since Medieval China to issue its own paper currency in 1691.

The U.S. now needed a way to get the currency known of. Ben Franklin was a pamphleteer for the banks. In 1775, the Continental Congress printed currency known as Continentals. They had a few things that the dollar still has on it today such as the Great Seal, the pyramid with the disembodied eye, and the words E Pluribus Unum. In 1818, 208 banks were making money, but the problem was that it all had

different values Andrew Jackson closed down the biggest bank chain that had 29 branches in 1841. In 1862, "greenbacks" were printed with government credit but quickly lost value. The National Bank Act of 1863 gave the federal government the right to issue money.

Since then, the dollar has went through a few more changes, but some did not catch on. The Susan B. Anthony and the two dollar bill were two that did not. Even changes to stop counterfiting in the 1990's were not happily grasped.

The dollar is a brand that the United States will not seem to let go of. It defines some aspects of the nation. The dollar stands for something that the competitors don't.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

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

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

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

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

There is no better feeling than the satisfaction one receives from helping others. The benefits of volunteering involve more than recipient gratitude or personal happiness enjoyed, however. Students who volunteer in programs and organizations created for altruistic causes are given an opportunity to build character and self-awareness for a successful future.

In "Volunteerism's new face" by I. Verzemnieks, the positive effects of teen volunteering are clearly demonstrated. Josi Henderson, a senior at Grant High School, says, "I really feel like my day isn't complete without practicing some act of kindness." Beyond her initial satisfaction, Josi further explains, "I really want to devote my life to helping others." Another teen, Clara Ard, feels that volunteering removes "the negative stereotypes" so many adults see in teenagers. Through volunteering, teens can break such stereotypes by building strong morals and character traits, such as respect, as illustrated in a graph of "benefits gained from teen volunteering." Of those polled in 1996, 95.6 percent responded that learning to respect others was an important benefit gained from volunteering, while 93.2 percent valued being helpful and kind to others. Junior Greg Miller believes that volunteering is "kind of like learning how to read [because] when you are taught how to help others, it begins to come naturally after a while." Many teens choose to go above and beyond their calls, doing more than what is required of them, making volunteerism a "part of the culture," as Clayton Miller

states. After an initial nudge, volunteerism can be carried on for the rest of a person's life.

Along with values and morals, teens can use volunteer experiences to aid them in future life decisions. According to the graph, student volunteers made a link between volunteering and careers. In 1996, 67 percent reported that an important benefit was an introduction to "career options," and 61.6 percent found that an important benefit was the development of "new career goals." Because Josi Henderson decided to make helping people the main part of her life, she chose to major in speech pathology and, after college, she wants to join the Peace Corps. Of those who were polled in 1996, 14.3 percent considered an important benefit of volunteering to be improvement in their grades. Another benefit of volunteer service is a means for teens too young to vote to highlight their views on community issues, with an aim to gain political solutions for these problems. Fifteen-year-old Meghan Buscho told Verzemnieks that student volunteers are "more interested in doing things that get to the root of the problem, like finding out what gets people in the soup kitchen in the first place and preventing that." Through volunteering in her community, Buscho says that voting adults "see what we are thinking about," the future of their community and all of its citizens.

Verzemnieks states that volunteering is "a chance for teens to exercise their values whether it's their religious convictions, political motivations or sense of social justice," while building character and values

through a life-long commitment to helping others. According to "Volunteerism's new face," "six in ten teens said that volunteering was 'in.'" So, whether it's spooning meals at a soup kitchen, raking leaves at a park, or building homes for the needy, get "in." As Verzemnieks advises, "Volunteering is a way... to be connected to something larger."

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the documents, explaining that <i>the benefits of volunteering involve more than recipient gratitude or personal happiness enjoyed</i> . The response makes insightful connections between information and ideas in the documents and the assigned task, stating that <i>students who volunteer ... are given an opportunity to build character and self-awareness for a successful future</i> .
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents (<i>volunteering removes "the negative stereotypes;" in 1996, 95.6 percent said that they "learned to respect others;" 64.3 percent had improved their school grades</i>).
Organization	Maintains a clear and appropriate focus on volunteerism and its benefits. The response exhibits a logical and coherent structure, moving from <i>the satisfaction one receives from helping others</i> , to additional benefits for the volunteers (<i>volunteer experience ... aid them in future</i>), and to a concluding directive to become involved. The response makes skillful use of repeated references to the future and transitions.
Language Use	Uses language that is fluent and original (<i>Beyond her initial satisfaction, After an initial nudge, to highlight their views</i>), with evident awareness of audience and purpose (<i>So ... get "in"</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>As Verzemnieks advises ... something larger</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.	

Volunteering has become quite common among teenagers these days, as predicted by William Stratus and Neil Howe in the book "Generations." They stated that "teen peer leaders will express a growing interest in community affairs and a growing enthusiasm for collective action." Teenage volunteers are becoming quite plentiful, and for good reasons. The payoff for helping the needy, feeding the homeless, shopping for the disabled, and giving used clothing to the less fortunate would be rather desirable for any high school student. These payoffs include "benefits gained" from the graph, "On patterns of benefits gained from teen volunteering - 1996 and 1992." They are: learning to respect others; understanding people different from them; learning how to get along with others, and learning about new career options.

Volunteering is wonderful to embrace and is encouraged by many different types of people. ~~From~~ From communities setting up volunteering programs, to schools requiring volunteering as a graduation requirement, to musical celebrities setting up ~~organ~~ organizations for teens to volunteer in, volunteering has become rather common in our American society. Volunteering is encouraged; it gives the volunteer self-satisfaction and a feeling of accomplishment.

Some teenagers feel that volunteering is not fun, rewarding, or very trendy. But, in fact, six in ten teenagers say volunteering is indeed "in," and more than fifty-nine percent of teenagers are volunteering,

so volunteers never have to do things on their own, if they don't wish to. As for rewarding, many different benefits are gained through volunteering. Spending one's time for the needy and less fortunate can manifest many different promising rewards, all of which depend on what the volunteer wishes to gain from his or her volunteer experience.

Volunteering is easy as well, which may encourage a number of people to consider using their time helping the less fortunate. Greg Miller says that, "It's kind of like learning how to read. When you are taught how to help others, it begins to come naturally after a while." Some people may put volunteering aside because they don't know where to go to find adequate information on such topics. That too isn't that difficult. Most schools would have information on community volunteer organizations and will gladly give it to anyone who inquires about it.

Not only do teenage volunteers directly help others while volunteering, they also indirectly help the negative views toward teenagers change to a more uplifting positive one. As teenagers help people, the people being assisted learn to put aside typical stereotypes and discover that teenagers actually do care about other entities than themselves.

The people gaining the services of volunteers are also positively affected by teenage volunteers. Volunteers make their lives a tad less difficult than the

harsh lines they must already be living. The kindness of volunteers can and does take the day for anyone, in the long run, prevent future problems from arising, such as starvation, broken bones, or the loss of life.

Volunteering has been increasing over the years, while more and more teenagers find it beneficial to help the people less fortunate than themselves. It is possible that nearly all teenagers will embrace volunteering and learn how to become a good citizen, and receive useful skills from their acts of kindness that will serve them in their future vocations. Hopefully, after reading this article, more people will consider volunteering as part of everyday life.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents, stating that <i>teenage volunteers are becoming quite plentiful, and for good reasons</i>. The response makes insightful connections between information and ideas in the documents and the assigned task, noting that <i>the payoff for helping ... the less fortunate would be ... desirable for any high school student</i>.</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents (<i>learning to respect others; understanding people different from them ... learning about new career options and six in ten teenagers say volunteering is indeed “in” and more than fifty-nine percent are volunteering</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the increase in and benefits of teen volunteering. The response exhibits a logical and coherent structure, first addressing the increase in the number of volunteers, followed by a discussion of the <i>payoffs, rewards, and secondary benefits of volunteering (negative views ... change)</i>, and concluding with the wish that <i>more people will consider volunteering</i>. Transitions are skillfully used.</p>
Language Use	<p>Uses language that is fluent and original (<i>Some people may put volunteering aside because they don’t know where to go to find adequate information on such topics and Sparing one’s time for the needy and less fortunate can manifest many different promising rewards</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Volunteering is encouraged; it gives the volunteer self-satisfaction and a feeling of accomplishment</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>They are;</i>, <i>Greg Miller says that, “It’s kind, That too isn’t</i>) and agreement (<i>negative views ... one, The kindness ... prevent, teenagers ... a good citizen</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.</p>	

The student government in High School is organizing a volunteer program, matching student volunteers with individuals and community organizations in need of assistance. Since I am secretary, I would like to inform the student body about this volunteer program and encourage students to join because of the many benefits that will be gained.

Volunteering is an excellent activity that, over the past decade, has become a "significant part of teen culture. ^{And a student can receive so much from volunteering though they may not expect to.} begin with, volunteering can be fun. While volunteering, people come together in big groups and get to know each other. Volunteers get the ^{opportunity} ~~chance~~ to meet new people, and learn how to cooperate and work with others. Volunteers can also be groups of people who already know each other, so they can be spending quality time together while helping others simultaneously. In addition to allowing time with friends and new people, volunteering gives students satisfaction. They receive a wholesome feeling; a thrill from helping others in need. Volunteering does a lot to change someone's personality and the quality of their character.

Statistics from a teen volunteering poll in 1996 show that 95.6% of teens learned to respect others, 93.2% learned to be helpful and kind, 85.2% learned to understand people different from them, and 83.3% learned how to be good citizens. Through these survey results, it's obvious that volunteering does wonders for a person. It adds to a person's character and makes them a well-rounded student.

Although ~~the~~ popularity and what's "in" is not the most important thing, being "cool" is essential to teenage students. Fortunately, in a "fall 1999 teen-age marketing and lifestyles study done by the marketing firm Teenage Research Unlimited, six in ten teens said that volunteering was "in." Many popular music artists such as Backstreet Boys, Lauryn Hill, and Rage Against the Machines, are promoting volunteer work in their songs and actions. Students say, "It's part of the culture now." Because being a volunteer is a good thing, that is not "looked down on" by peers, and is becoming natural for so many teens, the students of High School should seriously consider joining our new volunteer program.

Another beneficial aspect of volunteering for a student is that it doesn't have to be ~~easy~~ ^{difficult} or boring, for volunteering comes in many different forms. Different varieties of volunteering include serving food at soup kitchens, visiting hospitals, feeding the homeless, building houses, and buying and shopping for the disabled. Students can volunteer in a service they enjoy, and maybe someday, that service will become their vocational career.

Lastly, volunteering is not only beneficial for the volunteers themselves, but for those they are helping as well. Those people that receive aid get homes, food, clothing, company, happiness and respect. Their lives are changed for the better by people who care about their well being. It is great for people in need to know that they have somewhere to turn in their community, people who are there to help them. So, both parties of the deal, volunteers and those helped, receive benefits and overall good feelings.

Hopefully, by reading this article, the student body at High School will be encouraged to volunteer for the school's new program. The benefits of such volunteer programs for both recipients and volunteers is highly evident, and by joining this program, outstanding students would be coming together to form an outstanding program that will inturn benefit the school.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the documents by addressing volunteerism and its benefits. The response makes clear and explicit connections between information and ideas in the documents and the assigned task, provided through the voice of a student advocate for volunteerism (<i>Many popular music artists ... are promoting volunteer work</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the trend toward student volunteerism (<i>Volunteering ... has become a "significant part of teen culture"</i>), and its benefits (<i>meet new people, gives ... satisfaction, learn respect, become their ... career, lives are changed for the better</i>).
Organization	Maintains a clear and appropriate focus on volunteerism, its benefits, and advocacy for a volunteer program. The response exhibits a logical sequence of ideas, moving from a presentation of the <i>volunteer program</i> , to the benefits of volunteering (<i>It adds ... well-rounded student</i>), to benefits for the recipients and concluding with the call for students <i>to volunteer for the school's new program</i> . Appropriate devices and transitions are used (<i>Lastly, ... as well</i>).
Language Use	Uses language that is fluent (<i>In addition ... satisfaction</i>), with evident awareness of audience and purpose (<i>Since I am secretary, I would like to inform the student body</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The benefits of such volunteer programs ... the school</i>).
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>Race Against the Machines</i> and <i>inturn</i>), punctuation (<i>people, and and feeling; a thrill</i>), and agreement (<i>student ... they and someone's personality ... their character</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Over the past decade, the attitude of teenagers toward volunteerism has changed. According to a study by Teenage Research Unlimited, volunteering is now "in." Many teenagers have accepted the task of spending time helping others and have found out how great it makes them feel.

Volunteering does make a person feel good about himself, and various studies have shown this. ^{A group called} an Independent Sector released some of its findings in a graph called "Importance of benefits gained from teen volunteering - 1991 and 1992." According to this graph, 90.2% of teens responding said that they "gained satisfaction from helping others." Being able to say "I helped someone today" really makes one feel great.

In addition, through volunteering teens learn to respect others and, in turn, they gain respect for themselves. Teens are often viewed in a negative way. Volunteering puts a teen in contact with his community and its members. Such contact helps to get rid of any negative, stereotypical attitudes encountered. Teens want to be thought of as hard-working, caring citizens rather than as heartless, lazy kids. Teens are volunteering not because they have to do it, but because they want to. They want to make a difference because it makes them feel good, and it makes others feel good about them.

This tremendous increase in teen volunteerism has led to the growth of many service-oriented organizations. "Memberships in Key Club, an after-school service club for high-schoolers sponsored by the Kiwanis Club, has increased steadily for the past three years." Also, "at Grant High School the Octagon Club, a community service club sponsored by the Optimist Society of Lloyd Center has grown" at a major pace over six years. One project that the group performed was feeding the homeless. So many teens showed up to help that "they had more help than they could use." Teens all over the U. S. have joined in to help others. There are many programs established to find ways to help others as well.

Also, many schools have increased the community service duties of their students. "Nearly half of the schools surveyed in 1999 said service learning was part of their curriculum."

Teens who volunteer have made life better for many recipients of their work. Teens have fed the hungry, built houses for the homeless, and helped the elderly with their chores.

Teen volunteerism has become a significant trend over the last decade. Teens have changed their beliefs about volunteering. It is now a caring art

Anchor Paper – Part B—Level 5 – B

rather than a boring duty. Many programs have been established to influence teens to help out in the community. Helping others in need gives one satisfaction like nothing else. To become more aware of the opportunities that await, contact the student council.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents asserting that <i>many teenagers have excepted the task of spending time helping others and have found out how great it makes them feel</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>To become more aware of the opportunities that await, contact the student council</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss student volunteerism and its benefits (<i>According to a study by Teenage Research Unlimited, volunteering is now “in” and According to this graph, 90.2% of teens responding said that they “gained satisfaction from helping others”</i>).
Organization	Maintains a clear and appropriate focus on teenage acceptance of volunteerism and its benefits. The response exhibits a logical sequence of ideas, moving from discussion of a personal benefit (<i>Being able to say “I helped someone today” really makes one feel great</i>) to a group benefit (<i>it makes others feel good about them</i>), and then to discussion of <i>service-oriented organizations</i> and benefits gained by recipients. The response concludes with a call to gain more information. Transitions are appropriate.
Language Use	Uses language that is fluent and original (<i>In addition, through volunteering teens learn to respect others and, in turn, they gain respect for themselves and It is now a caring art rather than a boring duty</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Volunteering does make ... this</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>varrious, Independant, negitive, sterotypical, hungery, signifigant</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Volunteering, or the act of devoting one's time and energy to helping others, is becoming increasingly prevalent among today's teenagers. Between 1991 and 1996 the number of volunteers grew by seven percent, from 12.4 million teens to 13.3 million teens. The increasing trend in volunteering has resulted because volunteering is greatly beneficial to both the volunteers and the recipients.

Volunteering is becoming increasingly appealing to teenagers because of the copious benefits. Because there are many different people and organizations that might benefit from assistance from volunteers, volunteers can choose programs and opportunities that fit their interests. Volunteering also gives teens a chance to break the stereotype that so often ~~is~~ is wrongly used to define them. Volunteering shows teens to be respectable, intelligent, and caring people. Active volunteer, Megan Buscho said, "... By getting out there and volunteering adults can see what we are thinking about, what we care about, and we can influence how adults think about young people." Volunteering gives teens a chance to express their values and give back to the community. Volunteering allows people to learn to respect ~~others~~ and understand others while embracing their differences. Volunteers may learn to be more helpful and kind. While exploring volunteering activities, volunteers may develop new career goals.

Although the volunteers themselves receive great benefits, the recipients of volunteer assistance

are also greatly benefitted. The recipients gain the service being provided to them by the volunteers. Recipients can better understand the teenage generation and may be shocked to find out that teens aren't a bad community of kids they may be perceived to be. When teenagers help their elders it breaks generational gaps. Teens can learn about the life for the elders, while the elders are often interested in hearing about the ~~life~~ lives of teens today. When people volunteer the recipients become more appreciative of today's youth.

Teens are beginning to realize the dual benefits of volunteering. It is an activity beneficial to both the volunteers and the recipients. Because of this, volunteering is becoming a part of teen culture and a positive outlet for self expression. Volunteering benefits all those involved and should become an integral part in teenage, or all age, life.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by addressing <i>the increasing trend in volunteering</i> and its <i>copious benefits</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task, noting that <i>volunteering gives teens a chance to express their values and give back to the community</i>.</p>
Development	<p>Develops ideas clearly and consistently, using relevant specific details from the documents, stating that <i>between 1991 and 1996 the number of volunteers grew by seven percent</i>. The response discusses the effect teen volunteerism has on community attitudes toward teens (<i>a chance to break the stereotype and to find out that teens aren't a bad community of kids</i>) and the benefits to teens (<i>Volunteers may learn to be more helpful and kind</i>) and to recipients (<i>the recipients become more appreciative of today's youth</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on teen volunteerism. The response exhibits a sequence of ideas, moving from a definition of volunteering to a discussion of its benefits (<i>Volunteering shows teens to be ... caring people and Although the volunteers themselves recieve great benefits, the recipients of volunteer assistance are also greatly benefitted</i>) and then to a conclusion encouraging people to become involved. Appropriate devices and transitions are used.</p>
Language Use	<p>Uses language that is fluent and original (<i>wrongly used, Active volunteer, while embracing, generational gaps</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Teens are beginning to realize the dual benefits of volunteering</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>prevelent, recieve, percieved</i>) and punctuation (<i>today's teenagers; Active volunteer, Megan Buscho said; elders it</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

For the past couple of years teen volunteerism has increased significantly. Many more students are volunteering for school and other organizations for their own spiritual benefits as well as the help given to another. This trend must continue for the benefit of our society, our community, and our youth. Volunteerism has become very popular and this trend of helping others must continue for the sake of both the recipients and volunteers. Students must become even more proactive and allow this trend of helping others to continue with their support.

Volunteerism has become very important in the lives of teens nowadays. Teens are finding new benefits and challenges within volunteering and this has caught their attention. According to "Volunteerism's new face" "Fifty-nine percent of 12 to 17-year-olds said they volunteered in the last year. Either there is an incredible amount of students who deny the obvious truth that they did nothing or more than half of the teen population took part in volunteering. Even in teen music is this trend evident when many bands such as The Backstreet Boys and Rage Against the Machine promote this plethora of teens volunteering. Many students such as Clayton Miller feel "It's part of the culture now." ~~That~~ This trend of volunteering has increased dramatically during the early 1900's when the number of volunteers "grew by 7 percent" according to the "~~the~~ Volunteerism's new face." This trend is

encouraged to repeat itself as more and more teens should volunteer as has been happening.

There are still many benefits to teen volunteering. Many students feel that after volunteering at some place they feel better about themselves in numerous ways. Greg Miller feels that "when you are taught how to help others, it begins to come naturally after a while." Volunteering gives many teens an chance to exercise their values religiously, politically, and their sense of social justice. according to the Independent Sector Graphs the benefits of volunteering, for teens has increased. Such as the case where from 1992 to 1996 20.9% more teens that had volunteered feel that they learned to respect others. These are only a few of the benefits that can be gained. The people that the volunteer work is directed to also gain from this volunteerism. Such as is the case at soup kitchens and when teens volunteer to help another obtain go to the store when they cannot. Not only is volunteer work spiritually rewarding, it also goes along way to helping those in need. Volunteer work should be practiced by all teens who can spare the time and and be rewarded spiritually as a result.

Volunteer work is an important aspect of teen life today. Through its hard work and dedication teens learn how to be better persons to themselves and others. This type of work helps many in

The community with tasks they themselves cannot perform. Volunteer work is strongly encouraged and we ask all of those who are able to participate and enjoy this wonderful experience. It will also stop teens from eating paint.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>Many more students are volunteering for school and other organizations for their own spiritual benefits as well as the help given to another</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>Teens are finding new benefits and challenges within volunteering ... their attention</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the trend toward volunteerism and the benefits for the volunteers. The benefits for the recipients are less developed (<i>Such is the case at soup kitchens and when teens volunteer to help another go to the store when they cannot</i>).
Organization	Maintains a clear and appropriate focus on volunteerism and its benefits. This topic is discussed in two separate paragraphs, and is somewhat repetitive. The response exhibits a logical sequence of ideas, first discussing the trend toward volunteerism, then moving to the benefits for the volunteers as well as for the recipients, and concluding with an appeal encouraging students to become volunteers. The non sequitur at the end detracts from the conclusion.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Volunteer work is strongly encouraged and we ask all of those who are able to participate</i>). The response occasionally makes effective use of sentence structure and length (<i>Volunteer work is an important aspect of teen life today</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>benefits, incredible, plothera, dramatically, experince</i>), punctuation (<i>years teen; popular and; place they</i>), capitalization (<i>Back street Boys and Graph</i>), and usage (<i>amount of students</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

It looks to be that teen volunteerism is in our community. There are many ways in which you as a student can help out the community. There are many ~~needed~~ ^{needy} people that would love to be helped out and it is starting to become a priority to help out those needy people. There are many benefits for those who volunteer and especially for the recipients. An article by I. Verzemnieks and a graph about the Importance of benefits gained from teen volunteering - 1996 and 1992 help show what ~~was~~ teen volunteering is becoming today.

In our community, both teens and needy people are being changed in a good way. In an article, Volunteer's New Face by I. Verzemnieks help show examples of how ~~the~~ teens are becoming more active in volunteering. In the article I. Verzemnieks says "The Backstreet Boys lend the name of their song "Larger than Life," and free concert tickets, to a contest promoting public service. Rage Against the Machine's album "The Battle of Los Angeles," full of calls to action and celebrations of activism." That shows how the teens are being influenced by musical celebrities to go out and make a change in your community by volunteering. That also shows a benefit for teen volunteers because they could receive free tickets to a Backstreet Boys concert if they join in on public service. Also in the article, I. Verzemnieks explains, "And students are taking volunteering beyond the classroom in increasing numbers if you look at the service organizations teens ~~also~~ choose. Membership in Key Club, an after school service club for high-schoolers sponsored by the Kiwanis Club, have increased steadily for the past three years. Two years ago, there were 196,000 members. Now there are 205,000 according to the national organization." It is showing how ~~the~~

teens are joining organizations for the cause of volunteering. You too as a student can help out the community by joining certain clubs the school has to offer. Also by helping out other students to learn about volunteering opportunities ~~is helping~~ good because you are helping out people in the community.

In the graph called Importance of benefits gained from teen volunteering—1996 and 1992, shows how ~~too~~ teens have ^{benefited} ~~changed~~ from 1992 to 1996 in the volunteering field. In 1992, the respecting of others was at 74.7%, but it raised to 95.6% in 1996 which was a little over 20% change. Learning to be helpful and kind and learning how to get along with and relate to others have increased ~~to~~ from ~~around~~ around 75% each to around 92-93%. The graph shows that people have learned alot more about how to treat others and how to understand people better. There was a very gradual change from 1992 to 1996 in doing better and getting better grades in school from 41.8% to 64.3%. I think that if ^{everyone} ~~we~~ begins to volunteer, there will be alot more change ~~shown~~ shown in all of the students in our school.

Volunteering is a big part in our community and it would be great if everybody starts ~~chipping~~ chipping in effort to volunteer. There are very easy ways we can help by volunteering and I hope students do look at that as a chance to become a better person and so much more.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents (<i>There are many benefits for those who volunteer and especially for the recipients</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>That shows how the teens are being influenced by musical celebrities to go out and make a change in your community by volunteering</i>).</p>
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the increase in student volunteerism (<i>It is showing how teens are joining organizations for the cause of volunteering</i>) and the benefits for the volunteer (<i>free tickets to a Backstreet Boys concert</i>). The benefits for those in need are less developed.
Organization	Maintains a clear and appropriate focus on the trend toward student volunteerism and the benefits of such a program. The response exhibits a logical sequence of ideas, first describing the increase in student volunteerism, moving to supporting examples of the benefits of volunteering, and concluding with a plea to students to become involved in volunteering.
Language Use	Uses appropriate language that is sometimes imprecise (<i>It looks to be and it raised to 95.6%</i>), with some awareness of audience and purpose (<i>I think that if everyone begins to volunteer, there will be alot more change shown in all of the students in our school</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Also by helping out other students to learn about volunteering opportunities good because you are helping out people in the community</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>recieve and alot</i>), punctuation (<i>says "The Backstreet Boys and You too as</i>), agreement (<i>teens ... in your community and I hope students ... to become a better person</i>), and word omission (<i>In an article ... help show and In the graph called ... shows how</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Volunteering, may seem like an unusual concept to some youth. The truth is, according to a study of volunteering between 1991 and 1992, among teens volunteering is the "thing to do."

The amount of people volunteering is steadily rising at a rate of about 20% every ten years. One reason believed to have spurred this interest into is the age group, 12-17, is doing things for the community and being heard. "Teens realize they can't vote," says Buscho, "But we can affect change before then." (volunteer 10)

Volunteering has increased because of ~~school~~ schools, and non profit organizations. First of all some schools use volunteering for extra ~~curricular~~ curricular activity and sometimes help a student decide a career path or or help increase their grades, as 64,3% of students in a 1996 say it has. Non-profit organizations are another major reason for the formation of volunteer work. Such as the Key club, or Kiwanis Club which has increased from 196,000 members, to 205,000 members.

Many of the new volunteers ~~are~~ are not into the "same old" type of volunteer work, like working in a soup kitchen. "They're more interested in doing things that get to the root of the problem, like finding out what gets people in the soup kitchen in the first place and preventing that," says Megan Buscho. And many share this reasoning to try and solve the big picture not just aid one

Part, Food Kitchens and hungry people are like the old saying of; give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime.

(Volunteer 10)

Yes, the people the volunteers touch with their kindness get much needed help, and that is probably the most important part of volunteer work. Also the volunteers themselves will get a feeling of accomplishment. "Helping others makes me feel so good," says Josi Henderson, "I really feel my day isn't complete without practicing some act of kindness." Also the workers of the teenage group are ridding themselves of the stereotype of the "Punk kids". "I think our generation is changing the definition of what it means to be a good citizen," Buscho says. (Volunteerism 10)

Not only did the volunteers gain a sense of accomplishment but also a new set of morals to live by. The greatest morale shown by the volunteers in 1996, which is ~~the~~ shown on the graph, is a higher respect for others.

Other values of ~~volunteers~~ volunteers in 1996 were learned to be kind and helpful, and learned how to get along with and relate to others, both in the 90% of volunteers. (graph 11)

Volunteering for the community or your school should be done by everyone, and can be anything from working at a soup kitchen or taking a non

Anchor Paper – Part B—Level 4 – C

graded ^{fit} test for the future classes, some times it can seem like a waste of time, but can give a real sense of achievement and fulfillment.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by stating that teen volunteering is the “thing to do,” and that such volunteerism can give a real sense of achievement and fulfillment. The response makes implicit (The amount of people volunteering is steadily rising at a rate of about 20% every four years and Volunteering has increased because of schools, and non profit organizations), although sometimes unwarranted, connections to the assigned task.
Development	Develops some ideas more fully than others, using specific and relevant details from the documents to discuss the increase in student volunteerism as well as the personal benefits for volunteers (a sense of accomplishment and a higher respect for others). Benefits for recipients are less developed.
Organization	Maintains a clear and appropriate focus on <i>volunteering for the community</i> . The response exhibits a logical sequence of ideas, focusing first on the increase in student volunteerism, then on the reasons for this increase, and finally on the benefits (<i>learned to be kind and helpful</i>). The loosely connected ideas in the second paragraph affect internal consistency.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Volunteering for the community or your school should be done by everyone</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>First of all ... major reason</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>acording, intrest, curicular, carrear, probally</i>) and occasional errors in punctuation (<i>Volunteering, may seem and old saying of; give</i>) and usage (<i>amount of people and to try and solve</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Teen volunteerism has become a fad in the past 8 years. Many teens look ~~for~~ at volunteering as a good way to prove to everyone that this generation of kids is not all bad. Others feel that volunteering is a way to help improve themselves and other people, in all aspects.

Many communities have decided to create organizations in order to help students who want to volunteer and the recipients, who need the help. Many students began to volunteer because it was required in school. Now teens are beginning to see ^{the} benefits or the benefits that you receive from helping others. ~~Teens also look out for~~ According to the graph, 61.6% percent of students felt that they developed new career goals from volunteering. According to passage the text "Volunteerism's New face" Josi Henderson also felt that volunteering helped develop her career goals. She says "she credit her volunteer experiences in high school with helping her decide what she wants to do with her life"

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, noting that <i>teen volunteerism has become a fade in the past 8 years</i> . The response makes a few superficial connections to the task (<i>Many communities have decided ... who need the help</i>).
Development	Develops ideas briefly, using some details from the documents (<i>Many students began to volunteer because it was required in school and Josi Henderson also felt that volunteering helped develop her career goals</i>).
Organization	Establishes an appropriate focus on the reasons teens are motivated to volunteer (<i>Many teens look at volunteering ... all bad and Others feel ... in all aspects</i>), but fails to maintain it. The response exhibits a rudimentary structure with introductory and body paragraphs. There is no conclusion.
Language Use	Relies on basic vocabulary (<i>this generation of kids</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Now teens are beginning to see the benefits or the benefits that you receive from helping others</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>fade</i> and <i>develope</i>), punctuation (<i>text "Volunteerism's New face"</i>), capitalization (<i>recipients, who</i>), grammar (<i>she credit her</i>), and usage (<i>8 years</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Volunteering is a really good thing to do. There are many people that are in need of different things and need people to volunteer and help out.

There are many benefits for both recipients and volunteers. As a volunteer you're helping someone that is in need that can't do something on their own or maybe they can but not alone so they need help.

According to the graph in 1996 there was more benefits gained from teens volunteering than in 1992. In 1996 more people got into volunteering and wanting to help out.

In the article there is a lot of teens volunteering to do many things. In the article there is "twin brothers who went to Mexico to help build homes for the needy and shop for groceries for Portland-area

Anchor Paper – Part B—Level 3 – B

people who couldn't get to the store." The whole article is about teen kids volunteering. ^{teens} ~~most~~ Most people that are volunteering or want to are teen kids ages 12-17 years old.

volunteering is a big thing to take part in. It can help a lot of people out that are in need of it.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents, stating that <i>volunteering is a really good thing to do</i> and <i>There are many benefits for both recipients and volunteers</i> . The response makes few connections between information and ideas in the documents and the assigned task (<i>Most people that are volunteering or want to are teen kids ages 12 – 17 years old</i>).
Development	Develops ideas briefly, using some details from the documents (<i>According to the graph in 1996 there was more benefits gained from teens volunteering than in 1992</i> and <i>In the article there is a lot of teens volunteering to do many things</i>).
Organization	Establishes an appropriate focus on volunteering (<i>There are many people ... help out</i>). The response exhibits a rudimentary structure, but the paragraphs consist mainly of loosely connected ideas.
Language Use	Relies on basic vocabulary (<i>teen kids</i> and <i>volunteering is a big thing</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>As a volunteer ... so they need help</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>groceries</i> and <i>alot</i>), punctuation (<i>According to the Graph in 1996 there</i>), and subject-verb agreement (<i>there was more benefits, there is a lot of teens, there is "twin brothers"</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Become a volunteer! It's a great way to show you care, & if you don't care, go home. It's been proven that by volunteering you not only help others but improve yourself. In recent studies (1996-1992) it has been shown that you will gain many benefits from being a volunteer. The #1 benefit is said to be learning to respect others. In 1992 74.7% of the people said that was a benefit. In 1996 95.6% of people said it was a benefit. This is a huge increase.

Also you will learn more about being a good citizen. But you shouldn't volunteer for just your self, other people depend on volunteers.

How would you like to be a senior citizen in a retirement home & not be able to go outside & you can't go alone? If there were more volunteers ~~the~~ then that person could go outside. Also in your own school systems many activities are being cut because of the budget. If we had volunteers, such as coaches for sports teams, there wouldn't need to be such a high budget. How long will you sit idle by & watch your school be torn apart? You can

make a difference & that is made
 by volunteering
 so don't just do it for your
 own glory. Do it for that old
 person who can't go outside or
 for your school. ~~It~~ It doesn't matter
 why you do it as long as you
 do, do it. Don't worry about what some
 one says... volunteering is it!

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents (<i>It's been proven that by volunteering you not only help others but improve yourself</i>). The response makes few connections between information and ideas in the documents and the assigned task.
Development	Develops ideas briefly, using some details from the documents (<i>The #1 benefit is said to be learning to respect others</i>). Much of the response is based on a discussion of hypothetical situations (<i>a senior citizen in a retirement home and in your own school systems</i>).
Organization	Establishes an appropriate focus on volunteerism (<i>Become a volunteer!</i>). The response exhibits a rudimentary structure of three paragraphs.
Language Use	Relies on basic vocabulary (<i>& if you don't care, go home; b/c you can't go alone; sit idle by & watch</i>), with little awareness of audience or purpose. The response makes some attempt to vary sentence structure or length for effect, but with uneven success.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>benefits and worrie</i>), punctuation (<i>Its; show, you; volunteers then; do, do it</i>), and capitalization (<i>in 1992, in 1996, this, Many</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Many students in this past year have volunteered for programs in helping rebuild communities, needy, and rehab programs. All of students that have volunteered have said it keeps them out of trouble and something fun to do. Studies show most kids who do volunteering go to college and or encounter very successful jobs. Many volunteering programs are open to students just like you, if you feel you can make a difference in your community you should find out about this as soon as possible. There is many different programs such as soup kitchens where you serve food to homeless and needy people. Even programs such as cleaning up parks or painting graffiti walls. Just know everybody makes a difference and we are waiting for you to join one of these programs. The only thing is people want to directly help people like getting to the root of the problem, but it still counts even if you do work in a soup kitchen or something similar to that.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the document (<i>Many students in this past year have volunteered for programs in helping rebuild communities, needy, and rehab programs</i>). The response makes few connections between information and ideas in the document and the assigned task. There is no reference to the graph.
Development	Is largely undeveloped, hinting at ideas, but references to the documents are vague (<i>The only thing ... similar to that</i>) or unjustified (<i>All of students ... fun to do</i>).
Organization	Suggests a focus on volunteering. The response lacks organization, consisting of one paragraph loosely related ideas.
Language Use	Uses language that is imprecise (<i>Studies show most kids who do volunteering go to college and or encounter very successful jobs</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>just like you, if you; in your community you; a difference and we</i>) and grammar (<i>All of students and There is many</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

The students council in your school is organizing a volunteer program, matching student volunteers with individuals and community organizations in need of getting out of trouble. It is something that you can do way you don't have nothing else to do. A lot of teen around the world help organization group. In 1996 95.6% of teen learned to respect others, 93.2% of them learned to be helpful and kind. In 1992 95.0% also learned to be helpful and kind, 74.7% also learned to respect others. Help you to learn.

A girl name Josi Henderson she is 18 teen years she love help people so she wanted to be a speech pathology she join the peace corps to help people.

A lot of the kid who join due they are helping other out. If you volunteer you learn thing that never though you don't know. If you like music you can celebrates the tend to get a chance to go to a concert or get involved with group such as rock.

or choice and women alive.
 volunteer is ~~is~~ a lot of
 way to help your community
 also can help ~~some~~^{someone} in need.
 Do not think volunteer is a
~~lost waste~~^{waste} of time it is not.
 Believe me because I volunteer
 at the YMCA help little kids
 with home work and have
 fun with them.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the documents (<i>matching student volunteers with individuals and community organizations in need of getting out of trouble</i>). The response alludes to the documents but makes unclear connections to the assigned task (<i>it is something you can do way you don't have nothing else to do</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the documents are vague (<i>Alot of teen around the world help organization group</i>) or unjustified (<i>1992 95.0% also learned to be helpful and kind and A girl name ... help people</i>).
Organization	Suggests a focus on volunteerism but lacks organization. The one paragraph response loosely strings together several facts from the documents.
Language Use	Uses language that is imprecise or unsuitable for the audience and purpose (<i>go to a contact and volunteer is a lot of way to help</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Help you to learn and If you volunteer ... you don't know</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>wented, chane, voluntee</i>), punctuation (<i>dont and music you</i>), capitalization (<i>trouble it and time it</i>), and grammar (<i>95.6% of teen, you can celebrates, learn thing, YMCA help little kids</i>) that makes comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Dear students,

Here I am for speak about the volunteerism work.

Since 1992 the school program have a volunteer work, what is very good for the society and yourself. The society needs your help, for we make a better world.

Our school has a beautiful club, what call key club. The key club helps our society since a long time ago.

Kids from any grades can be a member of key club, this way you help your society and have fun making new friends.

Another way you can help your society is volunteer yourself for society work.

Volunteering has become a significant part of teen culture. Today the teenagers are more 'open mind' for the society issues.

More the fifty percent of the teen generation volunteered themselves in the past

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused or inaccurate understanding of the documents (<i>Since 1992 the school program have a volunteer work, what is very good for the society and yourself</i>). The response alludes to the documents but makes unclear connections to the assigned task (<i>Today the teenagers are more “open mind” for the society</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the documents are vague (<i>The Key Club helps ours society since a long time ago</i>) or repetitive (<i>The society needs your help, help your society, help your ... society</i>).
Organization	Suggests a focus on <i>volunteerism work</i> . The response suggests some organization with a series of short paragraphs. The response has no conclusion.
Language Use	Uses language that is imprecise for the audience and purpose (<i>Here I am for speak about the volunteerism work</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>help. for; club, what; past</i>) and grammar (<i>for speak, program have a volunteer, what call Key Club, Kids ... can be a member, more “open mind,” more ... volunteered themself</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Volunteering gives us something to do. Volunteer is a job that helps people stay out of trouble. For the summer I plan to volunteer for "Woodside on the move" that's by my neighborhood. When you volunteer you are trying to better PN life. My brother volunteered ~~of~~ last year and it was cool and he was only eleven years old. He told me that "people from Tiger Dharma Krate came and told all of them the basics moves". He liked it and it was cool cause I am a yellow belt and I love to fight. If you volunteer you probably succeed PN life.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding. Although the response implies that volunteering is of value, it makes no connections between information in the documents and the assigned task.
Development	Is minimal, limited to a personal narration of summer plans (<i>For the summer ... neighborhood</i>).
Organization	Suggests a focus on volunteering, but brings this focus to a personal level (<i>My brother ... eleven years old</i>). The one paragraph response lacks organization.
Language Use	Uses language that is imprecise (<i>Volunteer is a job and trying to better in life</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>succed</i>), punctuation (<i>thats</i> and <i>If you volunteer you</i>), and word omission (<i>you probably succed</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.	

Volunteering is really in our days because you get to learn more about people and things you don't know about. ~~So~~ It's good to help on another because it feel good!

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding. The response alludes to benefits (<i>you get to learn more about people and it feel good</i>), but makes no reference to the documents or task.
Development	Is minimal. The response consists of two general statements about the value of volunteering.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response of two sentences makes assessment unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: The response best fits the criteria for Level 1 in all qualities.	

There are many things teens can do with their spare time. Most stay home and watch tv, but a new trend is starting and it's called volunteering. Many people benefit from volunteering, many people also are volunteering.

From the article "Volunteerism's New Face" by I. Verzemnieks, ^{Clara} ~~A 13~~ ~~volunteering to prove people wrong~~ Clara says that "A lot of people think we're this big community of bad kids, and half of us aren't like that at all." Clara is volunteering to prove the people that say that wrong. Not only are teens trying to spread the trend of volunteering, but so are musicians, and celebrities. The Backstreet Boys, Rage Against the Machine, and Lauryn Hill either give concert tickets away to volunteers or put messages in their songs about volunteering. There are many organizations and ways to provide services to the needy. Twin brothers Clayton and Greg Miller went "to Mexico to help build homes for the needy and helped shop for groceries for Portland-area people who couldn't go to the store." Many places are coming up with their own organizations. The Portland area is getting a AmeriCorps program. There's also the Key Club, Kiwanis Club, Grant High School organized

the Octagon Club, and at Cleveland High they have the Youth Involvement Center.

Between 1992 and 1996 there have been many outcomes from the increased rate of volunteers. The volunteers learned many life skills from their experiences ^{of} volunteering. In the graph "Importance of benefits gained from teen volunteering-1996 ^{and} 1992", shows what the teens have learned after volunteering. In 1996, "95.5% of the teens learned to respect others."

Also in 1996, 64.3% of the teens improved academically, ^{where} in 1992, only 41.8% improved academically. A lot of good comes out of volunteering.

Volunteering is one of the greatest things you could do for your community and for yourself. Many of the people develop new career goals after volunteering, because volunteering makes them want to help people. It's also good when celebrities take time to encourage this increasing trend.

The student council in your school is organizing a volunteer program, matching student volunteers with individuals and community organizations in need of assistance. I have been ~~asked~~ asked to write an article for your school newspaper encouraging students to volunteer by describing the trend toward student volunteerism and the benefits of such programs for both recipients and volunteers.

Fifty-nine percent of 12 to 17 yrs olds said they'd volunteered in the past last year according to a 1996 study. In a fall 1999 teen-age marketing and lifestyles study done by the marketing firm Teenage research Unlimited, six in 10 teens said that volunteering was "in."

A lot of people think ~~the~~ community is bad kids. This is a way to show that there not. Community service requirements that many schools now require to graduate.

Teen music reflects and celebrates tend to get involved. Backstreet boys lend a hand by making a song "Longer than life". Hip-Hop artist Lauryn Hill got involved with the nonprofit, The Refugee project. "It's part of the culture now" says Clayton Miller age 16. Traveling to places like Mexico to help build homes feels good for the kid. Teens right now ~~ts~~ are choosing to do community service.

The chart called "Importance of benefits gained from teen volunteering - 1996 and 1992" shows that from 1992 to 1996 most kids improved on helping others like. Learned respect for others went from 74.7% to 95.6% and learned to be helpful went up from 75.0% to 93.0%.

To me the kids of the world will continue to get involved and make more of a difference in the world.

Volunteerism—The New Teen Trend

~~Volunteering is no longer just something teens do for~~
Teen volunteering has increased greatly since 1992. Today the percentage of teen volunteering is higher than it has ever been. This is because volunteering is not just work you do without pay but ~~is~~ "It's part of our culture now" says Clayton Miller. Schools make it ~~part of~~ a requirement to graduate, volunteer clubs increase in size and even young artists such as Backstreet Boys and Rage Against the Machine promote songs and Albums that "reflect and celebrate the trend." According to the 1999 US department of Education survey's schools have ~~increased~~ found ways to increase students involvement in their community by adding classes ~~and and community service~~ ^{that promote students service} hours needed to graduate. ~~So now do~~ Now you know about the trend but the question is what are the benefits?

Some people think that benefits only go to those you help but this is not true. Volunteers also receive benefits along with the recipients. For example "A lot of people think we're ~~a~~ this big community of bad kids," says Clara. ~~Volunteering~~ ⁱⁿ serving ~~for~~ the community will not only ~~show adults~~ ^{feed soup} that we are ~~help~~ ^{also} ~~serve~~ soup to the poor and hungry but ~~show~~ ^{also} ~~the~~ stereotypical that were not a stereotype. Not only ~~it~~ could it get rid of the "stereotypical teenage outlook" but according to the independent sector it can help you

Over the past decade, student volunteer programs have grown in schools across the country. By actively getting involved in their community, students have found that they are able to grow mentally and express their beliefs to the adult society. ~~Not on~~ Not only does volunteer groups help the needy people of America, but benefits can be found among all those involved. Because of the positive results of such action, I would encourage you as a student body to ask yourself what you can do to ~~get involved~~ make a difference.

Since the mid-1990s, charity organizations such as student volunteer groups have increased in their popularity among teenagers. According to an essay by I. Verzemnieks, a study performed by Teenage Research Unlimited said that six in 10 teens said that volunteering was "in". This rise in support has come about ^{partly} as a result of reinforced community service requirements in schools across the country; but students aren't only volunteering out of obligation. Due to encouragement by popular song writers and celebrities, students are beginning to take a personal interest in helping others. In contrast to a 27 percentile in 1984, 83 percent of ~~st~~ high schools in 1999 said they had students participating in

community service according to a U.S. Department of Education survey. Unlike past organizations, teenagers are beginning to take an interest in not only helping people, but ^{also} doing ~~the~~ what they can to solve the issues at hand. Groups such as the Octagon Club have grown remarkably over the past several years as teenagers have begun to take a greater interest in community service. These numbers and ideas support the idea that volunteering has become a popular interest among today's teenagers. This increase is ~~to~~ due to the many benefits that ~~refer~~ getting involved contains.

There are many aspects of community service that have caused its new-found ~~popularity~~ teenage popularity. Many students find that volunteering provides a way to express their ideas and opinions to the community. With so many negative images ~~is~~ out there, teenagers hope to improve their respectability by showing that they care about the existing problems. "It is a chance for teens to exercise their values -- whether it's their religious convictions, political motivations or sense of social justice" ("Volunteerism's new face"). Others ~~are~~ enjoy volunteering simply because it makes them feel good. A graph formed in 2000 displays

benefits such as learning to be helpful and respect others and gaining satisfaction while learning to relate better to other people. ~~Get~~ Involvement in the community can also help students to ~~discover~~ develop new vocational interests and understand better what kind of life they might be interested in after High school. Not only does community service increase one's awareness and interest in others' problems, but ~~it~~ it can also be ~~get~~ a lot of fun to make a difference in the life of another person. These benefits ~~have~~ have helped to increase the popularity of volunteer organizations and encourage students around the country to get involved.

Opportunities ~~of~~ for community service have grown ~~them~~ enormously in schools over the past several years. Not only are students often required to ~~be~~ volunteer, but many teenagers have taken a personal interest in helping those less fortunate.

The ways in which one can become involved are endless and the benefits are numerous. In an effort to support this growing fact, I hope that you, as representatives of today's teenagers, will do ^{all} ~~what~~ ^{that} you can to make a difference in your community and volunteer.

Our school's student council is organizing a volunteer program, matching students from our school with individuals and community organizations in need of assistance. I believe that this is a superb idea and I would like to share some ideas that hopefully will make you realize that volunteering doesn't make you a geek. In fact there has been an increasing trend toward student volunteerism and the benefits of it for both the people ~~receiving~~ receiving the help, ~~as well as~~ ~~the~~ ~~the~~ the people volunteering.

You might think that volunteering is a waste of time but it is not. The article "Volunteerism's new face," states "It is, for many teens, the new norm, a given, reinforced by the community service requirements that many schools now require to graduate..." Most schools along with our school do require a certain number of hours of volunteering before you must graduate. Volunteering is also now ~~plays~~ plays a big role in teen culture and life. According to the article "Volunteerism's new face," ~~they~~ "Fifty-nine percent of 14- to 19-year-olds said ~~the~~ they'd volunteered in the past year." The article goes on to say "... six in 10 teens said that volunteering was 'in'."

Besides having to volunteer, there are many other reasons you should consider volunteering. One reason is that people look negatively

at ~~the~~ the teenage generation, and by volunteering the grown-up generation might think that we are more than "passive clones, just going through the motions of required service," as the article stated. "Volunteerism's new face" also states in the words of Clara, a freshman at Grant High School, "A lot of people think we're this big community of bad kids, and ~~the~~ half of us aren't like that at all..." Volunteering is one way to prove that we aren't all ~~the~~ like that.

Wouldn't it feel nice to do something for your community. "It's kind of like ~~the~~ learning how to read... when you are taught how to help others, it begins to come naturally after a while," as said by Greg quoted by "Volunteerism's new face"

So, just think about it, volunteering in teens has ~~not~~ greatly increased from 1992 to 1996. According to the the "Graph," "Importance of benefits gained from teen volunteering - 1996 and 1992," there were many benefits gained from volunteering and all of them increased from 1992 to 1996. For example, "I learned to respect others," has increased from 74.7% in 1992 to 95.6% in 1996. Another increase in benefits is, "I learned to understand people who are different than me." This group increased from 85.2% to 66.7%.

If you would like to volunteer, please
contact our school's Student Council president and
tell them. ~~Remember~~ ^{Remember} Volunteering can earn you a good
reputation, a good feeling, and more understanding
for everything surrounding you.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 3

Conclusion: Although the response fits criteria for Levels 3 and 4, it remains at Level 3 because the response addresses only one text.

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 4

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

