

# SESSION ONE

# FOR TEACHERS ONLY

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

## ENGLISH

Tuesday, January 24, 2006—1:15 to 4:15 p.m., only

# E

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

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

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

#### Scoring of Multiple-Choice Questions

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

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

## Rating of Essays

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

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

From birth until death, our lives are heavily influenced by medical professionals. The role of doctors has changed over time. Dr. Margaret C. Heagarty spoke about obligations that doctors owe their patients when she addressed a group of medical students.

Dr. Heagarty began her speech by describing how her father, also a doctor, practiced medicine after he graduated in 1928. During that time, the average American citizen did not frequent the doctor's office for routine check ups. Dr. Heagarty drove with her father while he made house calls. He brought medicines in his doctor's bag, but it did not have the sophisticated drugs, or even vitamins, that we rely on today.

Because scientific and biomedical knowledge has expanded, and health insurance issues have become complex, the doctors are obliged to provide not only the best possible health care for their patients, but also comfort, support and fight for them.

As the average life span is extended and health concerns such as HIV/AIDS remain, scientific research will push doctors to learn about new treatments in order to provide their patients with the best care. As modern science continues to expand health-care options, it will be critical for doctors to understand their own limitations. In the words of Dr. Heagarty, "know what you don't know." Doctors must know the limits of their own medical preparations and consult with other physicians who may be more knowledgeable in certain specialized fields. Dr. Heagarty makes the point that patients want their primary-care physician to retain control of their care and advise the

patients on health decisions. As she said, "I do not want my medical care to be provided by a committee."

Today's doctors must apply their knowledge of science and provide their patients with comfort and support. Patients have concerns about their health and fears about the effects of drugs and other treatments. Whether these concerns and fears seem silly or annoying to doctors, they must listen and realize that a patient's emotions are a great part of his or her overall health. The doctor's understanding of medical advances must be explained to patients in a comforting and supportive manner.

Patients often need another kind of support from their doctors. Today's managed-care insurance providers often stand in the patient's way when doctors prescribe expensive treatments. It is important for doctors to step into this kind of dispute and insist that such barriers be removed. Doctors understand the life and death situations that their patients face, and it is their ethical responsibility to advocate for them.

Indeed, the role of doctors has changed. Today's doctors must keep abreast of the latest developments while providing their patients with comfort and support. The ancient Greek philosopher Hippocrates would smile, knowing that the doctors of today who have taken his oath are driven by a need to help others and see their role in society as a vocation.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text by discussing how <i>the role of doctors has changed over time</i> and how that relates to <i>the obligations that doctors owe their patients</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>scientific research will push doctors ... to provide their patients with the best care</i> and <i>The doctor’s understanding of medical advances must be explained to patients in a comforting and supportive manner</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text. The response discusses changes in medicine since 1928 (<i>today’s sophisticated drugs</i>) and the obligations of doctors to stay current in their field (<i>learn about new treatments, understand their own limitations, consult with other physicians</i>) while providing important personal care to their patients.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>the role of doctors</i>. The response exhibits a logical and coherent structure, moving from a discussion of changes in health care to the need for doctors to <i>provide their patients with the best care</i>, and concluding with a doctor’s obligations to provide <i>control of patient’s care</i>. Appropriate devices and transitions (<i>how her father, also a doctor, practiced medicine</i> and <i>Because scientific and biomedical knowledge has expanded</i>) are skillfully used.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>the average American citizen did not frequent the doctor’s office</i> and <i>more knowledgeable in certain specialized fields</i>), with a notable sense of voice and awareness of audience and purpose. The response varies the structure and length of sentences to enhance meaning (<i>As she said, “I do not ... by a committee”</i> and <i>Whether these concerns ... her overall health</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

## Anchor Paper – Part A—Level 6 – B

Doctors hold a position unique throughout the health-care world. The responsibilities they accept are an awesome burden. In addition to maintaining a consistent knowledge of recent technological advances, they must never lose sight of the altruistic motives which have led them to this great profession. A recognition of these responsibilities is essential to success.

When one decides to become a doctor, they opt for more than a career. They opt for a vocation. Dr. Margaret C. Heagarty defines this vocation as an, "idealistic need or calling to serve our fellow human beings." This fundamental core of the profession, she insists, "has not changed and must not ever."

A doctor is bestowed with often unfathomable responsibility. They are, first and foremost, beholden to their patients. In order to provide the best possible care, doctors must immerse themselves in the scientific advancements which have brought the medical world to its present state of modernity, sophistication. The science of medicine is an ever-changing frontier. The latest discoveries greatly increase the quality of care available to patients. Doctors owe it to their patients to ensure they are up to date with the latest in medical technology.

In spite of the aforementioned burden, a doctor is certainly not expected to know everything. Dr. Heagarty advises doctors to have a comprehensive awareness of their limitations as such. A doctor must know when to swallow their pride and acknowledge their inadequacy in a specific area. It is always honorable to ask for help when assistance is needed. If a doctor has deemed it necessary to refer a patient to a specialist, he/she cannot lose sight of their continuing responsibility to the patient's overall health.

The final, <sup>facet</sup> and most important with respect to a patient's emotional well-being, is the personal connection between a patient and doctor. While scientific knowledge is vital, a doctor must also claim a comprehensive set of social ethics and a strong moral code. They may never ignore the fact that they are expected to treat a patient as an individual, <sup>and</sup> not simply a malady. Patients do not wish to have a committee make essential decisions concerning

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## Anchor Paper – Part A—Level 6 – B

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their help; they wish for the personal responsibility held by an individual—their doctor.

To fulfill this final requirement, a doctor must acknowledge and completely understand his/her patients and their concerns. Rarely does a patient enter an office without, at the very least, a distinct sense of anxiety. This nervousness often intensifies to a panic level. "Comfort, support, and care," asserts Dr. Heogarty, are the basics of patient proper bedside manner.

Finally, a doctor fights a perpetual battle against "the bureaucratic obstacles," set by the "managed-care plan." While finances never cease to be an issue, a doctor vows to act in the patient's best interest, regardless of the cost. When they find themselves beholden to the greed-driven insurance companies, they have betrayed their Hippocratic Oath.

The obligations of doctors toward their patients are never ending. Doctors must always keep in mind their responsibilities to both the physical and mental/emotional well-being of their patients. While medical advances provide an ever-changing profession, the selfless impulses which are always at the core of this vocation must never be ignored.

**Anchor Level 6 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text by emphasizing the <i>unique</i> responsibilities and <i>awesome burden</i> doctors have, as well as the <i>altruistic motives which have led them to this great profession</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>doctors must immerse themselves in the scientific advancements, It is always honorable to ask for help, The final facet ... is the personal connection between a patient and doctor</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to discuss each obligation mentioned (<i>they opt for a vocation ... an, “idealistic need or calling to serve; Dr. Heagarty advises doctors to have a comprehensive awareness of their limitations; a doctor vows to act in the patient’s best interest, regardless of the cost</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that <i>doctors must always keep in mind their responsibilities to both the physical and mental/emotional well-being of their patients</i>. The response exhibits a logical and coherent structure, building from the general to the specific (<i>The science of medicine ... Doctors owe it to their patients to ensure they are up to date</i>). Appropriate devices and transitions (<i>In spite of the aforementioned burden and To fulfill this final requirement</i>) are skillfully used.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>present state of sophistication and intensifies to a panic level</i>) and awareness of audience and purpose. The response varies the structure and length of sentences to enhance meaning (<i>Patients do not wish ... they wish</i> and “<i>Comfort, support, and care,</i>” asserts Dr. Heagarty, <i>are the basics of proper bedside manner</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in agreement (<i>When one decides ... they opt, A doctor ... their pride, he/she ... their continuing responsibility</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

In 1928, there were no vitamins or antibiotics to cure diseases. Patients relied on their doctors to help them, and doctors relied on what they knew, and what little they had, to cure their patients. In a speech by Dr. Margaret C. Heagarty, a skilled physician who was introduced to medicine by her father in the hills of West Virginia, she discusses the important roles of health-care workers. Throughout the past sixty years, health care has changed, and new challenges have arisen, but she explains how the obligations of doctors toward their patients has remained the same.

Doctors have many obligations toward their patients. Not only must they make a diagnosis or give out prescriptions, but they must provide comfort, support and care. Patients expect the best from their doctors and doctors can provide the best by staying true to their vocation. Dr. Heagarty defines a vocation as "more than simply an income producing occupation." Doctors must understand that as a patient, one feels anxious and scared, and they must know how to take care of them, which is a skill that is more

difficult to learn than any high-tech diagnosis.

Some attributes of a good physician, according to Dr. Heagarty, ~~one know~~ is an awareness of one's limitations and responsibilities to every patient they care for. Dr. Heagarty says that "To know it all is impossible. Know what you ~~don't~~ do not know and be wise enough to recognize your own limitations and know when to ask for help." This applies to new doctors, as well as doctors who have been practicing for thirty years. Although one might need help, a patient wants ~~so~~ their doctor to still maintain control of their medical care, they do not want care from a committee. Patients want their doctors to do what is in their best interest, and to fight for them, and for their needs no matter what obstacles are placed in their path.

Although health care has improved, doctors must still put the same time and effort into caring for their patients. They must stay true to their vocation and know how to

comfort their patients. Doctors must know when to ask for help, and do everything in their power to help cure whatever is wrong with you. Anyone who is sick would expect this sort of treatment from their physician, and hopefully many doctors follow similar philosophies as Dr. Heagarty.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, explaining why the <i>obligations of doctors</i> over the years have <i>remained</i> centered on <i>caring for their patients</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>Not only must they make a diagnosis ... but they must provide comfort, support and care</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text. The response explains <i>obligations</i> of doctors ( <i>staying true to their vocation</i> ) and what doctors need to do ( <i>awareness of ones limitations, fight for patient's best interest, provide comfort for their patients</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the role of doctors in providing care for patients. The response exhibits a logical sequence of ideas, moving from doctor's obligations to doctors' attributes, although the distinction between attributes and obligations is sometimes unclear. The response uses appropriate transitions ( <i>Throughout the past sixty years; true to their vocation. Dr. Heagarty defines a vocation; although health care has improved</i> ).
<b>Language Use</b>	Uses language that is fluent ( <i>Patients relied on their doctors ... and doctors relied on what they knew</i> ), with evident awareness of purpose ( <i>health care has changed ... but the obligations of doctors ... has remained the same</i> ). The response varies sentence structure to control rhythm and pacing ( <i>In a speech by Dr. Margaret C. Heagarty ... workers</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>perscriptions</i> and <i>recognise</i> ), punctuation ( <i>ones limitations</i> and <i>medical care, they</i> ), and agreement ( <i>attributes ... is</i> and <i>a patient ... their</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Throughout time, patients have gone to see ~~doctors~~ ~~physicians~~ for a variety of aches and pains. You yourself have probably <sup>seen</sup> the doctor many times. Even though we've all gone to see the doctor <sup>many</sup> for <sup>many</sup> different reasons one thing has remained the same; as the doctor cares for us we would also like to be comforted. A speech that Dr. Margaret C. Heagarty gave to a ~~class of first year~~ new class of medical students clearly outlines what a doctor can do to make their patients feel more comfortable.

For example, all patients want their doctors to be medically competent. All patients want to know that their doctor knows what he or she is doing. Moreover, patients should be correct when they assume that their doctor is keeping up with medical advances in science and therapeutics. However, not

every doctor can know everything there is to know. That's why patients want their doctor to know to ask questions when ~~has~~ they run into something they don't understand. One of the most important attributes your doctor can have is ~~to~~ to know ~~and~~ and accept their own limitations. Also, a doctor should know that ~~their~~ their job is to what's in your, the patients, best interest. Also, your doctor should fight for you. They should try their hardest no matter what stands in their path to get you the healthcare you need. As a doctor's obligation entails, ~~to~~ they should <sup>do</sup> what is best for their patient, no matter what the personal cost is. If the doctor doesn't do this then they're not staying true to their vocation. All of these factors are important for a doctor to follow ~~his~~ <sup>their</sup> obligation to ~~his~~ <sup>their</sup> patients, however they do not include what a doctor should do to comfort their <sup>patients</sup> ~~patients~~ mentally.

As well as caring for their patients, ~~physic~~ doctors must be able to comfort their patients, ~~usually in a mental way~~. Doctors are obligated to listen to your concerns, and as a patient you want to know that your doctor acknowledges and understands ~~how~~ those concerns. ~~Similarly~~ Moreover, patients want to know that a doctor can comfort them when they're scared to death. This skill is important and all doctors should understand it. Only one skill may overshadow this ~~one~~ one in importance. That skill is listening. A doctor <sup>should</sup> ~~shoud~~ be able to listen, ~~less~~ and to be able to relate to ~~the~~ you as a patient. When you feel that the doctor knows what you're going through, there's no better feeling. Finally, there's three main things every doctor should know and practice as an obligation to their patient. A ~~to~~ doctor should know how to comfort, support, <sup>and</sup> ~~to~~ care for each individual patient.

In conclusion, a doctor is obligated to know how to fix your physical well being when you're sick. However, a doctor also must know how to make you feel mentally secure. The doctor should know what it would take for you to feel comfortable when visiting them. A doctor can successfully fulfill his obligations when he makes you physically and mentally okay.

Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, explaining how a doctor must take care of a patient's <i>physical well being</i> , as well as to make the patient feel <i>mentally secure</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (a doctor should know <i>what he or she is doing, ask questions, accept his or her own limitations, comfort patients</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to explain what a <i>doctor's obligation entails (to be medically competent, keeping up with medical advances, your ... interest, comfort them when they're scared)</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on how <i>a doctor can successfully fulfill his obligations</i> . The response exhibits a logical sequence of ideas by presenting information about doctors' competency and knowledge, moving to a discussion of their ethical mandates (needing to <i>fight for you</i> ), and concluding with their need to <i>relate to you as a patient</i> . Appropriate transitions ( <i>For example, However, as well as</i> ) are used.
<b>Language Use</b>	Uses language that is fluent ( <i>Moreover, patients should be correct when they assume ... therapeutics</i> ), with evident awareness of purpose ( <i>A speech ... clearly outlines what a doctor can do</i> ). The response varies sentence structure to control pacing ( <i>That skill is listening</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>competent</i> ), punctuation ( <i>reasons one, dont, this then</i> ), and agreement ( <i>a doctor ... their, your doctor ... They, there's three main things</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

In the broad field of medicine the relationship between a doctor and his patient is the foundation; therefore, all doctors have an obligation to their patients to uphold this foundation. Although the twentieth century brought radical changes to the science and technology of medicine, the foundation has remained the same. Doctors still have to uphold social and ethical obligations just as they have to uphold scientific knowledge. These obligations of a doctor to a patient are the most important aspect of medicine.

According to Dr. Margaret C. Meagarby, patients expect certain comforts and medical expertise from their doctor. Doctors must be efficient and competent in the field of medicine as well as be up to date on medicines and treatments. Doctors must be in control and know what they are doing. Most importantly, doctors must know their limits and have the courage to ask a <sup>colleague</sup> ~~colleague~~ for help. These are the scientific and physical obligations of the doctor. Firm know-how and scientific knowledge are very important tools for a doctor to be able to treat a patient and set a brick in their relationship's foundation. However, the mortar that will hold the foundation together will come from a doctor's social and ethical skills.

Being a doctor is more than just earning money, it is a vocation. Doctors must want to help their fellow man in the physical sense. One thing a doctor should do is listen to patients' concerns, fears, and questions. It is critical that a patient feels safe with a doctor as they should be. Dr. Meagarby explains that dealing with patients <sup>correctly</sup> is as formidable a task as dealing <sup>correctly</sup> with a treatment and knowledge. Doctors must want to relieve and give the best care for their patients ~~without~~ indifference to ~~the~~ bureaucratic barriers. This all takes a zeal for the field of medicine.

and a love of the work. Even if a patient is in a dire situation doctors should try to comfort them and show their support and care. ~~Of~~ All of this makes a steadfast relationship between a patient and a doctor, which makes a ~~stead fast~~ steadfast foundation. To ~~to~~ keep this foundation strong doctors must recognize and honor their obligations towards patients.

In this day and age new medical breakthroughs happen frequently as new techniques and technology to treat patients develop. However, it is important to know why these men and women make the attempt. ~~By~~ The answer is the love of the vocation. If doctors did not uphold their obligations to patients it would be a ~~betrayal~~ betrayal of the vocation and the foundation of medicine would crumble. Fulfilled obligations of a doctor to a patient builds a strong relationship of trust and holds the foundation of medicine together.

Anchor Level 5 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a thorough understanding of the text, explaining how the <i>obligations of a doctor to a patient are the most important aspect of medicine</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>Dr. Heagarty explains that dealing with patients correctly is as formidable a task as ... knowledge and All of this makes a steadfast relationship between a patient and a doctor</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant details to explain doctors' traits ( <i>competent, up to date, know what they are doing</i> ) and expected care ( <i>listen to patients' concerns and give the best care ... with indifference to bureaucratic barriers</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on a doctor's role, offering patients certain <i>comforts and medical expertise</i> . The response then moves to the aspect of vocation ( <i>Doctors must want to help their fellow man</i> ). The response exhibits a logical sequence of ideas through the use of a controlling metaphor (elements of the doctor-patient relationship as the <i>foundation, brick, and mortar</i> ), as well as appropriate transitions ( <i>Most importantly, However, To keep this foundation</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>brought radical changes to ... medicine and as formidable a task</i> ), with evident awareness of purpose ( <i>Fulfilled obligations of a doctor ... holds the foundation of medicine together</i> ). The response varies sentence structure to control pacing ( <i>The answer is the love of the vocation</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>expertise, recieve, reconize</i> ), punctuation ( <i>obligations just; money, it; situation doctors</i> ), and agreement ( <i>a patient ... they and obligations ... builds</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

People nowadays have many obligations to fulfil in their lives. The more important and closest examples of this are the obligations of doctors toward their patients. Dr. Margaret C. Heagarty talks about this in her speech. Doctors have many obligations toward their patients and many unwritten rules they need to know.

Dr. Margaret C. Heagarty talks about a lot of important facts students becoming doctors need to know. She tells about all the obligations a doctor has toward their patients. Dr. Heagarty begins her speech with some of her background information. This is relevant because she tells about how times have changed from when she was a child. Back when her father was a doctor and she was a child, she tells how she would make house calls with him. Back then, they didn't have vitamins, steroids, hormones, or antibiotics to use when trying to care for the unhealthy. But with the technological advances we have now, we can care for people using different types of prescription drugs. This would be considered one obligation of the doctor toward their patient, knowing which prescription drug to use to help care for the patient. Giving a patient the wrong medicine could be very hazardous to their health. It is very important for doctors to be well educated in the field of prescribing medicine.

Dr. Heagarty talks about and explains many obligations a doctor has toward their patient. She begins to talk about vocation in which she means

that being a doctor is more than an income producing occupation. You should be in this profession to want to serve and care for your fellow human beings, says Dr. Margaret C. Heagarty. She also states that you should be medically competent, yet not expected to know absolutely everything about being a doctor. There is always something new to learn. "Know what you don't know, ~~and~~ know when to ask ~~me~~ for help, and know your limitations," says Dr. Heagarty. She also says ~~to~~ recognize your ~~responsibilities~~ responsibilities and don't expect to know it all. Put yourself in the patient's shoes, and understand what the patient must be going through, and how they are feeling. You must know how to comfort the patients. They do not want to feel like they are just another patient. Make them feel as though you are only focusing on them, and you are going to be with them the full way. Make sure you learn about your patients, even though there will be things you like and don't like about your patients. Be curious and whatever you do make sure to comfort and support your patients. This will gain their trust and you need their trust in order to make things go smoothly. Dr. Heagarty also mentions that no matter what you do, ~~you~~ listen to the patient and what they are ~~saying~~ telling you.

Dr. Margaret C. Heagarty talks about the obligations of a doctor toward their patient. There are many obligations, but the most important is to

put the patient first and listen to what they say. Patients need to be able to trust their doctors and in order to do so, doctors must be well trained. Doctors must take their obligations to their patients very seriously.

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text ( <i>Doctors have many obligations ... and many unwritten rules</i> ). The response makes explicit connections between information and ideas in the text and the assigned task ( <i>This is relevant ... she tells about how times have changed</i> ).
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the text to discuss relationships with patients ( <i>Make sure you learn about your patients</i> ), but consultation with specialists and coordination of patient care is not addressed.
<b>Organization</b>	Maintains a clear and appropriate focus on <i>important facts students becoming doctors need to know</i> . The response exhibits a logical sequence of ideas, moving from Dr. Heagarty's background as a doctor's daughter, to the aspect of vocation, to a doctor's competence and compassion. The response lacks internal consistency in paragraph 2, which starts with Heagarty's background and ends with <i>the field of prescribing medicine</i> .
<b>Language Use</b>	Uses appropriate language that is sometimes repetitive ( <i>talks about this, talks about and explains, obligation of the doctor, obligations a doctor has</i> ) and inexact ( <i>closest examples and the full way</i> ). The response occasionally makes effective use of sentence structure and length ( <i>There is always something new to learn</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>perscription, exspected, curtiuous</i> ), punctuation ( <i>patients shoes and and whatever you do make</i> ), pronoun agreement ( <i>doctor... their patients and patient ... they</i> ), and usage (shifts in point of view) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.	

~~Since~~ Since we have been discussing health-care workers in class, I have decided to write about one of those professions and ~~the~~ their obligations. ~~of a profession that~~ The professions I have chosen to write about are doctors and their obligations to their patients. After listening to a speech by Dr. ~~Margaret~~ Margaret C. Heagarty I have acquired some useful insight. She talked about how medicine has changed, things doctors need to know, as well as obligations toward patients.

Medicine has come a long way since 1928. There ~~have~~ <sup>has</sup> been many changes from then ~~the~~ <sup>until</sup> now. Dr. Heagarty discusses the changes in what doctors carried in their ~~medical~~ medical bags. She did this by stating the differences between what her father carried or didn't carry in his bag to what doctors do now. One thing has remained unchanged and ~~at~~ always will, according to Dr. Heagarty. That is the basic core of being a doctor which she describes as a vocation. The definition she uses for vocation is "more than an income producing occupation."

She also discussed what the incoming doctors need to know. She emphasized that being a doctor was more than scientific learning it was social as well as ethical learning. "It is important to keep up with new advances, but you are not expected to know all of them because that would be impossible for any one to do just be aware

of what you don't know, was a statement made by Dr. Heagarty. She also said that it's important to know your own limitations and when to ask for help when dealing with patients. She said not to just put it off on another doctor but to learn from that other doctor and assist him/her.

Lastly she discussed obligations of doctors towards their patients. She said patients, "are anxious, if not scared to death," ~~therefore~~ therefore they need your utmost care. Patients need care as well as comfort and security that you are doing the best you can for their needs. She also stated that patients don't ~~can~~ want to be treated by a committee they want someone that they can rely on.

Medical research and technology has come a long way. There ~~have~~<sup>has</sup> been many changes and more will probably occur. One thing that shouldn't change is a doctor's obligations to their patients whether they like the person or not. Dr. Heagarty ~~gave~~ gave an excellent example of this & in her speech to a new class of medical students.

## Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, explaining <i>how medicine has changed, things doctors need to know</i>, and their <i>obligations toward patients</i>. The response makes implicit connections between information and ideas in the text and the assigned task (<i>patients ... need your utmost care and want someone that they can rely on</i>).</p>
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss knowledge ( <i>keep up with new advances and know your own limitations</i> ) and obligations ( <i>Patients need care ... comfort and security</i> ) of doctors. Changes in medicine <i>since 1928</i> and the concept of <i>vocation</i> are less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>core of being a doctor</i> . The response exhibits a logical sequence of ideas following the order established in the introduction by first presenting information about changes in medicine and then moving to <i>what ... doctors need to know</i> and their <i>obligations ... towards their patients</i> . The response lacks internal consistency in paragraph 3, jumping from <i>social</i> and <i>ethical learning</i> to <i>new advances</i> .
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Since we have been discussing health-care workers ... their obligations</i> ). The response occasionally makes effective use of sentence structure ( <i>One thing has remained unchanged and always will, according to Dr. Heagarty</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>professions, insite, limitations</i> ), punctuation ( <i>doctor which, learning it, do just</i> ), agreement ( <i>There has been many changes, Medical research and technology has come, a doctor's obligations to their patients</i> ), and usage (shifts in point of view) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Doctors have important responsibilities and obligations toward their patients. For doctors, it is not just a job, it is a vocation, because ~~that~~ they are there to serve their patients. Doctors are obligated to know the basic skills and keep up with medical advances, to know their abilities and limitations, and they need to know how to comfort their patients. I will use a speech by Dr. Margaret C. Heagerty to prove this.

According to Dr. Heagerty, doctors are obligated to know the basic skills and have the scientific knowledge to do their job. They have to also keep up ~~to~~ with all the medicinal advances so that they can give their patients the best care. ~~that they are~~ They are not expected to know everything, because that would be impossible, but they have to understand that patients put all their trust in their doctors hands, and expect to be given proper treatment and care. The doctors are expected to know how to take care of their patients and know if there are any new breakthrough medicine or procedures that can help them.

Doctors are also expected to know their abilities and limitations. They should know what they know and what they don't know, what they can and cannot do. To know when to ask for help from their colleagues. If a patient comes in with depression or chest pain, they should know if they can do the job. They should know what the patient needs or does not need to get better. They have to be aware of these things because the patient ~~will~~

comes first, and they have to do what is in the best interest of the patient.

Furthermore, doctors should know how to comfort their patients. Patients are frightened when they come in to see their ~~doctor~~ doctor and they need comfort and support. They have to relieve the patient of their fears and listen and acknowledge and understand them, because the doctors must stay true to their vocation, and serve the needs of their patients and they cannot do that if they don't ~~listen~~ understand their patients.

In conclusion, doctors are obligated to ~~to~~ serve their patients and be true to their vocation, they are obligated to know their abilities and limitations, and to know how to comfort and take care of their patients, to know the basic ~~skills~~ <sup>medical</sup> skills, and to ~~know~~ keep up with ~~the latest~~ <sup>medical</sup> medical advances.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>Doctors have important responsibilities and obligations toward their patients</i> ). The response makes implicit connections between information and ideas in the text and the assigned task ( <i>They should know what the patient needs or does not need to get better</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details to explain that doctors must have knowledge ( <i>Doctors ... know the basic skills and keep up with medical advances</i> ) and caring ( <i>Patients are frightened when they come in to see their doctor</i> ). The concept of <i>vocation</i> is undeveloped.
<b>Organization</b>	Maintains a clear and appropriate focus on doctor’s <i>obligations</i> . The response exhibits a logical sequence of ideas, establishing main arguments about knowledge, <i>limitations</i> , and <i>comfort</i> in the introduction, then presenting information about each of these ideas in separate paragraphs, ending with a summary conclusion.
<b>Language Use</b>	Uses appropriate language that is sometimes repetitive ( <i>to know the basic skills, know their abilities and limitations, know what they know ... and don’t know</i> ), with some awareness of audience and purpose ( <i>I will use a speech by Dr. Margaret Heagarty to prove this</i> ). The response occasionally makes effective use of sentence structure ( <i>They are not expected to know everything ... patients put all their trust in their doctors hands</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>do. To; doctor and they; vocation, they</i> ), and agreement ( <i>patient ... they and patient ... their</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Health-care workers are very important in society. Their occupation helps the community live long healthy lives. Although, health-care workers have a long number of tasks to complete. Doctors must work together to keep a person safe and healthy. On a health workers career, their obligations towards their patients include comforting them, and knowing your limitations.

When comforting a patient, a health care worker must use different techniques such as acknowledging their best interest and listening to anything they have to say. Whether what they say be something small or something serious, always address the problem. Even if the problem is chest pains, depression, or Parkinson's Disease, it should be recognized. Also, when comforting a patient, a health-care worker should be attentive and friendly to them.

When you're a health-care worker, knowing your limitations is extremely important and could save lives. Knowing your limitations could help prevent you from giving false information. Asking help from other physicians that work in a special field is very helpful. Keeping up with the new discoveries of science is important, because of a breakthrough in medicine.

Knowing your limitations and comforting a patient are healthworkers obligations to their patients. Both are important for giving your knowledge and trust to your patient. Without these things then what Dr. Margaret C. Peagarty says is true, "Anything less would be a betrayal to your vocation."

### Anchor Level 3 – A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text by stating that a health-care worker’s <i>obligations towards their patients include comforting them, and knowing your limitations</i>. The response makes superficial connections between information and ideas in the text and the assigned task (<i>Even if the problem is chest pains, depression, or Parkinson’s Disease, it should be recognized and Knowing your limitations could help prevent you from giving false information</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Asking help from other physicians and Keeping up with the new discoveries of science</i> ).
<b>Organization</b>	Establishes a focus on the idea that health-care workers <i>are very important in society</i> . The response exhibits a rudimentary structure but the arrangement of information in paragraph 2 is inconsistent, mentioning <i>different techniques of comforting a patient</i> but presenting these techniques out of sequence ( <i>address the problem, recognize the problem, be attentive and freindly</i> ).
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience or purpose ( <i>Both are important for giving your knowledge and trust to your patient</i> ). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success ( <i>Although, health-care workers have a large number of tasks to complete</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>freindly</i> ), punctuation ( <i>workers career</i> and “ <i>Anything less would be a betrayal to your vocation</i> ), and agreement ( <i>a patient ... their and a patient ... them</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

The main obligation of doctors today is to serve the needs of the patient, not only physical, but emotional also. This is shown in a speech made by Dr. Margaret C. Heagarty to a new class of medical students. She shows this by envisioning herself as one of their patients.

The first thing that needs attention from a doctor is the physical needs of the patient. Dr. Heagarty shows this by telling her students that her father was a doctor that graduated from the University of Georgia in 1929. When she was sixteen, her father took her with him on a few of his calls and that inspired Dr. Heagarty to become a doctor. Her father's methods of helping the patients was just common sense and a little bit of care.

The next thing that doctors need to do is taking care of the patient's emotional needs. This is shown when she describes what she would want of a doctor. She states "I don't want to be taken care of by a committee." A doctor must be able to show comfort, care and support to their patients in case they need it. They must also know when to ask for help and when not to.

There are many obligations that doctors have, but there are only two important ones. Those are to fulfill satisfy the patient's physical and emotional needs exceptionally.

Anchor Paper – Part A—Level 3 – B

Dr. Margaret C. Heagarty ~~express~~ ~~expressed~~ expressed  
 this by a ~~and~~ speech given to a class  
 of new medical students.

Anchor Level 3 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>The main obligation of Doctors today is to serve the needs of the patient, not only physical, but emotional also</i> ). The response makes superficial connections between information and ideas in the text and the assigned task ( <i>The first thing that ... physical needs of the patient and The next thing ... the patients emotional needs</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>A doctor must be able to show comfort, care and support to their patients</i> ). The response offers some details about how doctors can meet the emotional needs of their patients in paragraph 3, but fails to develop other ideas it introduces ( <i>the physical needs of the patient and They must also know when to ask for help and when not to</i> ), and contains occasional unjustified assertions ( <i>Her fathers methods of Helping the patients was just common sense and a little Bit of care and There are many obligations ... But there are only two important ones</i> ).
<b>Organization</b>	Establishes an appropriate focus on the obligations of doctors, but loses focus in paragraph 2, shifting from patient’s physical needs to Doctor Heagarty’s experiences <i>when she was sixteen</i> . The response exhibits a rudimentary structure but includes some irrelevancies ( <i>her father ... graduated from the University of Georgia in 1929</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes repetitive ( <i>She shows this, This is shown, A doctor must be able to show</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure or length, but with uneven success ( <i>The next thing that Doctors need to Do is taking care of the patients emotional needs</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in apostrophe use ( <i>fathers methods and patients emotional needs</i> ), grammar ( <i>methods was and doctor ... their</i> ), and random use of capitalization ( <i>in a Speech, be come a Doctor, a speech Given</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Doctors have many certain roles to play when they have a patient. Dr. Margaret C. ~~Heagarty~~ Heagarty discusses in a speech about what she feels a doctors obligations to the patients are. She feels that conformity and well-being are key obligations.

A doctor is obligated to make sure that the patient feels comfortable with them. ~~The~~ The doctor needs to make a good feeling in the room to make a comfortable environment for the patient. This helps if the patient is restless it helps calm them.

Another obligation a doctor has with their patients is their well-being. The doctor is required to make sure the patient is taken care of and they are helped if they need it.

If a patient is sick the doctor is required to take care of them, it is the main obligation.

Comfort and the patients well being are only two obligations but they are important. Without these two obligations then a lot of patients wouldn't get the care needed ~~or~~ or ~~when~~ when they did they ~~wouldn't~~ wouldn't be comfortable where they, they would be nervous and restless.

### Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, explaining that <i>comfort and ... patients well being</i> are <i>key obligations</i> of doctors. The response makes superficial connections between information and ideas in the text and the assigned task (<i>The doctor is required to make sure the patient is taken care of and ... helped</i>).</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>The doctor needs to make a good feeling in the room</i> and <i>If a patient is sick, the doctor is required to care of them</i>).</p>
<b>Organization</b>	<p>Establishes a focus on doctor's <i>roles</i>. The response exhibits a rudimentary structure, discussing two obligations sequentially (making a patient <i>comfortable</i> and taking <i>care of</i> the patient), followed by a conclusion.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that is sometimes inexact (<i>many certain roles to play</i> and <i>conformity</i> for "comfort"). The response makes some attempt to vary sentence structure, but with uneven success (<i>Without these ... nervous and restless</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>doctors obligations; sick. The doctor; when they did they</i>), agreement (<i>doctor ... them, patient ... them, doctor... their</i>), and proofreading (<i>they, they</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.</p>	

Anchor Paper – Part A—Level 2 – A

The obligations of doctors toward their patients have to be "vocation". Vocation means more, the very best. You have to be at your very best when everybody needs you, as the population ages to when people have HIV. This is a very symbolic step in your lives and a "memorable occasion". Medicine has changed for the good. Back then there were no hormones, steroids or antibiotics. The most important thing about this is to know your limitations and concessions to each patient. Never give up on one or betray one. In your life this is probably the most important thing you will have done. People will need good health care for the next 35 years. So I hope this speech has helped you all.

Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>obligations of doctors ... have to be "vocation"</i> ). The response alludes to the text but makes unwarranted connections to the assigned task ( <i>I hope this speech has helped you All</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague ( <i>You have to be at your very best</i> and <i>Back then</i> ).
<b>Organization</b>	Suggests a focus on advice to doctors ( <i>This is a very symbolic step</i> ) but lacks organization.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience ( <i>everybody needs you</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>as the population ages to when people have HIV</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>memerobal</i> , <i>Medician</i> , <i>reconitions</i> ), punctuation ( <i>In your life ths</i> ), and pronoun referents ( <i>This is a very symbolic step</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

In order to become a health-care worker you need to have love for your job.

An example of this is Doctor. Margaret C. Heagerty.

Dr. Margaret C. Heagerty wanted to become a physician because she knew it was a great ~~a career~~ career and she also follow her father's foot step. She describes how when her father was a physician it was hard because there was no "vitamins, steroids, hormones, or antibiotics" in his doctor bag.

Dr. Margaret C. Heagerty, says

In order to become a physician you need "an awareness of one's limitation" on when to seek assistance. Many changes has occur since 1928's medical practice when there was hardly any medicine. She considers the practice of medicine a vocation because you serve the needs of others. She don't want medical care to be serve by the community.

As ~~the~~ year pass medicine has improve. ~~the~~ Now there is more cure for disease than ever before. We want people to survive and in order to do this there should be more doctors in the world.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>She don't want medical care to be serve by the community</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>We want people to survive ... in the world</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>she knew it was a great career and she also follow her fathers foot step</i> ) and unjustified ( <i>1928's medical practice when there was hardly any medicine</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization, using separate paragraphs for an introduction, body, and conclusion. Ideas between and within paragraphs are unconnected.
<b>Language Use</b>	Uses language that is imprecise ( <i>then</i> for “than” and <i>As year pass medicine has improve</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>She describes how when and “an awareness ... on when to seek assistance</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>worker you need; Doctor. Margaret C. Heagarty; year pass medicine</i> ) and grammar ( <i>there was no “vitamins, changes has occur, She don't want</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	



In the speech Dr. Margaret talks about how it time to step up and save our future

The speech also talks about how doctors have to be comfort to patients and try to develop a friendship their patients. Dr. Margaret talk about how medical might be boring and difficult to complete just do for your future and for the people. Dr. Margaret also her father bin studying medicine for 75 year and it have change alot from since she was a little girl.

Dr. Margaret point is to never stop studying stop medicine because it what keep alive every day

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>The speech ... was basicly compareing her father day ... to Physician in today society</i> ). The response makes unwarranted connections to the assigned task ( <i>time to step up and save our future</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are irrelevant ( <i>today society have more medical school and teacher</i> ), repetitive ( <i>her father days</i> and <i>Dr. Margret father days</i> ), and unjustified ( <i>medical might be boring and difficult to complete</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization through paragraphing and use of transitions ( <i>also</i> and <i>In today society</i> ). The response often combines different ideas in the same paragraph.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>talked how in her father days, like HIV and Aids the we have, how it time</i> ). The response reveals little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>basicly, compareing, developpe, bin</i> for “been”), use of possessives ( <i>father day, today society, Dr. Margret point</i> ), grammar ( <i>diseases was</i> and <i>cure we still looking</i> ), and the omission of inflectional endings ( <i>Dr. Margaret talk about, diseases that could have kill you, as physician they</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

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**Anchor Paper – Part A—Level 1 – A**

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Many people might think that the role of doctors is to diagnose the problem the patient has and "fix" them. It is more complex than that. Some might think that being a doctor is easier than it is while most know how difficult it is.

**Anchor Level 1 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding beyond a reference in the first sentence to the task. The response makes no connections between information in the text and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on doctors but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

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**Anchor Paper – Part A—Level 1 – B**

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Dr. Margaert C. Haegraty is a very smart girl. I think she is a good doctor and knows what she is talking about. The obligations of doctors toward their patients are very serious.

**Anchor Level 1 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding beyond a reference to the assigned task. The response makes no connections between information in the text and the assigned task.
<b>Development</b>	Is minimal, offering primarily a personal response to the text.
<b>Organization</b>	Suggests a focus on doctors but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Since the beginning of time there has been one profession which has maintained its importance; a medical doctor. There's so much in the world which we do not know and therefore people will always be getting sick and requiring health care. Over time, the medical profession seems to just continue changing and growing, as do its capabilities. As a result, people tend to live longer and happier lives. However, more important than the scientific ~~and medical~~ aspect of medical practice is the bond between a patient and their doctor. In becoming a doctor, it is important to understand that there are certain obligations which your patient will hold you to.

In the beginning there weren't case studies or a written set of rules to follow. Every person who was a doctor was just doing what they believed best, and although they might all of had different opinions and practices, they were all united under the fact that they were doing what they were in order to help people. There is a certain vocation which states that being a doctor is more than just an income-producing occupation. A doctor contains (or should contain) an idealistic need to serve fellow human beings. This duty and purpose in life I'm sure has become easier and easier as time continues on, ~~even~~ especially with such major medical breakthroughs. However, the core of the medical career has remained the same; to help and cure others.

In order to become a medical doctor, one believes in and follows social and ethical norms. There is a medical code which they will follow which promises patients that they will do everything in their power to help them. Patients expect this when they go to their doctor. They trust that their doctor will take care of them personally, because no one wants their medical care provided to them by a committee who sits behind their desks. This trust between a ~~doctor~~<sup>PATIENT</sup> and his/her doctor is crucial. Patients ~~trust~~ trust their doctor with their life, literally. They look for not only medical advice and guidance, but for comfort, support, and care. They want the doctor to listen and hear their concerns and then fight for them even if someone stands in their way. These people are "scared to death" and therefore look to their doctor to do what is right. They trust that he/she is medically competent and up to date with advances. However, one of the most important aspects is that the doctor is aware of their own limitations and that they also realize when to ask for help. This can play a crucial role in a patient's life. One can only hope that their doctor would be able to swallow their pride and ask for help in a difficult situation.

Being a doctor is not all ~~about~~ about diagnosing and handing out medicine. It is about your duty ~~and commitment~~ to society and your fellow

people ; your commitment to serve ~~and~~ them and help them live long, healthy, happy lives. That is their specialty. The ironic thing is that today's doctors ~~are~~ will depend on their patients (who are potential doctors of the future) to provide the same service to them once they get older.

When a person decides to become a doctor they must realize the important role he/she has. They must know the obligation a doctor has also.

Stated in the speech Doctor Margaret Heagarty tells the medical students her father's experiences and obligation as a doctor. Her father became a physician and was the country doctor in Virginia. The main thing that her father did which was unique was he had a doctor's bag but, had know vitamins, steroids or antibiotics in it. By being a doctor in 1928 this just shows and ~~pro~~proves how <sup>much</sup> changed in the medical field from 1928 to 2004. Dr. ~~Dr.~~ Heagarty also points out that 75 years of her father's profession the structure changed, and profession has changed, but a doctor's roles has not changed.

The important thing that Dr. Heagarty wanted to get across was the doctor's role. A doctor's role what she believes has a lot of responsibilities. She uses the word "vocation" as a practice of medicine because it assures steady employment. What she believes is more important is to be medically confident keep up with everything. Always ask for help from coworkers. She tells the class that she always thinks of herself as a patient and the students her doctor's. She also tells the class to comfort the patient and care for the ~~patient~~ patient.

By stating the obligations <sup>of a doctor</sup> you can really see as a person the important roles as a doctor. You don't realize half the time how much a doctor is there for you, many people are just to a afraid.

Over the past hundred, or so, years the structure and organization of the medical-care profession has dramatically changed. As advancements were made in science and technology the medical profession needed to adapt to these advancements. For example, a physician no longer makes house calls with a small doctor's bag as they had previously done. Now the patient goes to the doctor. There is part of the field, however, that has remained constant. It is, according to Dr. Margaret C. Heagarty "the core" of the medical field. This is the obligations that a doctor has toward a patient and the way the patient is treated.

As Dr. Margaret C. Heagarty said being a doctor is more than just a profession; it is a vocation. A doctor needs more than just the scientific skills used to diagnose and treat patients. There is also a social and ethical duty that needs to be ~~fulfilled~~ fulfilled.

A doctor has an obligation to provide the best possible medical care for their patients. At times that ~~means~~ means referring the patient to another physician, or asking another professional's opinion. A doctor should be "medically confident" and up to date with medical advancements, but they also need to know their own limitations. If a referral is made, it is still necessary for the primary care physician to maintain control of the patient's treatment and care.

An equally or possibly <sup>even</sup> more important ~~for~~ obligation a doctor has is being able to interact ~~appropriately~~ ~~appropriately~~ appropriately with their patient. A doctor needs to recognize ~~the~~ the fact that as a patient you do not

Know what is wrong. Generally patients are very anxious, and in need of comfort. The doctor has the obligation to help eliminate the terror and anxiety felt by the patient. ~~To do this, the doctor~~ ~~doctor needs to listen~~ According to Heagarty, to do this, a doctor needs to listen to and understand the concerns of each and every patient.

There are many obligations that a doctor has to their patient. As Heagarty said "it is "the core" of the profession. It is the only part ~~of~~ that has remained unchanged. A doctor needs to "know what he doesn't know" and <sup>also</sup> be able to comfort the patient. According to Heagarty "much of the job is comfort, support... and care." ~~is~~ <sup>that</sup> is possibly the most difficult, but also the most important ~~part~~ obligation. Perhaps that is why it has remained constant. ~~The needs~~ The basic needs of the patient have not changed, therefore the basic obligations of providing treatment and comfort have also remained the same.

Doctors are good people they help you when your hurt or when your sick. They also check upon you when you are well to make sure you're in a good condition.

Back in 1928 Margaret C. Heagarty's pa, was a doctor, he made many house calls, he drove an old military jeep. He didn't have steroids, vitamins, hormones, or even antibiotics in his Doctor's Bag because they didn't use that kind of stuff back then.

Doctors also help you whether you're sick or if you don't have the money financially they help you get through the barrier and in severe things so you can be taken care of.

Doctors fix bones with casts and they also do a lot of surgery to people that need transplants of liver, kidney, heart, or many other organs.

Without good doctors we would be sick more often and more people would die of simple colds and other things.

The obligations of physicians do not only include curing a patient or diagnosing one but providing comfort, support and care while healing them. A doctor in the 1930's didn't have all of the high tech diagnostic equipment or steroids and hormones used by doctors today. They had to do things like make house calls and their job was (mostly) mostly support and care for the patient.

Since that time a lot has changed in the field of medicine, but a physicians core responsibility and job have not changed at all. That is to care and provide support to a patient. A physicians job is to serve the people. A doctor is required to know the social and ethical practices of the medical profession in order to provide the best and most adequate care available. The core of the vocation of being a physician must not for any reason change in order to meet the new challenges and provide care and comfort to those in need.

The patient expects certain things from a doctor when they visit them. The patient should assume that the physician they have chosen is medically competent and will fight to provide the very best care available even if their insurance

will fail to cover it. A physician should also be expected to listen to the concerns and needs of their patients who are ~~(probably)~~ probably scared so a physician also has to be able to relieve terror by comforting and supporting their patients.

The ability to care and relate to their patients needs is far more important than some high tech diagnostic. Also it is important for a doctor to seek help when they are at their limits, to provide the best care possible and to avoid having to reject a patient because they are unsure of how to care for them and they did not dare ask for assistance.

In conclusion because medical practices have grown, changed and ~~(advanced)~~ advanced the core responsibility that is providing the very best care, comfort and support possible has still not changed and hopefully ~~never~~ never will.

A doctor's job ~~(is)~~ or vocation is more than an income producing occupation it is a service to anyone who needs help and requires a physician to administer it.

**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 in all qualities.

**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 in all qualities.

**Practice Paper E–Score Level 4**

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

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

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

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

Everyday more and more wildlife on this planet is being destroyed. Eventually, a species runs out of members to sacrifice to such an unjust cause of death -- that cause being humans. Of the many endangered species dotting the earth, the Florida manatee is one of the oldest listed, having been endangered since 1972. In most cases, humans aid in bringing the population of such endangered species back to a more natural number. With the Florida manatee, however, this is yet to happen.

Since 1972, the population of these manatees has declined even further, approximating to fewer than 2,000 remaining in the United States today. The specific reasons for which humans are the cause of the manatee's decline are development and carelessness. Between 1976 and 2001, flood gates and canal locks alone have taken the lives of 168 manatees just in Florida. Other human related causes for this same specific time and area included litter, poaching, vandalism, and entangling fishing lines. All these factors contributed to 113 more manatee deaths and are also <sup>the</sup> negative effects of human development. Besides sharks, manatees have no real predators. Therefore, it is safe to assume the reason behind this large creature's endangerment is human beings. In fact, the second largest cause of death to manatees (the first category being a general undetermined category for which research could not

tell a specific cause of death) is watercraft collisions. This cause exceeds the death toll of perinatal causes and other natural causes individually with a total of 1060 deaths, once again for the same area and time period. It is clear, therefore, that human development and carelessness <sup>are</sup> leading to the extinction of the manatee.

The population of manatees does not need to continue to decrease and humans can still act <sup>to further</sup> ~~up~~ the welfare of this species. Every now, the state of Florida has ordered "thirteen" coastal counties to create manatee protection plans." These plans would include: the construction of docks and marinas in low manatee traffic areas; the creation of slow-speed zones to decrease the amount of watercraft collisions; boater education for manatee awareness and for the primary safety of the boater, and stricter enforcement of all these requirements. Unfortunately, only four counties have taken action to encourage the repopulation of the manatees, <sup>ultimately</sup> reducing their deaths. Many environmental organizations such as the Save the Manatee Club, the Humane Society, the Sierra Club, Florida Dept. of the Environment, and the International Wildlife Coalition, however, are pursuing legal action to be taken to promote the manatees survival. A greater awareness of the danger the entire population of Florida manatees faces is necessary for the preservation of this wonderful animal. State and, possibly even national legislation, may be

required to bring about change. While the incentive of saving a species may seem extraordinary to some Americans, the reality is that many <sup>people</sup> must be forced by law to act.

Of course, with the statistics showing humans as responsible for approximately "30 percent of all manatee deaths", it seems it is our responsibility to fix what we have unleashed. With cooperation and organization, the manatees, just like past endangered animals, can be removed from the list and a unique part of Florida and the world once again would flourish.

Anchor Level 6 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Reveals an in-depth analysis of the documents by connecting information from the text ( <i>the population ... fewer than 2,000 remaining</i> ) and the table ( <i>Other human related causes ... fishing lines</i> ) to explain the danger to the manatee. The response makes insightful connections between information and ideas in the documents and the assigned task ( <i>In most cases, humans aid ... species ... with the Florida manatee, however, this is yet to happen</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss humans as <i>the cause of the manatee's decline</i> ( <i>flood gates and canal locks; litter, poaching; watercraft collisions</i> ) and ways to <i>further the welfare of this species</i> ( <i>slow-speed zones, boater education, legal action</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the manatee as an endangered species and the effective means to save it. The response exhibits a logical and coherent structure, moving from a consideration of <i>wildlife on this planet</i> to the plight of the Florida manatee, to efforts underway to protect it ( <i>Florida has ordered ... protection plans</i> ). The conclusion reconnects the manatee with other <i>endangered animals</i> , placing the <i>responsibility</i> for saving it on humans. Transitional devices are skillfully used ( <i>Therefore, In fact, With cooperation and organization</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>While the incentive ... forced by law to act</i> ), with a notable sense of voice ( <i>A greater awareness ... wonderful animal</i> ) and awareness of audience and purpose ( <i>Of course ... have unleashed</i> ). The response varies structure and length of sentences to enhance meaning ( <i>It is clear, therefore, that human development and carelessness are leading to the extinction of the manatees</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

The Florida manatee is a marine mammal that has been listed as an endangered species since 1972. However, "Today there are fewer than 2,000 manatees remaining in the United States," according to J. Phillips. So why, if Americans know these animals exist in critically low numbers, are hundreds of manatees still being killed every year? According to the "Total Manatee Mortality in Florida" table of manatee deaths, a total of 325 were killed in the year 2001. And why, if Americans also know how to reduce the number of manatee deaths, are the mortality rates not yet declining? Not enough people know the dangers that exist to manatees and the ways to reduce or prevent the rapidly falling numbers of these animals. That is why today you will be learning about the endangered Florida manatee.

There are many factors, some natural and some human induced, that exist as dangers to the health of manatees in the wild. There are many common environmental factors that result in manatee mortality. According to a text written by J. Phillips, manatees are susceptible to diseases, such as pneumonia, that are caused by cold weather. The table shows that in 1989, 32 manatee deaths resulted from "Other natural causes," one cause being a prolonged cold front in December of that year. Diseases, stress, perinatal deaths and other natural occurrences account for many more manatee deaths. However, humans greatly increase the number of manatee deaths, mainly through actions that people are unaware of.

According to the text by J. Phillips, manatees are incapable of hearing the sound frequency associated with boat motors. Their

inability to recognize an approaching motor boat causes them to be at great risk, especially because their coloration blends in with their surrounding water, and boaters cannot see very easily to avoid them. According to the text, about 90% of Florida manatees have scars from boat propellers and the table indicates that 81 manatees were reported dead due to watercraft collisions in the year 2001 alone. Other human related deaths occur frequently as well. Manatees may become entangled in fishing lines or possibly ingest these lines, leading to their deaths. They may also be caught in flood gates or canals and much of their habitat is being lost due to pollution and development, says J. Phillips. According to the text, about 30% of all manatee deaths are caused by humans. If we are doing so much already that is continuing to kill these endangered animals, then shouldn't we be doing something about it? The truth is, humans have been trying to save the manatees; they just are not doing enough to enforce the few plans and organizations that are already established.

Florida coastal counties have been instructed to set up protection plans that are "identifying boating speed zones, outlining educational programs and mapping out areas where new docks may be built," says J. Phillips. But when only 4 out of the 13 counties required to set up plans actually did, and only 400 marine patrol officers are enforcing them, it is hard for these plans to have any effect. More and stronger actions need to take place.

The text reports the research of Beth Wright as very valuable. Her tracking research has led to the knowledge of where docks can be built and where they will conflict with the manatee population. For

the stability of this animal's numbers, we need to enforce the dock building restrictions. Speed zones for boats also need to be enforced so that more boat operators will have time to avoid manatees. There should also be some device that reports if there is a manatee trapped in a flood gate or canal and a plan for releasing the animal. Also, an educational program should be established to make the public aware of the types of pollution that have the greatest effect on manatees. Therefore, more people will become involved in making the Florida waters safer places for manatees.

Without these safety, prevention and educational plans, manatees may become extinct. Manatees have enough environmental factors that present dangers to their lives. Humans must make sure to reduce the dangers that they cause, before it is too late. If speed zones, docking restrictions and greater public awareness are increased, I believe we can slowly restore the manatee population and save an endangered species.

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the documents, stating <i>there are many factors, some natural and some human induced, that exist as dangers to the health of manatees in the wild</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>humans greatly increase the number of manatee deaths, mainly through actions that people are unaware of</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to identify the natural causes from which manatees die (<i>manatees are susceptible to diseases ... caused by cold weather and stress, perinatal deaths</i>) emphasizing <i>human related deaths</i> and discussing the effectiveness of current actions.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>factors that present dangers</i> to manatees. The response exhibits a logical and coherent structure initiated by a pair of questions (<i>So why ... killed every year?</i> and <i>And why ... are the mortality rates not yet declining?</i>). The response answers the questions by identifying the <i>common environmental factors that result</i> in manatee mortality and those <i>caused by humans</i>, suggests involving <i>more people ... in making the Florida waters safer places</i> as a solution to the manatee’s decline, and concludes with a personal plea for a positive outcome. Transitions are skillfully used (<i>That is why</i> and <i>may also be caught</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent (<i>Their inability to recognize ... to avoid them</i>), with evident awareness of audience and purpose (<i>If we are doing so much ... doing something about it?</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The Truth is ... already established</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p>	

## The Florida Manatee

The Florida manatee, also known as the sea cow, is one of Florida's most endangered native species. Neither swift nor aware of <sup>most</sup> boats, these gentle creatures typically fall victim to human error commonly. Although numerous efforts to save & protect these animals have been attempted, many have fallen through due to lack of interest or one-time efforts, and the few that remain are not enough to compete with the much larger number needed to enforce the state's laws regarding manatees. More conservation, and an awareness of this growing problem is needed. It is imperative to this species in order to survive.

Despite the many fatalities confirmed among the manatees, death or severe injury due to boats surpasses the percentages of the others by far. As stated by the author, J. Phillips, "It's estimated that 90 percent of Florida's manatees bear scars from boat strikes; nearly 300 are killed each year." Aside from those statistics, manatees are also killed or injured after eating or becoming entangled in fishing lines, which can cause severe lacerations with time. Manatees may also become trapped in flood gates or canal locks, and ultimately crushed or drowned. Pollution and development of the animals' habitat, unusually cold weather, and natural deaths from colds and diseases make up the smaller percentages. However, boats are the predominant cause of destruction. According to the studies conducted by the David A. Straz Manatee Hospital at the Lowry Park Zoo in Tampa, FL, manatees have an extremely delicate sense of hearing. The frequency of outboard motors is inaudible to them, rendering them unaware of the impending danger. As the mortality rate of these animals continues to increase, as

shown by the Total Manatee Mortality in Florida table where fatalities in the single digits have exceeded 100 from 1976 to 2001, something must be done to prevent these numbers from continuing to rise.

In the early 1990s, Phillips states, "former Florida Governor Bob Martinez ordered 13 coastal counties to create manatee protection plans, which would detail where docks, marinas and boat ramps should go, and mandate slow-speed zones, boater education and more enforcement." Unfortunately, 10 years later, only four of these original 13 have plans in place, leaving only 400 marine patrol officers to enforce the entire state of Florida's manatee laws. However, other more effective methods for saving manatees have been coming forth <sup>through</sup> the years. One associate research scientist for the Florida Marine Research Institute's Endangered and Threatened Species Department tracks over 20 manatees using satellite transmitters embedded in a tag and attached to the animal. The information gathered informs the federal agencies of where the manatees are likely to be found and when, thus allowing boaters to be informed when they enter a designated "Manatee Protection Area." While most boaters obey these area guidelines, some do not, resulting in a badly injured or dead manatee. Yet when an injured animal is found alive, it is taken to one of three critical care facilities to be treated and nursed back to health. While it is a wonderful thing to give a helpless creature another chance at life, it takes a great deal of time and money to care for the animal ~~and~~ <sup>until</sup> its release back into the wild. Phillips states, "...rehabilitating these animals is an expensive proposition — the hospital spends almost \$30,000 per year per manatee on food alone." Expenses like these could be reduced, if not avoided if

Anchor Paper – Part B—Level 5 – A

only people would take greater care when operating a boat or polluting the environment around these animals.

Every year these animals become the innocent victims of human carelessness. While many efforts to protect the animal have been attempted, few have lasted throughout the years. Those that have, although they are significantly saving as many manatees as they can, are no match for the hundreds that are injured or killed each year. Animals as gentle as these do not deserve the fate that commonly awaits them. Therefore, it is up to the human race to protect and help this species if it is to survive for another hundred years.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, explaining the causes of the manatee's problems, while calling on <i>the human race to protect and help this species</i> , although misstating fatality totals from the table ( <i>fatalities ... exceeded 100 from 1976 to 2001</i> ). The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>it takes a great deal of time and money and almost \$30,000 per year ... on food alone</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to highlight the hazards manatees confront ( <i>death or severe injury due to boats, pollution, cold weather, diseases</i> ). The response explains the attempts to protect and save the manatee ( <i>manatee protection plans, satellite transmitters, nursed back to health</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the endangering factors and conservation requirements for manatee survival. The response exhibits a logical and coherent structure, first establishing the scope of the manatee problem, then presenting information about its causes ( <i>severe injury due to boats</i> ) and solutions, and ending with a call for action. Transitions are skillfully used ( <i>Despite the many fatalities; Aside from those statistics; Unfortunately, 10 years later</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>rendering them unaware of the impending danger</i> ), with evident awareness of audience and purpose ( <i>something must be done and Expenses like these could be reduced</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Animals as gentle as these do not deserve the fate that commonly awaits them</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>distraction and inaudable</i> ), punctuation ( <i>problem is and locks, and</i> ), and usage ( <i>death ... surpass</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.	

Nature is inclusive of all life; even humans cannot escape life, with all our higher level thinking. We must rely on nature in much the same way as other creatures, but our actions affect the world in lasting ways that no other species or natural disaster could ever replicate (save perhaps the collision of a meteor). Many organisms are affected by the oftentimes reckless things we do; only one of these creatures being the endangered manatee. Part of nature's balance, this peaceful animal's existence hangs in the balance because of us. So, it is us who must take action to protect the species.

Perhaps the greatest threat to manatees created by humans lies in the proliferate use of high-speed water crafts. It is estimated that 90 percent of manatees dwelling in Florida have been afflicted with scars from boats, and approximately three hundred are killed by watercrafts each year, according to J. Phillips's excerpted document. The table titled Total Manatee Mortality in Florida says that manatee deaths have escalated in the area of watercraft collisions from a meager ten in 1976 to a staggering 81 a year in 2001. The table also says that, in 2001, 325 manatees died on total. Math is not a virtue at mine, but eightyone is nearly one fourth of the entire mortality rate in Florida of the manatee. Math whiz or not, that is a massive portion of the manatee population. Also note that the table reports 110 undetermined deaths in 2001, meaning that the actual cause of death was not certain for any number of reasons. If even thirty of these were induced by watercraft collisions, that over one third of all manatee deaths were caused by tangles with boat propellers. If all of them had been collision induced (although that is logistically highly improbable if not impossible), the number of deaths would have been a total of 191, making watercraft collisions as more than half of all manatee deaths. Although this is mere speculation, it is still a factor, and furthers the case that human activity does indeed have a massive effect on manatee mortality rate. Indeed, human activities have influenced manatee life in more ways than boats alone. J. Phillips, in his excerpted writing notes that people have destroyed manatee habitat, something which has undoubtedly contributed to thinning manatee numbers. It is not ridiculous to assume that pollution has, as well, at least had some marginal effect on manatee life. Returning to

the Manatee Mortality table, in 2001, only eight manatee were killed in combining floodgate/canal locks and other human caused incidents. While this is not major, it is still eight manatee that could have been kept alive, and in past years more manatee have died as a result of these things. Again, undetermined deaths, totalling 110 according to the chart, may have been connected to these two categories. Undoubtedly, humans are taking their toll on wild life, in particular the lives of manatees, and must take responsibility for their actions.

Thankfully, strides have been made to correct this massive problem. J. Phillips identified three hospitals which care for wounded manatees, including <sup>the</sup> David A. Straz Manatee Hospital in Florida, as well as two others ~~in the same state~~; one in Miami's Seaquarium and Orlando's Sea World. From the start of its founding the Straz hospital has provided treatment for over seventyfive manatees and returned over thirty back into the wild. Unfortunately, this is expensive undertaking costing about \$30,000 a year in each manatee's food. Other steps to aid the endangered species include the efforts at the Florida Marine Research Institute's Endangered and Threatened Species Department, which follows the activities of the marine mammals. This will aid in understanding where manatees migrate annually, and so help to know where boats should be slowed down or not allowed. Unfortunately, getting support in this movement is not a simple task. There have been efforts in creating coastal counties where manatee protection is established, but only four have been effectively established, and are run by only 400 officers. There have been law suits by environmental agencies, up in arms over the destruction of manatee <sup>inhabited</sup> ~~lands~~ locations. As a result, eight oases have been founded for the adoption of slow speed zones, and 14 locations have come under scrutiny for the sanctuary and care of manatees. These, however, are the mere beginnings, and more help and action should be pursued.

There are two types of problems, the fixable sort and the kind you can't fix. I don't believe the second type exists, and it is mere laziness <sup>or apathy</sup> which is often the cause in instances where problems of the first nature are concerned. The problem of the manatee is not one to be solved by some lofty hero. It falls to us, the human race, to correct the problems we

Anchor Paper – Part B—Level 5 – B

created, for the simple reasons that it is our responsibility, and because we have the capacity. A <sup>species</sup> ~~face~~ should not be destroyed when its salvation is entirely within our grasp.

Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, explaining that manatees <i>are affected by the oftentimes reckless things humans do</i> . The response makes clear and explicit connections between the information and ideas in the documents and the assigned task, noting that humans <i>must take responsibility for their actions</i> as well as <i>correct this massive problem</i> .
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss human factors that contribute to the endangerment of manatees ( <i>90 percent of manatees ... have been afflicted with scars from boats and people have destroyed manatee habitat</i> ), steps that have been taken to alleviate the problem ( <i>three hospitals ... care for wounded manatees</i> ), and drawbacks of each effort ( <i>expensive undertaking</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on <i>the problem of the manatee</i> . The response exhibits a logical sequence of ideas, first acknowledging the problem, then addressing its causes ( <i>proliferate use of high-speed water crafts</i> ) and current solutions ( <i>law suits</i> ), and ending with an appeal for action. Transitions are appropriately used ( <i>If even thirty, Thankfully, Other steps</i> ).
<b>Language Use</b>	Uses language that is generally fluent and original ( <i>could ever replicate, deaths have escalated, marine mammals</i> ), with evident awareness audience and purpose ( <i>our actions affect the world in lasting ways</i> ), but sometimes lapses into personal asides ( <i>Math is not a virtue of mine and Math whiz or not</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Unfortunately, getting support in this movement is not a simple task</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>measely, legistically, ridiculous</i> ), use of the hyphen ( <i>collision induced, human caused, seventy five</i> ), and use of prepositions ( <i>on total and \$30,000 a year in each manatee's food</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

The manatee can be considered one of the oceans gentle giants. Manatees are one of the most graceful underwater creature, however, they're also one of the most endangered. West Indian manatees, more commonly known as Florida manatees are headed quickly for extinction. Their environments have become a dangerous place for them, and some people, like David A. Straz and Beth Wright have made it their life's ~~work~~ goal to help the manatee. However, unless more measures are taken to protect the manatee, the species will soon cease to exist.

Colonization and industrialization are two main factors ~~involved~~ as to why the manatees are dying. One of the leading causes of death for manatees is boating. ~~In the last~~ Since 1976, over one thousand manatees have been killed in boat related collisions. Many manatees have encounters with boats, but are only injured. The scars that are left on the backs of these animals are gruesome and heart wrenching. ~~Watercraft~~ collisions are the leading known cause for manatee deaths. Another cause of death due the human presence is the loss of habitat. ~~Boat~~ Boat docks, theme parks, ~~and~~ developments ~~add contribute~~ and gates and canals all contribute to ~~manatee~~ to the death toll every year. The second leading cause of

death for the manatee is perinatal deaths.

What most likely happens is that the mother of the calf is killed by a collision with a boat, and the calf is left to fend for itself. Since 1976, over 900 calves, less than five feet long have been killed. Other causes, such as the fishing industry and natural phenomenon, like the red tide also contribute to the death toll. Several ~~groups~~ environmental groups have come to the defense of the helpless manatee in many ways.

Wildlife groups ~~across~~ all over the country have

<sup>in many ways</sup>

contributed<sup>n</sup> to ~~the~~ finding ~~a~~ a solution ~~to the manatee~~ ~~for the betterment of the~~ for the manatees. <sup>was.</sup> In January of 2000, a coalition of wild life and environmental groups and clubs joined together ~~to~~ against the Army Corps of Engineers and the U.S. Fish and Wildlife Service in a law suit. The suit was settled and ~~in~~ speed zones in eight areas were reviewed. On the more inconspicuous side of the fight are people who help the manatees by providing proper healthcare for them. People such as David A. Straz and his staff at the David A. Straz Manatee Hospital ~~do~~ just such a thing. The hospital has been open since 1991 and has treated over seventy-five manatees, and

released more than thirty of those patients back into the wild. ~~However~~. Despite the glowing success of the hospital, rehabilitating these animals is a daunting task. Each manatee, ~~per~~ annually eats around \$30,000 worth of food. Another person who has devoted her life's work to helping manatees is Beth Wright. Wright is an associate research scientist for the Florida Marine Research Institute's Endangered and Threatened Species Department. Wright tracks about 25 manatees on her computer with the help of satellite and some technology.

through

through her efforts she can now help ~~the~~ define "manatee Protection Areas" and where to place boat docks. Unfortunately, ~~the~~ ideal places for boat docks, and ideal habitats for manatees are the same place. Other people, such as ~~the~~ the former Governor of Florida have taken legal action to help protect manatees. Bob Martinez, former Governor mandated that ~~the~~ thirteen coastal counties create plans that reduce the danger level for manatees. Unfortunately, ~~just~~ four counties have complied. This seems to be the trend with wild life protection; some, but not enough.

The species of manatees may quickly disappear if strong actions is not taken to stop destructive behavior. While the

effort to protect manatees is slowly becoming more public, and awareness is raised, the ~~affairs~~ ~~presence~~ presence of boats and the things that can harm manatees is also growing at an alarming rate. Manatees can be saved and rehabilitated, awareness and support just need to be raised for such a thing to happen. Can humanity find a solution to the problem? Let's hope so.

Anchor Level 5 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, establishing the dangers manatees face and the efforts to help them. The response makes clear and explicit connections between the information and ideas in the documents and the assigned task, observing that <i>while the effort to protect manatees increases, so does the destructive behavior that harms them.</i>
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to explain the several dangers manatees face, from <i>boat related collisions</i> to <i>natural phenomenon, like the red tide</i> , and then explores the efforts to aid these <i>gentle giants</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on the necessity to <i>come to the defense of the helpless manatee</i> . The response exhibits a logical sequence of ideas by establishing the problem ( <i>manatees are headed quickly for extinction</i> ), describing the many causes for this, segueing into the efforts to help the manatee, and concluding with a call to combat extinction <i>with wild life protection</i> . Appropriate transitions are used ( <i>second leading cause</i> and <i>Other causes</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Can humanity find a solution to the problem?</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Despite the glowing success of the hospital, rehabilitating these animals is a daunting task</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>thier, speices, technologie, dissapear</i> ), punctuation ( <i>oceans gentle giants; heart wrenching; red tide also; rehabilitated, awareness</i> ), grammar ( <i>one of the most ... creature</i> and <i>calfs</i> for “calves”), usage ( <i>cause for manatee deaths</i> ), and proofreading ( <i>due the</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

The study of efforts to save endangered species is crucial. Some things to consider in saving these rare animals are effective methods in which to use. We must first learn the cause of deaths in order for controlled situations to be reached. One of these Endangered Animals is the West Indian manatee, native to Florida which is in great concern.

The West Indian Manatee, or as some call it, the Florida Manatee is in grave danger. The reason for this animal to be placed on the Endangered Species list is because many of them are being killed. They are being killed at an extraordinary rate from various reasons such as watercraft collisions, being crushed and drowned in flood gates and canal locks, Human interference, perinatal reasons, and some are too badly decomposed before a conclusion could be made. The total fatalities for the year 2001 from the reasons previously mentioned added up to be 325 deaths in all. With this taking place and with there being fewer than 2,000 manatees left in the wild, something needs to be done.

You may be asking "So what is there to do to help such a delicate species?" To start off with, manatees are being monitored by people who place radio transmitters on them such as Beth Wright. Her job is to observe where manatees are most likely to be located or found. After that decision is made, speed limits are then enforced in those specified areas. Some ask

"Why don't the manatees just move out of the way of boats?" The answer is simple. Due to studies we have learned that even though manatees have good hearing, they cannot pick up the frequencies of boat motors and don't realize the boats are coming. In situations like this it is often too late to do anything. The ones who do make it are in critical condition and are transported to one of three rehabilitation centers. The centers include Miami's Seaquarium, Orlando's Sea World, and the Straz Hospital for Manatees. Since its beginning in 1991 the Straz Hospital has taken in more than 75 manatees and successfully released more than 30 back into the wild. Even though this is a greatly expensive operation spending about \$30,000 per year per manatee on food alone, it's a job very well done.

Thanks to the thoughtfulness of the rehabilitation centers and the successful releases more manatees are able to be saved. Unfortunately there has not been an increase in the total population which has proved unawarding. With help from others, this goal can be accomplished, but only with more cooperation. It would be excellent to bring these magnificent creatures back from the brink of extinction.

**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents (<i>The study of efforts to save endangered species is crucial</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>With this taking place ... something needs to be done</i>).</p>
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the documents to discuss reasons for manatee endangerment ( <i>watercraft collisions ... flood gates</i> ). Beth Wright’s research work and Governor Martinez’s efforts are less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on the Florida manatee and methods used to save it from extinction. The response exhibits a logical sequence of ideas, first establishing causes of manatee mortality ( <i>watercraft collisions ... and some are to badly decomposed before a conclusion could be made</i> ), followed by methods to decrease mortality ( <i>being monitored and speed limits</i> ). The conclusion that <i>help from others</i> is necessary to save the manatees is vague.
<b>Language Use</b>	Uses appropriate language that is at times awkward ( <i>methods in which to use</i> ) and imprecise ( <i>to</i> for “too”), with some awareness of audience and purpose ( <i>You may be asking ... delicate species?</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Some ask ... boats?</i> and <i>The answer is simple</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>thoughtfullness, successfull, Unfortunetly</i> ), punctuation ( <i>In situations like this it is</i> and <i>in 1991 the</i> ), and capitalization ( <i>Endangered Animals</i> and <i>florida which is</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

There are many endangered species in the ~~world~~ world, among them is the Florida Manatee. Today there are about 2,000 manatees throughout the United States. Humans are the main reason why we don't have many manatees left. Manatees are killed by boating accidents, or they get injured from getting tangled by fishing nets and lines, they get caught in gates and canal locks or because they are forced to move to a different habitat because of development or pollution.

Between 1976 and 2001 there has been very little decrease with the deaths of the manatees. Water collisions and undetermined causes of death are the highest with the total of collisions being 1060 and undetermined being 1347. We shouldn't have such a high death rate for these endangered species and we should instead be doing much more to ~~help~~ help them. We have begun helping a little with trying to prevent accidents and to try to help the injured manatees to survive. The manatee is a very large creature and when they are in water it is very hard to determine what these big dark lumps in the water are. The ~~manatee~~ manatee needs to be protected more because they are unable to hear the boat. They have very delicate sense of hearing so it makes it hard for them to hear the motors very well.

A researcher named Beth Wright who works at Florida Marine Research Institute's Endangered and Threatened Species Department has helped to try to find where manatees can be found during the year and thus trying to prevent accidents from happening. She placed tags on these manatees that allowed for her to determine this and it had helped to develop a designated Manatee ~~Area~~ Protection Area. This allowed to identify boat speed zones, educational programs and mapping areas for new docks to be built. Many areas have been looked at for the development of manatee refuges. The manatees are very well taken care of and when they are found sick or injured they are taken to the hospital. There are three hospitals in Florida that help to treat the manatee's, David A. Straz Manatee Hospital, or they are taken to Miami's Seaquarium and Orlando's Sea World. ~~Being~~ Treating these animals are very costly and just on food it cost 30,000 a year. An effort to

**Anchor Paper – Part B—Level 4 – B**

help was made by the governor of Florida, Bob Martinez, who had order 13 areas to have protection plans for the manatees but only 4 counties had plans made.

There has ~~no~~ been an effort to help the manatees, but there isn't enough being done still to fully help protect these animals. But hopefully by the effort being done so far to help these will help a little more.

**Anchor Level 4 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the documents by addressing <i>why we don't have many manatees left</i> and discussing the ways manatees need <i>to be protected</i>. The response makes implicit connections between information and ideas in the documents and the assigned task (<i>we should ... be doing much more to help them</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the problem of manatee deaths (<i>trying to prevent accidents</i> and <i>they are taken to the hospital</i>) and ways the problem might be helped (<i>Manatee Protection Area</i> and <i>boat speed zones, educational programs and mapping areas for new docks</i>). Other causes of death (<i>undetermined</i>) and <i>Bob Martinez ... protection plans</i> are less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the Florida manatee and methods used to save it from extinction. The response exhibits a logical sequence of ideas, first establishing why the manatee is endangered (<i>Manatees are killed by boating accidents ... development or pollution</i>), followed by solutions (<i>This allowed to identify boat speed zones ... new docks to be built</i>). The loosely connected ideas in the second paragraph lack internal consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>We have begun helping a little ... to survive</i>). The response exhibits some attempt to vary sentence structure for effect, but often produces awkward constructions (<i>Treating these animals ... cost 30,000 a year.</i>)</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>pollution, Instituts', Threatened</i>), punctuation (<i>lines, they and isnt</i>), and grammar (<i>Treating these animals are very costly and who had order</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4.</p>	

The Florida manatee has been on the endangered species list sent out by the U.S. Fish and Wildlife Service since 1972. But since then their population has still gone down. There are only about 7000 manatees left today in the United States. There are a number of different things that kill off the manatees, but humans account for about 30% of all the manatee deaths in the United States. Since manatees cannot hear the frequency that boat motors produce, they are often hit by passing boaters. Nearly 90% of Florida's manatees are hit by boats at least once in their life, and about 300 are killed each year by boats. There are other things that kill or injure the manatees also, such as becoming tangled or ingesting fishing or crab trap lines. They are also frequently caught in flood gates and canals and either drown or are crushed. Development and pollution of the manatee's habitat also causes them to leave and go to more dangerous areas. Since manatees are susceptible to pneumonia cold water can also be deadly to these animals. Manatees have no natural predators other than an occasional shark, so the blame for their decline in population ~~is~~ lies mostly on us. However

However, there are some things that we can do to help preserve the Florida manatees. One way to help save them is to set up "manatee protection areas". Using data collected by scientists helps federal agencies figure out where to put these "areas".

In these areas there are regulated speed zones. They also set up educational programs and map out areas where new docks and boat ramps may be built. In areas where there are slow moving, surface swimming creatures are found no docks or ramps may be built.

Since ~~1976~~ 1976 the deaths of manatees per year has increased. ~~We have to do something to save~~ according to the table so we have to do something to save them since we're the ones killing them mostly.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents (<i>There are a number of Different things that Kill off the manatees ... in the United States</i>). The response makes implicit connections between information and ideas in the text and the assigned task (<i>Sence manatees cannot hear ... hit by passing boaters</i>), but misinterprets some data from the chart (<i>per year increase in manatee deaths</i>).</p>
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the documents to discuss why the Florida manatee is endangered ( <i>boat motors, becomeing tangled or ingesting Fishing or crab trap lines, getting caught in Flood gates and canals</i> ). The number of surviving manatees is inaccurate ( <i>7000</i> ). The response mentions <i>some things that we can do to help preserve the Florida manatee's</i> , but discusses only one (“ <i>manatee protection areas</i> ”).
<b>Organization</b>	Maintains a clear and appropriate focus on manatee endangerment. The response exhibits a logical sequence of ideas, first establishing the problem of manatee mortality ( <i>There are only about 7000 manatees ... in the United States</i> ) followed by a description of “ <i>manatee protection areas</i> ” to reduce the decline in population.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>there</i> for “their” and <i>were</i> for “where”), with little awareness of audience and purpose ( <i>there are some things that we can do</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>Sence 1976 the Deaths ... mostly</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>sence, susceptable, useing</i> ), punctuation ( <i>floridas manatees; life. and; pneumonia cold</i> ), and the random use of capitalization ( <i>Deaths and Boats</i> ) that hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use and conventions.</p>	

Year by year Manatees are becoming extinct, which is putting them on the Endangered Species list. Soon enough there will be no Manatees left within the Florida waters. Steps can be taken to help save and protect these animals. Manatees are beautiful creatures that should be helped, especially because they need it.

Manatees are killed in ways we would never expect and humans are responsible for thirty percent of the Manatees killed. Since the year 1972 the number of manatees living has been declining, today in the United States there are fewer than 2,000 remaining. The biggest and most common way manatees are killed is because of boats. Manatees have a delicate sense of hearing, and can't hear the sound of a boat's motor. Ninety percent of them have scars from boats while three hundred are killed per year. They can also become entangled in nets which leads to death also. Manatees aren't used to cold water and that gives them pneumonia which kills them also.

To help protect Manatees steps can be taken. Governor Bob Martinez of Florida tried to help the manatees out when he proposed protection plans. Under these plans & different

things would be enforced like, slow speed zones that boats would have to follow. If an ordinary person wated to help out these manatees they can join an Environmental Agency, such as a Humane Society.

Try to help the manatees to the best of your ability. They need your help, donate money or just give your time. Either way your help will go a long way.

Anchor Level 3 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that <i>manatees ... should be helped</i> . The response makes few connections between the text and the task ( <i>To help protect Manatees steps can be taken</i> ) and alludes to the table.
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Since the year 1972 ... 2,000 remaining, Ninety percent of them have scars ... three hundred are killed per year, Govenor Bob Martinez ... proposed protection plans</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on manatee endangerment and protection. The response exhibits a logical sequence of ideas, establishing the potential extinction of the manatee, followed by the reasons manatees die and ways they may be protected, and concluding with an appeal to the reader. The response lacks a transition between the discussion of how <i>humans are responsible</i> and how nature ( <i>pneumonia</i> ) is responsible for the deaths of manatees.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience ( <i>If an ordinary person wated to help</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>They can also become entangled in nets which leads ... to death also</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>wated</i> ) and punctuation ( <i>1972 the number; has been declining, today; boats motor</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

Florida Manatees are endangered. They get hurt by boat propellers a lot. Something has to be done to save these beautiful ~~creatures~~ creatures. There are Now less than 2,000 Manatees left in America.

About 90% of Florida Manatees have Scars all over them because of boat propellers. 300 have been killed. To prevent this, more laws should be upheld to show where Boats, Docks and Marinas should go. As well as mandate slow speed zones and stuff. That would work good. Manatees and boats should be placed in completely separate areas.

Watercraft collisions are the most steadily increasing cause of death for Manatees. From 1976 to 2001 it's increased over 800%! By separating both Manatees and Boats from each other, these numbers would greatly decrease. Fines could be issued to people who boat in restricted areas.

Another way to prevent manatee collision would be to further educate the public on the matter of Manatee - Boat Propeller Interaction. Classes on how to look out for manatees when boating should be mandatory in order to obtain a boating license. Manatee awareness ~~classes~~ classes could be given to the public funded by government.

In conclusion Manatees are beautiful and should not be left to die by the hands of boaters. Something must be done.

**Anchor Level 3 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>Manatees have scars ... because of boat propellers</i> ). The response makes few and superficial connections between information and ideas in the documents and the assigned task ( <i>Something has to be done and educate the public</i> ).
<b>Development</b>	Develops ideas briefly, using details from the documents relative to <i>watercraft collisions</i> as the <i>cause of death For Manatees</i> .
<b>Organization</b>	Establishes an appropriate focus on <i>manatees and boats</i> . The response exhibits a rudimentary structure and includes some irrelevancies ( <i>Fines and Classes ... to obtain a boating license</i> ).
<b>Language Use</b>	Relies on basic vocabulary ( <i>a lot and stuff</i> ), with some awareness of audience ( <i>Something must be done</i> ). The response primarily relies on simple sentences.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>seperate</i> and <i>eachother</i> ), random use of capitalization ( <i>There are Now, Left, Further</i> ), and grammar ( <i>less than 2,000 and work good</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

If you are planning on visiting Florida for a vacation spot, or just to visit, please watch out for the Florida Manatees. The Florida Manatees are a very beautiful creature, but sadly they are coming in contact. They say the main cause of their population dropping is because of watercraft collisions. Many boaters hit the Manatees, not on purpose, but because the manatees blend in with their surroundings. Many die from the motor part of the boat hitting, which ~~leaves~~ leaves them scars and cuts on their back. They say that around 30 percent of all manatee's deaths are caused by human. Which means the rest are caused by either the unknown, or natural causes.

Because there fewer than 2,000 manatees alive, and almost one a day is killed. ~~Agony~~ The Florida Governor Bob Martinez set up a plan to help increase the manatee population. He ordered 13 coastal counties to create a plan to save the manatees, which would detail where docks, marinas and boat ramps should go. Sadly though Bob Martinez plan failed. Only four counties took that plan in effect, which were Collier, Duval, Duval, and Citrus. Since the Governor of Florida, Bob Martinez couldn't save the manatees, the coalition of environmental groups are putting forth effort to save the Manatee club. Now since the environmental group has taken over ~~the~~ more areas are ~~re~~ settled on planes to look out for manatees. Since ~~if~~ we have more countries supporting us, they are putting up speed zones, and have a tracking system they put on the manatees they take in and release when well again. They do that because they want to see where they are at at ~~what~~ what parts of the year, and so the countries that have the manatee plan can build docks and set up educational programs to save the manatees.

Maybe the manatees is a very beautiful animal, but not every one sees them the same way. Many people won't be able to see these beautiful animals if they don't stick to these places. We can only hope for best.

Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>Many die from ... cuts on there back and the rest are caused by ... unknow or natural causes</i> ), but mistakenly attributes Beth Wright's work to an <i>enviromental group</i> . The response makes few connections between information and ideas in the documents and the assigned task ( <i>They say the main cause of there population dropping is because of watercraft collisions</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>30 percent of all manatee's deaths, 2,000 manatees alive, a plan to save the manatees</i> ) and making minimal use of the table.
<b>Organization</b>	Establishes a focus on the Florida manatee as an endangered species ( <i>If you are planning ... watch out for the Florida Manatee's</i> ). The response exhibits a rudimentary structure with some inconsistencies ( <i>Since the Governor ... the coalition of enviromental groups ... 8 more areas</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>there</i> for "there" and <i>witch</i> for "which"), with little awareness of audience and purpose ( <i>We can only hope for best</i> ). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success ( <i>Only four countries took that plan in affect ... , and Citrus</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>comeing, scars</i> for "scars", <i>enviromental, partes</i> ), punctuation ( <i>human. Witch and killed The</i> ), grammar ( <i>Manatees are a ... creature and coalition ... are</i> ), and proofreading ( <i>to creat to creat and at at</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

Florida Manatee is endangered and there trying to find effective methods used to save the Florida Manatee, because Florida Manatee are listed endangered. And we have a idea why. "According to studies conducted by the David A. Straz Manatee Hospital at the Lowry Park Zoo in Tampa FL, although manatees have an extremely delicate sense of hearing, they can't hear the frequency of outboard motors very well—which may explain why boats kill and maim so many every year." because about 90 percent of Florida's manatees bear scars from boat strikes; nearly 300 are killed each, that a lot manatees don't you think. But the think is even though boats are the ~~the~~ number leading cause of there death there still many other thing like <sup>get in</sup> trap, in ~~Crook~~ trap lines, are getting caught in flood gates and canal locks or lose habitat to development and pollution, Cold weather also kills many manatees and that a problem because even though there listed endanger there still ~~are~~ dying about fewer than 2,000 still live today. But there people ~~is~~ trying to save like David A. Straz Manatee Hospital, open since 1991, These people save Manatee when they get injured by boats. But take care of these animal are not for free about \$30,000 is spend ~~just~~ ~~feed~~ on food for Manatee alone. So if we gone spend money on this we should able to keep track on that what Beth Haight, an associates research scientist for the Florida Marine Research Institutes' Endangered and Threatened Spece Department, they keep track

Anchor Paper – Part B—Level 2 – A

on manatee in satellite, transmitter one of the good method to know how many are swim around. Try to save these animal even former Florida Governor Bob Martinez is trying to put marine patrol officer to keep safe of these animal. Since 1976 to 2001 over 4,000 of these animal die. So try to save these animal because you can make different.

Anchor Level 2 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused understanding of the documents stating that <i>Florida Manatee is endangered ... because Florida Manatee are listed endangered</i> . The response alludes to the documents but makes unclear connections to the assigned task ( <i>So try to save these animal because you can make different</i> ).
<b>Development</b>	Develops ideas briefly, using some details copied from the text ( <i>boats are the number leading cause ... lose habitat to development and pollution</i> ) and a brief allusion to the table.
<b>Organization</b>	Suggests a focus on <i>trying to find effective methods used to save the Florida Manatee</i> , but the single paragraph organization primarily parallels the organizational pattern of the text.
<b>Language Use</b>	Uses language that is imprecise ( <i>there</i> for “they’re”, <i>that alot mantees, the think is, safe of these animal</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>But take care of these animal ... on food for Manatee alone</i> ).
<b>Conventions</b>	Demonstrates lack of control, exhibiting frequent errors in spelling ( <i>evey, dying, diffrent</i> ), punctuation ( <i>Manatee. because; death there; this we</i> ), and grammar ( <i>many other thing, we gone, are swim</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in development.	

The Florida manatee is endangered because of people with boats are kill them because they cant hear the boat motors. There are some ways we can try to save them we can put them in rehabilitation centers but it is an expensive way it is 30,000 per year per manatee on food alone. You can also track them so you know were they are going. They could have slow-speed zones, boater education and more enforcement. Water craft collisions over the years have killed 1060 manatee. Flood gate and land have killed 166 manatee. Undetermined death have killed 1347 manatee and for the total number of manatee killed between 1976-2001 is 4332 manatee.

Anchor Level 2 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused or inaccurate understanding of the documents ( <i>There are some ways we can try to save them ... put them in rehabilitation centers</i> ). The response alludes to the documents but makes unclear connections to the assigned task.
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the documents are vague ( <i>You can also track them ... were they are going and They could have ... more enforcement</i> ).
<b>Organization</b>	Suggests a focus on the Florida manatee being endangered. The response lacks organization, consisting of one paragraph of loosely related ideas.
<b>Language Use</b>	Uses language that is imprecise ( <i>The Florida Manatee ... hear the boat motors</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Undetermined death ... is 4332 manatee</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in punctuation ( <i>cant, save them we can, way it</i> ) and grammar ( <i>boats are kill them and death have killed</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

The Florida Manatee is majestic as it is endangered. In 2001 325 of these great Mammals were killed in many different ways. The Manatees are large sea dwelling Mammals. The problem is that when boats go by these Manatees are easily killed because they blend in with their environment so well that you won't even know they are there. 30,000 dollars per year are spent to feed and to save the Manatees, there are also Manatee protection areas. So ways are being created to help keep these majestic beauties alive.

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused and inaccurate understanding of the documents ( <i>30,000 dollars per year ... to fed and to Save</i> ). The response alludes to the documents but makes unclear connections to the assigned task ( <i>So ways are being ... beauties alive</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the documents are vague ( <i>killed is Many different ways</i> ).
<b>Organization</b>	Suggests a focus on saving the manatee but lacks organization. The response consists of one paragraph of loosely related ideas.
<b>Language Use</b>	Uses language that is imprecise. The response reveals little awareness of how to use sentences to achieve an effect ( <i>The problem is ... they are there</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>Manatee, different, easaly, created, beauties</i> ), punctuation ( <i>2001 325; sea dwell-ing; Manaties, there; area's</i> ), and grammar ( <i>killed is Many different ways and per year are spent to fed</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

To my belief Florida Manatee are becoming endangered because of their sensitive hearing. The manatee does not react to loud throaty roars from boats. This is the reason for the manatee to stay still and not try to get away, resulting in scars and sometimes death.

Anchor Level 1 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of understanding. The response makes one connection between information in the documents and the assigned task ( <i>This is the reason ... death</i> ).
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on the manatee's lack of reaction but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Underwater life is very important. ~~The~~ It is very important. Mankees are beautiful, intelligent animals. ~~the~~ It is a shame that we hurt them by polluting the water.

Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of understanding. The response makes no connections between the information in the documents and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> The response best fits the criteria for Level 1 in all qualities.	

Manatees, though one of the most friendliest creatures in the water, are unfortunately of an endangered species. They are about the size of a canoe and very friendly. They are dying off for many reasons and there's something we need to do about it.

Manatees have been on the endangered list since 1972 and their numbers have been decreasing since. In 1976 the number of manatees killed for various reasons was 62. In 2001, the number increased to 325. This dramatic increase will keep rising if we don't stop it now.

Manatees die by various reasons, mostly by watercraft collisions. Manatees are big and though they have delicate sense of hearing, they cannot hear the frequency of motors very well, which makes them an easy target for unaware boaters. Ninety percent of Florida's manatees contain scars from motorists and nearly 300 are killed from it a year. Manatees also blend in easy with sea grass beds above the water which makes them easy to hit. Manatees are also killed by being trapped in flood gates, natural causes, and some people even hunt manatees and sometimes kill them with their pollution that they have lying around.

Things are being done to protect the population of the manatees. When manatees are

sick or hurt they are taken to hospitals. They are treated then released back into the wild.

Scientists also track manatees by satellite by ~~trans~~ radio, and by sonic beacon. This is done in order to locate them at different times of the year. Governor Bob Martinez of Florida ordered 13 countries to create protection plans for manatees, which says where docks, marinas, and boat ramps should go, and mandate slow speed zones, and make boater education more efficient. Sadly only 4 countries followed through with this. Some organization filed lawsuits to save the manatees.

Though some of the most lovable and gentle creatures, manatees are still on the endangered list. It is very sad and it is up to us to save them from a eternity of extinction.

The Florida Manatee has been listed as an endangered species in the United States since 1972. Unfortunately, their numbers are still declining today. The reasons for this decline are varied. Fortunately, there are several ways that this decline could be slowed down.

Nearly 300 Manatees are killed in Florida every year. The question is "Why?" Although the manatees' hearing is very sensitive, they are unable to detect the sound of boat motors. According to statistics provided by the Save the Manatee Club, collisions with watercraft have caused 1,000 manatee deaths in the last 25 years. It is not uncommon to see a manatee with large scars from boat injuries. Although this is by far the leading cause of death for the species, it is far from the only one. Many manatees become injured or killed by tangling themselves in fishing nets or by being trapped in canals and flood gates.

Pollution can also be a large factor in manatee decline, destroying their natural habitat. Cold weather can cause many problems for them, as they catch pneumonia easily. The Department of Environmental Protection found that "175 manatees died between January and June 2001—about one each day." The manatees' main enemy seems to be humans.

The David A. Straz Manatee Hospital contributes to the rehabilitation of at-risk manatees. Animals in critical condition can be brought here to recover. Similar treatment centers can be found in Miami's Seaquarium and Orlando's Sea World. The David A. Straz hospital has cared for more than 75 endangered manatees and has returned over 30 of them to the wild.

In order to save more manatees, however, more measures need to be taken. With the help of the research done by Beth Wright, a research scientist for Florida Marine Research Institute's Endangered and Threatened Species Department, manatees released back into the wild are being tracked to determine areas where more precautions need to be taken to prevent manatee injury and death. Gov. Bob Martinez planned to create safe areas to keep manatees away from docks and marinas. Boat speed zones and boater education were also planned to lessen manatee injuries. But, since the early 1990's, when this plan was ordered, ~~only~~ 4 Florida counties have complied.

For 30 years, the manatee has been on the Endangered Species list. Studies have found the reasons why these underwater animals are growing fewer in number. Only humans have the ~~power~~ power to help.

Florida Manatee is an endangered mammal that lives in warm coastal waters. The Florida Manatee's are endangered because of some people's carelessness. Some people are trying to provide methods to save manatees also.

Some reasons why the Manatee's are endangered is because of boat propellers. The Manatee's can't hear the frequency of outboard motors. 300 Manatees are killed each year by boat propellers. Some manatee's get entangled or ingest fishing line and crab trap lines. Manatees are also killed by flood gates and canal locks because they drown. Pollution takes away Manatee's habitat to develop and it also kills them. Humans are responsible for 30 percent of deaths. Manatee calves die because of perinatal. Manatee's can also die from natural reasons.

Methods that are being used to save Manatees are hospitals for rehabilitation to being released, people are putting docks in areas where there are no manatees, boaters have to take education courses, and the law is having more enforcement.

Florida Manatee is endangered but can be helped by the right people who want to help. There are only about 2,000 Manatees remaining in the United States.

The Florida Manatee is an endangered species. There are many reasons for this endangered nature for this species. Many people have tried to help rehabilitate these creatures and bring their numbers back up. The attempts have had little success, however, and the numbers have continued to decline. Legal actions have also been pursued in the quest to save the Florida Manatee.

The causes for the Florida Manatee to be endangered are evident and vital to the Manatee's survival. Boaters have a great affect on the Manatee's survival, as collisions with Manatees and boaters is the number one killer of the Florida Manatee. Other factors such as Floodgate/Canal lock mishaps, other human influences, perinatal, and undetermined accidents claim many lives of the Florida Manatee.

Many actions have been taken to try to save the Florida Manatee. These creatures have been put in rehabilitation centers to help the Manatees that have been hurt or for young Manatees who have lost their mother in one of the dangers from the previous paragraph. Preserves and zones of caution have been set up as well to make people more aware of the defenseless creature.

Some environmental groups have involved themselves farther into the issue, taking legal actions. Courts have been summoned to defend the Manatees from many organizations that have dredged or constructed docks in "irreplaceable" Manatee habitats. Some of these groups who have had to appear are the Army Corps of Engineers and the US Fish and Wildlife Service. The coalition of environmentalist groups that lead these lawsuits were

the Save the Manatee Club, the Sierra Club, and the Humane Society of the United States.

The Manatee's, however, large creatures are not harmful. They are gentle giants in a sense, since they don't really have any natural predators, except the shark. These remarkable animals, however, scarred from the boaters, for whom they are not able to clearly hear, are decreasing in abundance of their species. Soon to be lost if not controlled enough for a successful, complete rehabilitation in their populations.

The Florida manatee is an endangered species. People need to be informed with signs and have class on where they live. More manatees are being killed each year. There are only 2,000 left in Florida. Boaters need to be informed or kept out of areas where manatees live. The government needs to enforce the laws. The government needs to be harder on counties and make them come up with a plan. The boats should be equipped with sonar so people in boats can see where the manatees are. Centers where the manatees are kept should start breeding them.

**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 5**

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

**Practice Paper C–Score Level 3**

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

**Practice Paper D–Score Level 4**

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

**Practice Paper E–Score Level 2**

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





