

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Tuesday, January 23, 2007—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. Check this web site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents examination period.

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 check mark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a check mark 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) 2	(7) 2
(2) 1	(8) 4
(3) 4	(9) 3
(4) 3	(10) 1
(5) 4	(11) 4
(6) 2	(12) 1
	(13) 2
	(14) 1
	(15) 3
	(16) 4

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

- If the student 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.

My fellow students of ██████ High School, I am a member of our school's environmental club, and I am here to tell you about saving the ocean environment. It is my hope that after listening to what I have to say, you will be driven to join our club, and see what you can do to help save our oceans.

Twenty years ago, Peter Benchley wrote his famous novel, Jaws. It was a story about a massive great white shark that terrorizes a resort town. It was his first novel, and at the time he thought it would never be filmed. He had no idea that his book about a fish would become a cultural phenomenon. Benchley believes that his novel was so successful because humans have a natural fear of the unknown. This includes sharks, deep water, and the ocean in general.

Over the past twenty years, we've learned more about our oceans than ever before. ~~Unfortunately, we have also come to realize that we are endangering the ocean environment.~~ We now know that sharks only attack humans by accident, usually a mistaken identity. Peter Benchley realizes that he could no longer portray a shark as a mindless killer attacking everything it sees. In real life, you have a better chance of being killed by lightning or a bee stings than you do by a shark. Sharks never attack boats; they test them to see if they are edible. Unfortunately, due to all the misconceptions surrounding sharks, they are viewed as nuisances. More than 100 million sharks are slaughtered each year. For every human killed by a shark,

about 4.5 million sharks are killed by humans. In many cases, fins are ripped off the sharks to make soup in Asia. The sea-bottom near Costa Rica is littered with the bodies of these finless sharks. ~~Unfortunately, the sharks are not the only things~~

Unfortunately, our damaging effects are not limited to sharks. Due to over-fishing, salmon have disappeared from the North Pacific. Severe restrictions on cod-fishing and bass-fishing are all that saved those species from extinction. In Newfoundland, Canada, authorities were forced to close down a cod-fishery that provided jobs to 50,000 people. Crabs, shrimps, oysters and clams are no longer plentiful. Shrimp-fishing is one of the most wasteful fishing practices. For every pound of shrimp caught, nine pounds of sea life are killed and discarded.

Another major problem is pollution. When we pollute the water, it decreases the amount of oxygen in the water, and contaminates the fish that we eat. Parts of many bays and sounds are nearly dead-zones due to the lack of oxygen in the water. Oil ~~has~~ ^{has} devastating effects upon the ocean environment. Surprisingly, only 5% of the oil in the ocean comes from massive tanker spills like the Exxon Valdez. Most comes from run-off of the roads that border major bodies of water.

Thanks to the scientists, swimmers, sailors and others, steps are being taken to protect our oceans. Fish stocks are ~~are~~ being renewed in many places. Striped bass have been saved from near extinction by restriction placed on fishing. In some areas, some of the water quality has even been restored. All of these successes are evidence that the tides of

Anchor Paper – Part A—Level 6 – A

devastation can be turned. We just can't be so self-centered when it comes to the environment, not everything was put here for our use only. Only by working together can we save the world from ourselves.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text by explaining Peter Benchley's account of the condition of our oceans in the hope that <i>by working together</i> we can <i>save the world from ourselves</i>. The response makes insightful connections between information and ideas in the text and the assigned task, imploring the audience <i>to join our club, and see what you can do to help save our oceans</i>.</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to explain Benchley's new insights about sea creatures (<i>sharks only attack humans by accident</i>) and to describe the damages caused by overfishing (<i>salmon have disappeared, restrictions on cod-fishing and bass-fishing, Crabs ... are no longer plentiful</i>) and pollution (<i>it decreases the amount of oxygen, bays and sounds are nearly dead-zones, 5% of the oil</i>). The response also discusses efforts at remediation (<i>restriction placed on fishing and water quality has even been restored</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the need for involvement to solve the ocean's environmental problems. The response exhibits a logical and coherent structure by first explaining the change in Benchley's attitudes about the sea, then discussing the problems of overfishing and pollution, and finally encouraging students to act. Transitions within (<i>Unfortunately</i> and <i>Surprisingly</i>) and between paragraphs (<i>Twenty years ago, Over the past, Another major problem</i>) are skillfully used.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>the tides of devastation can be turned</i>), with a notable sense of voice and awareness of audience and purpose (<i>My fellow students ... ocean environment</i>). The response varies the structure and length of sentences to enhance meaning (<i>Sharks ... edible</i> and <i>For every human killed by a shark, ... by humans</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

More mysterious than the far reaches of outer space, is something a little closer to home: the ocean. Very little was known about this vast, unexplored wonderland until the 1970s. Even though our knowledge has greatly expanded, we are still naïve and ignorant in the complexities of the oceanic world. Human practices are threatening to destroy this mysterious wonderland before anyone has a chance to learn about it. We need to be more environmentally ~~aware~~ aware and ~~active~~ active in order to reverse these devastating facts.

More than twenty years ago, when Peter Benchley wrote Jaws, the workings of the ocean were unknown. What everyone perceived as a "menace" is now known ~~as~~ quite differently. This menace, the great white shark, was thought to attack and kill humans ~~out of their~~ because it was their nature to kill innocent people. Today, we know this ~~is~~ is not true. People can be mistaken as sharks' favorite food, sea lions. Also known today, sharks do not simply attack boats. These, too, can be mistaken as food. Unfortunately for the shark and his "victim," most of the time the human is injured before the shark realizes it is not eating a sea lion. Because of this, more than 100,000,000 sharks are slaughtered annually, and usually not for a cause. Sharks are trapped in nets, killed, and discarded as waste. For every one fatal shark attack, it is estimated that 4.5 million sharks are slaughtered. Shark attacks are rare occurrences, though. ~~Over~~ A person is more likely to die from a lightning bolt or a bee sting than from a shark attack. The ~~the~~ unnecessary deaths of millions of innocent marine creatures, sharks, is just one example of the destruction human ignorance can cause.

Human activities also cause damage to many other marine organisms. For example, for every one pound of shrimp caught, nine pounds of other sea life caught in the shrimp nets are simply killed and discarded as waste. Fish populations have been declining at an alarming rate; the sole cause: overfishing. Species such as salmon, cod, and bass have been affected. A cod fishery in Newfoundland had to close down because of the small fish population, simultaneously relieving more than 29,000 people ~~of~~ their jobs. Human waste leaks or is dumped into the ocean, changing the natural nitrogen and phosphorus levels. These levels increase, and support the growth of algal blooms. In turn, these decrease the amount of available oxygen in the sea, leaving less for other marine animals. Toxins dumped down every household's sink drains, and waste from the chemical industries also have an adverse effect on the ocean environment. Cars travelling along the edge of bodies of water cause oil residue to runoff into the water. This accounts for a large portion of oil present in the ocean. In fact, with all the negative talk of oil tanker spills, these devastating problems account for only five percent of all the oil that is leaked in the ocean. When buildings are constructed along the coastline, rich habitats are destroyed, along with the millions of organisms in the habitat. When trees are cut down or hillsides are stripped, the oceans closest to it are the site for the runoff, destroying the breeding grounds of many species of animals. Silt from deforestation destroys reefs, home to the most widespread and abundant number of organisms. These few actions have devastating effects on the ocean environment, and if continued will be the downfall of human prosperity.

In light of all the destruction, small steps have been started to discontinue many of these practices, and actually reverse their effects. In ~~some~~ areas, water quality has begun to improve slightly. Rules and regulations have been placed on industries, fisheries, and waste practices. Modern technology has conceived of many products to improve the ocean. Devices have been created to detect problems, such as levels of oxygen, phosphorus, and dangerous toxins released by humans. Though ~~it~~ this is a good start to ocean cleanup, it is by no means able to keep up with the continuing destruction of the sea.

Human naivety threatens to deprive us of knowing as much about the great mystery that is the sea. In order to reverse the effects, people need to be better informed about the causes of the destruction and the effects these actions have on the entire oceanic world. Greater numbers of people need to be active in advocating a cleaner, healthier world. Few people cannot alter the course of the world alone. Join the fight to help save the ocean environment; it will save many ocean organisms, and could actually help save the fate of human existence.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>The unnecessary deaths of millions of innocent marine creatures, sharks, illustrate the destruction human ignorance can cause</i>). The response makes insightful connections between information and ideas in the text and the assigned task (<i>Fish populations have been declining at an alarming rate; the sole cause: overfishing and In light of all the destruction, small steps have been started to ... reverse their effects</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to support a discussion about species destruction (<i>This menace, the great white shark, was thought to attack and kill humans because it was their nature</i>), the effects of pollution (<i>these decrease the amount of available oxygen in the sea, leaving less for other marine animals</i>), and remediation efforts (<i>Modern technology has conceived of many products to improve the ocean</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the <i>causes of the destruction and the effects these actions have on the entire oceanic world</i>. The response exhibits a logical and coherent structure, moving from the wasteful slaughter of sharks and other species to the ways toxins from <i>sink drains and chemical industries</i> and silt run-off from tree-cutting have destroyed <i>rich habitats</i> of marine life. Transitions are skillfully used (<i>Because of this, In fact, In light of all the destruction</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Even though our knowledge has greatly expanded, we are still naive and ignorant in the complexities of the oceanic world</i>), with a notable sense of voice (<i>More mysterious than the far reaches of outer space, is something a little closer to home: the ocean</i>) and awareness of audience and purpose (<i>We need to be more environmentally aware and active</i>). The response varies sentence length to enhance meaning (<i>Today, we know this is not true</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>space, is</i>) and agreement (<i>shark ... their nature and deaths ... is</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Several years ago, Peter Benchley wrote a book called Jaws about a four thousand, five hundred and fifty pound great white shark that caused havoc in the ocean waters off the coast of Long Island. After reading his novel, or seeing the movie that was made years after, people developed a fear of the ocean, of deep water and what lay in the ocean's vast unknown. Benchley's novel placed a fear in people that should be replaced with concern for the ocean, its mystery and wonder, and for the fact that it is being destroyed. This concern should trigger an effort to work to protect the ocean. In order for conservation of the ocean and the life that exists within it, people must change their attitudes toward the sea.

In the novel Jaws, the great white shark is portrayed as an evil villain and a mindless eating machine. However, sharks are not like that at all. Shark attacks kill very few people a year. In fact, you are more likely to be killed by lightning, bee stings or pig attacks than by sharks. Most shark attacks are accidents. Sharks, being very curious creatures, take bites out of things to find out if they are to be eaten or left alone. It is very rare that a shark will attack a person just for the sake of it. More than one hundred million sharks are killed each year for reasons that you could help prevent. The floor of the Costa Rica ocean is covered with dead bodies of sharks that were caught and stripped of their fins for soup in China. Then they were thrown back into the ocean to die. Sharks are not terrible creatures or evil menaces that don't deserve to be saved! Sharks are merely creatures of the ocean who, like yourself,

deserve a right to life.

The ocean life is also destroyed through the use of trawling. Trawling is a method of catching shrimp in which heavy nets are dragged across the ocean floor. These nets destroy everything in their path, including the habitats of many marine animals. For every pound of shrimp that is caught, nine pounds of marine wildlife is destroyed. These devastating effects can be seen all over the ocean floor. Because fishermen have no control over what is caught in the trawling nets, many times endangered species, or protected species, are swept up during trawling, killing them. The disruption of marine animal habitats also affects food supplies and destroys breeding grounds. Disruption of food chains can lead to ocean-wide destruction.

Oceans also experience problems when estuaries and areas near river mouths leading to the ocean are destroyed. More and more buildings being constructed in these areas leads to a decline in habitat, which then leads to the loss of an abundance of wildlife. Estuaries are known for their rich abundance of marine wildlife, yet are destroyed anyway. When untreated chemical waste from everyday human activity is flushed into river and stream systems, nature's balance is disrupted. Nitrogen and phosphorus enter the streams and rivers and lead to a depletion of oxygen in the water. This kills fish and other marine life, disrupting food chains. Chemicals from industry, as well as household chemicals that you may use to clean the toilet bowl, can have devastating

effects on the ocean environment.

Every day, more and more of the ocean is being destroyed. Humankind benefits from a thriving ocean, so would it be true to say that by destroying the ocean, we are also destroying ourselves?! Our pollution and destruction of the ocean can be prevented. People need to change their attitudes toward the ocean and protect what is left... before it is too late.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the text, explaining how the <i>ocean-wide destruction</i> we are currently practicing needs to <i>trigger efforts to protect the ocean</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Oceans also experience problems when estuaries and areas near river mouths leading to the ocean are destroyed</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to describe man’s destructive fishing methods (<i>These nets destroy everything in their path</i>) and pollution (<i>Nitrogen and phosphorus enter the streams and rivers and lead to a depletion of oxygen in the water</i>).
Organization	Maintains a clear and appropriate focus on how <i>more and more of the ocean is being destroyed</i> . The response exhibits a logical sequence of ideas, beginning with a warning that <i>people must change their attitudes toward the sea</i> and then showing human culpability, from wasteful fishing methods (<i>dead bodies of sharks that were caught and stripped of their fins for soup</i>) to habitat destruction (<i>buildings being constructed ... leads to the loss of ... wildlife</i>). The response uses appropriate transitions (<i>This concern, also, as well as</i>).
Language Use	Uses language that is fluent (<i>When untreated chemical waste from everyday human activity is flushed into river and stream systems, nature’s balance is disrupted</i>), although occasionally repetitive (overuse of <i>destroy</i> and <i>disrupt</i>), with evident awareness of purpose (<i>people must change their attitudes toward the sea</i>). The response varies sentence length to control rhythm and pacing (<i>However, sharks are not like that at all</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>havok</i> and <i>devestating</i>) and punctuation (<i>ourselves?! and left ... before</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

When one decides to litter in the ocean, or even drive the car to the beach, it is most likely that one does not realize that he is doing a lot of damage to the ocean. Most people do not realize how badly humans treat the ocean and its inhabitants. As the years progress, more and more species become endangered or extinct, and more waste ~~is~~ produced with sea life. The ocean needs to be saved, and if something is to be done about it, everyone must take an active roll in an organization that will help, such as this school's environmental club.

Over twenty years ago, a man named Peter Benchley wrote the novel ~~Jaws~~ Jaws. He wondered what it would be like to write a story about a fish, in this case a shark, that terrorized people. Eventually the novel turned into a movie, which turned out to be a gigantic hit with the public. Has anyone ever wondered why it was a big hit though? If one ~~thought~~ ^{thought} about it, it ~~is~~ ^{is} because of the fear of the unknown. A fear of the deep, dark ocean and what lurks in it. Mr. Benchley quoted that "if ~~I~~ ^I wrote Jaws today, I would ~~write~~ write it different." The ocean and sharks cannot be seen as the ~~antagonists~~ antagonists, but ^{as} the ~~victims~~ ^{victims}. Everyone should "see the sea ^{not} as an antagonist, but as a ally." Since the 1970's, our knowledge of the ocean has changed.

One ~~is~~ is actually more likely to be attacked by wild pigs or ~~lightening~~ lightning than by a shark. Sharks do not really have a tendency to attack humans, but when they do, it is due to mistaken identity. It is a fact that ~~over~~ ^{over} one hundred million sharks are killed every year by man, and for every one human life taken by a shark,

four and one-half million sharks are killed. Sharks have always been perceived as a nuisance, and are ~~then~~ discarded as waste. One must discontinue this notion, or else humans will create more endangered species by adding sharks to the list.

Sharks are not the only sea creature that is harmed by humans. With shrimp, nine pounds of sea life is wasted and discarded for every one pound of shrimp. Also, due to overfishing, many species of fish have become extinct, and have endangered others. Salmon is an example of this because salmon have disappeared from parts of the Pacific Ocean in which they used to thrive. ~~Another example that~~

~~is talking about endangered fish species can be seen~~

~~in Canada.~~ In parts of Canada, fisheries have closed down and put people out of work because of overfishing. In 1992, about ~~&~~ fifty thousand people were put out of work because of the lack of fish.

Fishing boats, oil tankers, and other fishing sources are not the only humans and objects that hurt these sea creatures; it is the everyday person as well. Everytime that ~~one~~ ^{someone} flushes his/her toilet into the ocean, sea, lake, etc., nitrogen and phosphorus are pushed into the ocean and the ocean habitat is endangered. One of the most harmful things that the everyday person does is drive a car. When people drive their cars on roadways near the oceans, they are putting more waste products into the ocean than an oil spill. It is a fact that oil tankers that spill oil in the ocean only ~~not~~ account for approximately five percent of ~~the~~ ^{are} damage to the ocean. The waste products from the cars ~~is~~ ^{are} more widespread and happen ~~is~~ ^{are} more ~~is~~ ^{are} often that it causes more damage. Lastly,

people damage the ocean by cutting down trees and clearing hills. The soil ~~o~~ and other contents are washed into the ocean or sea and "foul the breeding grounds" of the sea creatures. Peter Benchley said it well when he said "we are well on our way to ruining it all".

Things have been done to help the ~~ocean~~^{ocean}. Environmental legislations have saved some lakes by improving the water quality, and have saved some endangered species. Fishing, hunting, and ~~ocean~~ ocean dumping laws have been fightered in order to ~~po~~ preserve the ocean and its contents. Even with these efforts, it is not enough. Join the environmental club of this school and make a difference. In order to be successful, humans have to change their attitude. They cannot think that every living being on this Earth is at their dispense and satisfaction. Once this is realized, humans can truly appreciate ocean and its benefits, and hopefully appreciate it before it is too late.

Anchor Level 5 –B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the text, explaining how humans have done <i>damage to the ocean</i> and that it <i>needs to be saved</i>. The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Lastly, people damage the ocean by cutting down trees and clearing hills</i>).</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific details from the text to explain our wasteful killing of sharks (<i>perceived as a nuisance</i>), our <i>overfishing</i>, our <i>widespread</i> pollution, and recent improvements in <i>water quality</i> (<i>Fishing, hunting, and ocean dumping laws have been tightened</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on <i>how badly humans treat the ocean</i> and on how <i>humans have to change their attitude</i>. The response exhibits a logical sequence of ideas, moving from the overfishing of sharks and other endangered <i>species of fish</i> to the harm humans do to the ocean through <i>waste products</i> and silt runoff from <i>cutting down trees and clearing hills</i>. The response uses appropriate transitions (<i>Eventually, Sharks are not the only, One of the most harmful things</i>).</p>
Language Use	<p>Uses language that is fluent (<i>The ocean needs to be saved ... such as the school's environmental club</i>), though sometimes inexact (<i>waste is produced with sea life, roll for "role," Benchley quoted that</i>), with evident awareness of audience and purpose (<i>Join the environmental club of this school</i>). The response varies sentence length to control rhythm and pacing (<i>Has anyone ever wondered why it was a big hit though?</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Eventually the; unknown. A; it's contents</i>) and grammar (<i>write it different and Sharks ... creature that is</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Peter Benchley is the author of the world-famous novel "Jaws". According to Benchley, if ^{he} would have written "Jaws" today, it would not be the same story we know. ~~essentially~~ For one thing, the shark would definitely not be portrayed as a villainous monster, but as the victim. Benchley believes that since the early 1970's, human knowledge and attitudes have grown, and changed greatly. It is true that since certain bans have been placed on fishing regulations, the water quality in the seas has improved, and marine life populations have increased, but the world needs more people to help to prevent marine animals from reaching extinction.

"Jaws" reached ^{its} ~~the~~ level of popularity, because at the time it was written, people did not have the knowledge they have now. For example, we now know that sharks do not just attack swimmers and boats for no reason. It is completely accidental. Did you know that over 100 million sharks are killed each year? And that certainly is not by accident. For every ^{one} human killed by a shark attack, 4.5 million sharks are slaughtered. Many Asian fishermen catch sharks, cut off their fins, and then throw the shark back into the water to die. Benchley noted that he saw the many dead, ~~discarded~~ shark carcasses of the coast of Costa Rica. It was recorded that in 1989, the world's fish catch declined as a direct result of overfishing. For every one pound of shrimp used by the Shrimp Chow fishery, nine pounds of marine life are killed! When wastes are flushed into the seas, chemicals such as nitrogen and phosphorus ~~do~~ pollute the world's waters. Did you know that cars driving past bodies of water pollute the water more than ships do? Only 5% of the oil in the ocean is caused by ships. When it rains, the rainwater sends oil

into the waters. When a tree is cut down, not only are you decreasing the amount of oxygen you breathe, but soil trails into the water, "fouling the breeding grounds" of Salmon and trout. As a result of all this pollution and over-fishing, the crabs, oysters, clams, and shrimp that were once plentiful, are now longer abundant.

As more people join in and help, marine life can increase in population. Already, since drift nets have been banned, fish populations have risen. In 1992, the Canadian government closed the cod fishery off of New Foundland. ~~With~~ With the help of the Environmental Legislation, the water quality has ~~risen~~ gotten much better. This is a great start, but we can do more! There are still many problems that have not been faced yet. Problems such as the silt that chokes the coral in the reefs. The ocean is in grave danger, and all help is appreciated.

Now you have heard what is happening to our oceans. You have heard what good could come of your help. Peter Benchley portrays a great-white shark as a man eating monster in his novel "Jaws," but then shows how in today's society, the shark is more the victim than we are. Marine animals have helped us for so long by providing us with food. Why not return the favor? By joining the environmental club, you are helping to save these animals, and their home; the ocean.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, explaining how man’s ill treatment has put the oceans in <i>grave danger</i> , then appealing for help to <i>save these animals, and their home</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>As a result of all this pollution and overfishing ... abundant</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss how <i>overfishing</i> has caused <i>the world’s fish catch</i> to decline, how <i>wastes</i> and <i>chemicals ... pollute the worlds’ waters</i> , and how, despite <i>water quality</i> improvement, we need to <i>do more</i> .
Organization	Maintains a clear and appropriate focus on the <i>problems</i> of our treatment of oceans and exhibits a logical sequence of ideas, moving from the decline of fish populations, to the waste and chemical pollution <i>flushed into the seas</i> , to an appeal to help <i>save ... the ocean</i> . The response lacks internal consistency in paragraph 2 by shifting discussion from slaughtered sharks to overfishing, toxic waste, and pollution.
Language Use	Uses language that is fluent (<i>Already, since drift nets have been banned, fish populations have risen</i>), though occasionally awkward (<i>bans have been placed on fishing regulations</i>), with evident awareness of audience and purpose (<i>Did you know that over 100 million sharks are killed each year?</i>). The response varies sentence structure to control rhythm and pacing (<i>And that certainly is not by accident</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>definitely, villainious, extincion</i>), punctuation (<i>grown, and changed; it’s level; yet. Problems</i>), and capitalization (<i>New Foundland</i> and <i>Environmental Legislation</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and conventions.	

Saving the ocean environment is crucial to the world's waters and mankind. Wasting the elements of the seas not only affects the marine life which exist among the waters but in time, will gradually affect humans in a negative way. Peter Benchley, the author of the well known novel, *Jaws*, revealed what really happens to the ocean environment.

Marine predators are not the only animals which exist in the ocean and they are not as dangerous as people are making them out to be. Benchley states that most deaths which occur in the sea are "accidents", and he says that humans are more likely to die from "lightning, bee stings, or farol pigs" than a shark attack. He says that the waters are safe and that they are not as novels or movies make them to be.

On the other hand, oceans are polluted with toxins that can be dangerous not only to marine life but to humans as well. Waste that is dumped into the ocean as well as oil, not from ships but from tankers and automobiles, causes marine life to die off or ~~contract~~ contract disease which end up poisoning people who eat the fish. The ocean needs to be freed of the way it is being treated not only with waste and chemicals but with preserving the marine

life, over one million sharks are slaughtered by man for no "useful purpose". They are "drown in nets... striped for soup... and thrown back into the ocean to die." This behavior needs to be controlled, or the sea food that is plentiful may be eliminated ~~in~~ within the blink of an eye. Such animals like crabs, lobster, shrimp and oysters may someday become eliminated.

The ocean environment needs to be controlled and taken care of or ~~the~~ not only will marine life pay for humans mistakes but humans will as well. The Author of Jaws, a popular novel about "fear of deep water and the unknown", ~~written~~ ~~by~~ Peter Benchley, states the ocean environment is not how it is portrayed in these books of motion pictures. It is delicate and needs to be conserved before it is gone forever.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Wasting the elements of the seas not only effects the marine life ... but ... will gradually effect humans in a negitive way</i>). The response makes implicit connections between information and ideas in the text and the assigned task (<i>It is delocate and needs to be conserved before it is gone forever</i>).
Development	Develops some ideas more fully than others, using specific and relevant details from the text to describe the detrimental effects of pollution (<i>oceans are poluted with toxins</i> and <i>Wast ... as well as oil ... causes marine life to die</i>) and overfishing of sharks (<i>Over one million sharks are slaughtered</i>), but ways in which other <i>such animals ... may someday become eliminated</i> is not developed.
Organization	Maintains a clear and appropriate focus on the importance of <i>saving the ocean enviornment</i> for the good of sea life and humans and exhibits a logical sequence of ideas, presenting information to show that sharks pose little danger to humans while humans pose great danger to the sea. The response lacks internal consistency by combining information about pollution, preservation, overfishing, and extinction of sea life in the same paragraph (paragraph 3).
Language Use	Uses appropriate language, with some awareness of purpose (<i>The ocean enviornment needs to be controled and taken care of</i>). The response occasionally makes effective use of sentence structure (<i>Benchley states that most deaths which occure in the sea are “accidents” ... than a shark attack</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>enviornment, negitive, occure, poluted</i>) and occasional errors in punctuation (<i>worlds waters, ocean and, dangerous not only</i>), capitalization (<i>Wast</i> and <i>Author</i>), and grammar (<i>are drown</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The Ocean, river and stream creatures are all important in keeping our environment balanced. People don't understand that to keep living on this planet we have to keep our environment clean. Millions of marine life is dying day by day because of carelessness of human beings. This can be seen in the works of Peter Benchley, author of the novel "Jaws"

Saving the Ocean is an essential part in keeping planet Earth alive and healthy. Many animals are dying because of selfishness of humans. 100,000,000 Shark die each ~~day~~ year and 9 pounds of marine life is killed for every 1 pound of Shrimp harvested. Waste that is thrown into water contaminates the water and kills. Clams, Shrimp, oysters and crabs are becoming less and less everyday. ~~Silt~~ Silt from trees choke the coral from the barrier reef. ~~It~~ Killing life that also lives there.

These animals are dying because people don't care what happens to anything else but themselves. They kill the Sharks for their fins to make soup and just through throw the Sharks back into the Ocean. They clear out trees and when it rains all the water makes the soil muddy and making

It able to run down into streams and lakes to pollute them. Cars also pollute the water by when it rains all the oil gets pushed into the water when roadside streets are built near the beach. Also when the water is evaporated into the clouds.

To help save the animals environmental legislation is helping to keep creatures from becoming extinct. Ocean dumping regulations have been tighten to keep the water clean. New technology has been made to keep track of the wildlife in the Oceans, lakes and Rivers. People have been working together and changing their attitudes toward the sea to keep it alive.

The sea is a great friend. Without it human wouldn't be able to live without it. We have to understand that we have created a problem that could ~~be disastrous~~ led to extinction of creatures that was here before us. Understanding the problem is a step to fixing it and saving the animals that call the sea their home.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that <i>saving the ocean is an essential part in keeping planet earth alive and healthy</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>Understanding the problem is a step to fixing it</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to explain the effects of human carelessness (<i>9 pounds of marine life is killed for every 1 pound of shrimp harvested and when it rains all the water makes the soil ... run down into streams and lakes to pollute them</i>). Measures taken to alleviate the problem are less specifically developed.
Organization	Maintains a clear and appropriate focus on the need for people to <i>keep our environment clean</i> and exhibits a logical sequence of ideas, moving from the <i>essential</i> importance of marine life to a discussion of how people’s selfishness leads to overfishing and pollution. The response lacks internal consistency (introduction of an unrelated idea at the end of paragraph 3).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>We have to understand ... a problem</i>). The response occasionally makes effective use of sentence structure (<i>People have been working together and changing their attitudes toward the sea to keep it alive</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>carelessen, contaminats, eles</i>), punctuation (<i>planet we, rief killing, trees and when it rains all</i>), and grammar (<i>Millions ... is, been tighten, creatures ... was</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

Often times students do not think about their surrounding ocean environment. Now, however, is the time. Not only is the ocean being polluted in large amounts and affecting the wildlife, but it will also affect humans as well.

Sharks, in particular, have been grossly oppressed & abused in recent years. The sad part is, when one thinks of sharks one thinks of the movie Jaws. A common misconception is then reached and generalized towards all sharks. Contrary to popular belief they are not "mindless omnivores" that eat the first thing they see, but they ~~more~~ ^{are} often mistake humans for fish. Sharks, being the oppressed in more cases than the oppressor, are more widely slaughtered ^{by humans than} ~~than~~ any human is slaughtered by a shark. For every person killed by a shark 1.5 million sharks are killed by humans. And for what? To be littered in the oceans off the coast of Costa Rica ^{back} to be used as shark soup, or simply to just be tossed ^{back} into the ocean by humans only to die and rot to death. Their oppression and soon to be extinction, is rapid and must be dealt with quickly.

Not only are sharks also being ~~grossly~~ ^{the} abused by human lack of human compassion, but other (possibly more local) fish, are also being abused. Careless harvesting of shrimp are shrinking their numbers at a startling rate. Humans too often take for granted what they have.

Pollution is a big culprit in the decimation of our marine wildlife. Companies, such as Exxon, are careless in where they put their oil. Ladders, cutting down too many trees, let dirt leak into the oceans & clog the pores of the fish so that they can not breathe and get ~~their~~ ^{their} proper nutrients. 11 million gallons of oil are leaked into the ocean by ~~the~~ local Exxon company.

As a fellow student I beg that you please consider these startling numbers. How would you feel if your race were going extinct because of the carelessness of others. These grotesque, startling numbers will not go away unless fellow students do something about it. This is "suicidal folly."

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that <i>students do not think about their surrounding ocean environment</i> and then explaining why they should do so. The response makes implicit connections between information and ideas in the text and the assigned task (<i>I beg that you please consider these startling numbers</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe abuses of fish (<i>1.5 million sharks are killed by humans ... to be used as shark soup</i>) and the danger of ocean pollution (<i>let dirt leak into the oceans & clog the pores of the fish</i>). The idea of overfishing (<i>Careless harvesting of shrimp</i>) is less developed.
Organization	Establishes an appropriate focus on pollution <i>affecting ... wildlife and humans</i> but lapses into a discussion of oppression and abuse. The response exhibits a rudimentary structure (introduction, two body paragraphs, and a conclusion) but is inconsistent, shifting the discussion from pollution to oppression and abuse, then returning to pollution, with no discussion of the effects on <i>humans</i> established in the introduction.
Language Use	Uses appropriate language that is occasionally inexact (<i>dicemination</i> for “decimation” and <i>instinct</i> for “extinct”), with some awareness of audience and purpose (<i>These ... startling numbers will not go away unless fellow students do something</i>). The response occasionally makes effective use of sentence structure and length (<i>Now, however, is the time</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>grosly, beleif, opresser</i>), punctuation (<i>movie Jaws., A and fellow student I</i>), and grammar (<i>harvesting ... are and numbers ... it</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

There is many reasons why animals in the waters are ^{clearly} getting polluted. Many animals are dying ~~something~~. Many of these animals die because of humans.

One way to save the oceans environment is stop killing Ocean creatures such as shark, ~~cod~~ ^{salmon} cod, bass. If people don't stop killing these animals then in not to long they will end up being extinct. People might say that they kill sharks because they kill humans, but it is less likely to get killed by a shark and more likely to get killed by a beesting or lightening. Sharks that kill humans are on accident because they thought the human was something else.

Another reason why humans might kill sharks is because of their ~~bone~~ fins for soap. Four to five million sharks are killed by humans. Also nine pounds of sealife are killed or discarded. The bad thing about killing sealife is that humans waste them. Salmon, Cod and, bass are getting killed more and more. In 1992 they had to close the cod sea this put 50,000 people out of work. At one point they had to bancl forty miles of sea.

Another way to make the sea environment better is not polluting the waster. Only ~~one~~ five percent of the oil in the ocean is by ships five million by people. Eleven million gallons is by excell dell beds. Rain also has oil residue.

In conclusion people should take more care of the Ocean's environment. People should not kill as many sea life also stop polluting the water. Everyone should try and do something for the Ocean's environment.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Many of these animals die because of humans</i>). The response makes a few connections between information and ideas in the text and the assigned task (<i>to save the oceans invironmet ... stop killing ocean creators and Everyone shold try and do something for the oceans enviroment</i>).
Development	Develops ideas briefly, using some details from the text (<i>Four to five million sharks are killed by humans and five percent of the oil in the ocean is by ships</i>).
Organization	Establishes an appropriate focus on human behavior as the main cause of environmental problems in the oceans. The response exhibits a rudimentary structure, with an introduction that states the problem and two paragraphs that offer ways to solve the problem (<i>stop killing these animals and not polluting</i>), ending with a summary conclusion.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>because of their fins for soup and they had to band forty miles of sea</i>), with little awareness of audience (<i>People should not kill as many sealife</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Many animals are dieng an thing</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>dieng, samon, creators, likley</i>), punctuation (<i>water's are, animals then, five percent ... by ships five million by</i>), grammar (<i>There is many reasons and sealife ... them</i>), and pronoun references (<i>they kill sharks because they kill humans and they had to close the cod sea</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

many people fear the unknown. they fear the deep blue sea because the way the world was presented towards sharks and their dangers. But there are not the only ones in danger. The sea is the sharks habitat along with many other sea creatures. We are endangering the marine species by polluting their habitats.

Scientists, scuba divers, and snorkelers have been trying to reverse and protect the sea from the pollution. Many species have been disappearing and lessing their chance for survival because of humans, discarding their waste into the sea. Many marine life are caught on fish lines/nets or stripped of their fins for soup in Asia. One hundred million sharks are slaughtered by humans every year. A shark human life is considered to be 4.5 million sharks.

Since such tragic events in the sea there is limited cod and bass.

There are many people trying to save the sea. We put many strict laws on pollution to prevent further damage to the sea. We have machines to help detect problems in the sea earlier. So, things would be taken care of faster. But laws on drift nets we banned drift nets. These are improvements we made to help recover the sea from the damage we've done.

People fear the unknown. They fear the

Anchor Paper – Part A—Level 3 – B

deep blue sea because of the way the world was presented towards sharks. But, the sea is where marine creatures live and what we are gradually damaging. ~~So, keep / Follow~~ We are endangering the marine species and ourselves. Save the ocean and appreciate it!

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, warning that we are polluting the oceans and <i>endangering the marine species</i> . The response makes few connections between information and ideas in the text and the assigned task (<i>were not the only ones in danger of the sea</i> and <i>Save the ocean and appreciate it!</i>).
Development	Develops ideas briefly, using some details from the text (<i>Many marine life are caught on fish lines/nets</i> and <i>there is limited cod and bass</i>).
Organization	Establishes a focus on the dangers facing the ocean and what needs to be done. The response exhibits a rudimentary structure that primarily lists brief ideas (<i>reverse and protect the sea, discarding their wastes, fins for soup</i>).
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>the way the world was presented toward sharks</i> and <i>were</i> for “we’re”), with little awareness of audience and purpose. The response exhibits some attempt to vary sentences for effect, but with uneven success (<i>A comparison of one human life is considered to be 4.5 million shaks</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>snorklors, slouughter, traggic</i>), punctuation (<i>sea there is</i> and <i>earlier. So,</i>), grammar (<i>life are</i> and <i>there is ... cod and bass</i>), and shifts in point of view that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Why should we save the Ocean environment?

I think we should save the ocean environment because the ocean provides food and save the sea creatures from pollution. Pollution destroys and endangers humankind and scatters in ocean water. Pollution is mostly cause by toxic chemicals, and cars, and ships.

"The sea is a protection not a fear". Certain people fear the sea because of the sea creatures, but we aren't the victims. Sharks are the victims and other creatures. People think of sharks as evil creatures ready to kill. More than 4.5 million sharks are killed from men. They are put in nets and made into soup.

Mostly all shark attacks are accidents. It is an accident because of electro magnetic in the water. Sharks attack divers because they think their sea creatures. Sea life noted in the account as being seriously harmed includes salmon.

mostly a lot of claims and oysters are died
 People really need to change their attitude about the sea. In 1989 there was too much over fishing going on. ~~Their~~ Fisher wasn't making money. The environmental club recover some beaches and banded ocean nets. ~~the~~ ~~are~~
 This is why you should join the environmental club.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Pollution endangers humankind and scatters in ocean water</i>). The response makes superficial connections between information and ideas in the text and the assigned task (<i>People really need to change their attitude about the sea and This is why you should join the environmental club</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>Pollution is mostly cause by toxic chemicals, cars, and ships and In 1989 there was too much over fishing</i>), irrelevant (<i>Fisher wasn't making money</i>), and unjustified (<i>environmental club recover some beaches</i>).
Organization	Establishes an appropriate focus on the need to <i>save the ocean environment</i> . The response exhibits a rudimentary structure with an introduction, two body paragraphs, and a conclusion, but contains inconsistencies (the last sentence of paragraph 3 introduces a new idea).
Language Use	Relies on basic vocabulary (<i>People really need to change</i>) that is occasionally imprecise (<i>then</i> for “than,” <i>their</i> for “there,” <i>to</i> for “too,” <i>banded</i> for “banned”). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Sharks are the victims and other creatures</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>electrol, magectics, attitude</i>) and punctuation (<i>protection not and but, we</i>), and frequent errors in grammar (<i>provides food and save, mostly cause by, think of sharks are evil, killed from men, a accident</i>) and shifts in point of view that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

Saving the Ocean Environment is very important for your community. By doing that this will prevent all the oil spills and killing of the sharks from the beaches, the Ocean and the streets, and highways.

By you joining the environmental club, this can be an advantage for you, by saving the ocean environment and protecting the beaches and Oceans from the killing of all the sharks and the oil spills on the beaches. The pollution weakens marine wild life, about 50% of the spills come from ships. By not saving your environment this can cause sharks to attack humans, and boats. A 3,000 pound shark will attack humans instead of a lion. About 4.5 million ~~sharks~~ sharks are killed by humans or are drowned by lines or nets. A mindless observer attacks boats, humans. The bodies of the sharks fins were used for soup then ~~the~~ the rest of the shark was thrown back into the ocean so it could go to the bottom of the ocean and die.

No one ~~could~~ could catch or train a shark. About 50,000 people were thrown out of work, the spills from the cut down trees were washed away by the rain, about 11 million gallons is like the amount of oil spills. 100,000,000 sharks were slaughtered by man, salmon had disappeared for parts of the ocean.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused and inaccurate understanding of the text (<i>A mindless omnivore attacks boats, humans</i>). The response alludes to the text but makes unwarranted connections to the assigned task (<i>By not saving your environment this can cause sharks to attack humans, and boats</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>about 11 million gallons is like the amount of oil spills</i>), repetitive (<i>killing ... sharks, shark will attack, sharks are killed, sharks were slaughtered</i>), or unjustified (<i>A 3,000 pound shark will attack humans instead of a sea lion</i>).
Organization	Suggests a focus (<i>Saving the Ocean Environment is very important</i>) but lacks organization. The response presents a series of loosely connected ideas in the body paragraph and lacks a conclusion.
Language Use	Uses language that is imprecise (<i>The bodies of the sharks fins were used for soup and the spills from the cut down trees were washed away</i>) and sometimes incoherent (<i>killing of the sharks from the beaches, the Ocean and the streets, and highways</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>weakenes, dround, disapered</i>), punctuation (<i>that this</i> and <i>life, about</i>), and capitalization (<i>Ocean Environment</i> and <i>Samon</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

In the environmental club at your school, ~~the~~ presentation
It about ~~sharks~~ the ocean environment by
Peter Benchley, a author of the novel Jaws.

for the students to join the environmental
club of the school. More than 20 years ago.
A ~~fish~~ fishermen cut a big shark. They
want to train the shark. They fear the
sea, even then the shark, because is so
deep and unknown. On 1970, ^{there was a more} ~~iceberg~~ ~~more~~
~~than~~ shark and other animal in the sea.
Costa Rica a sea full of sharks. ~~went~~ When
a car is in the water, it pollute the water.
The people are close to ruin the water.
20 years with relation with the sea
and they had change there way of
life and there form.

This ~~is~~ account about the
ocean environment by Peter Benchley,
author of the novel Jaws.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused and inaccurate understanding of the text (<i>20 years with Relation with the sea and they had change there way of life and there form</i>). The response alludes to the text (<i>It about the ocean environment by Peter Benchley, a author of the novel Jaws</i>) but makes unclear connections to the assigned task (<i>Costa Rica a sea full of sharks</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>On 1970, there was a more shark and other animal in the sea</i>), irrelevant (<i>A fishmen cut a big shark</i>), and unjustified (<i>They want to train the shark and When a car is in the water, It polute the water</i>).
Organization	Suggests a focus on <i>the ocean environment</i> but lacks organization, presenting a series of unrelated ideas.
Language Use	Uses language that is imprecise (<i>cut</i> for “caught” and <i>They fear the sea, even then the shark, because is so deep and unknow</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>For the students to join the enviromental club of the school</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>fishmen, unknow, polute</i>), punctuation (<i>novel Jaws; ago. A; sea and</i>), random capitalization (<i>Join, It, Ruin, Relation</i>), and grammar (<i>It about the ocean, because is, shark and other animal, close to Ruin the water</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

The actor Peter Benchley of the novel Jaws, is write about his book and How people ^{can} help finish the ocean environment. In the account that was readed to me ~~the~~ was about a fisher man who fished a 4,550 white shark. He also talk about how if he would to write Jaws today he can't, also how people can try to keep the ocean environment clean and safe. Before today the car that would pass by the ocean the gas for the car would be wash into the ocean also there was 11,000,000 oil tanks that was killing the fishes. The actor also talk about how the shark didnt mean to eat the people, the shark thought it was another fish and it wasn't. As for the boat the shark would hit it or bit it to see if it was eatable and that's how it would happen. So know people are try to save the ocean's environment by not ~~letting~~ letting to much oil tanks come by and the oil or gas for cars, by doing that it help the ocean and know the fish is still live and not ~~die~~ die or gone for ever.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a confused understanding of the text (<i>The actor Peter Benchley of the novel Jaws, is write about his book and How people can help finish the ocean environment</i>). The response alludes to the text but makes unclear connections to the assigned task (<i>In the account that was readed to me was about a ... 4,550 white shark</i>).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>Before today the car that would pass by the ocean the gas for the car would be wash into the ocean</i>), irrelevant (<i>As for the boat the shark would hit it or bit it to see if it was eatable and that's how it would happen</i>), and unjustified (<i>11,000,000 oil tanks ... was killing the fishes</i>).</p>
Organization	<p>Suggests a focus (<i>how people can try to keep the ocean environment clean and save</i>) but lacks organization. The response is a single paragraph consisting of loosely related sentences referring to sharks, oil spills, and the environment.</p>
Language Use	<p>Uses language that is imprecise (<i>he would to write, save for "safe," know for "now"</i>). The response reveals little awareness of how to use sentences to achieve an effect.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>fisher man, thought, eatable</i>), punctuation (<i>can't, also; didnt; wasnt; for cars, by doing</i>), capitalization (<i>and How, today he, ocean also</i>), and grammar (<i>is write, was readed, He ... talk, would be wash</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

We are human beings on this earth. ~~we have~~ ~~responsibility~~ However we humans are not the only beings that dwell here. There are millions of other beings here as well. Some more like us than others ~~that~~ but all equal in significance. As the more advanced of them all, humans have a responsibility to the others.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding beyond one vague reference to <i>millions of other beings</i> .
Development	Is minimal, offering primarily a personal response.
Organization	Is too brief to demonstrate organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

students from [redacted] Academy
I am here as a student and
as a person that care about
Natural Resource. I am here to
talk about how is the Ocean
being polluted. had how much
could it mean for all of us come
together, and help out our Community,
our Oceans.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding beyond vague references to ideas in the prompt.
Development	Is minimal.
Organization	Is too brief to demonstrate organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Throughout history, the ocean environment has been in severe danger. Habitats all over the world are in desperate need of help to sustain them. Peter Benchley, author of the novel *Jaws*, has written an extraordinary piece on the threats to ~~the~~ ocean life.

Many people believe that sharks are one of our greatest enemies, when in fact they are not. There have been incidents where sharks have run into boats and caused severe destruction. The majority of these incidents are accidents, where the sharks have just been curious about the boats. Great white Sharks have not been known to attack boats. Even though sharks rarely cause a threat to mankind, ~~one million~~ one-hundred million are killed each year. Many times they are killed for useless resources. In Costa Rica, the bodies of ~~one~~ were found at the bottom of the ocean. Their fins had been used for making soup.

Sharks are not the only species in danger. The harvesting of shrimp is ~~an~~ an example of a wasteful practice. This is the result of overfishing. In addition to shrimp, salmon is noted as being in jeopardy of being seriously harmed. When untreated waste is flushed through our drains, it ~~is~~ flows into the ocean and sea life cannot survive. The greatest source of oil pollution comes from oil tankers and passenger cars. Rain washes the oil into the ocean and causes pollution. The pollution often destroys habitats and silt from the soil chokes species. The breeding grounds of these species are being dirtied by the pollution, and these species are dying off.

Part A — Practice Paper – A

The species in these habitats are in desperate need of our help. It is our duty to save them from threats and provide them with a habitat free from danger. It is up to us.

Why are we so unaware as to what is going on with our oceans? ~~It's~~ It's because we fear them. With all the stories you heard about man-eating sharks, and the deepness, and fear of drowning. No wonder we fear our oceans.

I heard an account about the ocean environment by Peter Benchley, who is the author of *Jaws*. He talked about how we ~~the~~ humans are making the ocean dangerous not only to the ocean life, but also to ourselves.

People see sharks as man-eaters really all the shark attacks were accidents. "Did you know that for every person who was killed by a shark 4.5 million sharks paid for it?"

We are also wasteful and careless. Like the harvesting of shrimp for example. "For every 10 pounds only 1 pound is used" the other nine are thrown away. Another example is the oil pollution in the oceans. "More oil is coming from passing cars on a roadway bordering water than an oil tank." Oil tanks are only 5% of the oil pollution in the oceans.

~~As~~ As you can see we are the danger ~~not~~ not the ocean. So show a little more respect

Part A — Practice Paper — B

for the oceans and the wildlife living in it and help save them. Because saving the ocean is also saving you.

The ocean environment is very important to this world to the animals, people, and nature itself. It is very good to keep because if we don't it would hurt our environment and then everything would start to fade because of pollution.

It is very important if we try to throw waste in other areas and not in our ocean because it is killing and polluting our fishes water and for reasons if the government don't care they should because it's not right. And with technology today we should be able to come with something besides wasting our ocean environment.

Polluting our water affects more on the soil on our trees and if that continues our trees can stop from growing or won't grow at all or it would slow down and if that happens we would start getting less oxygen and life would start ~~to~~ disappearing.

So I suggest that we stop doing what we are doing because later on it would hit and we won't know how. But it affects us so we should do something or try.

We, as a world, are facing a huge problem. Our lack of understanding about the ocean and the creatures that reside within it is proving to be ~~deadly~~ deadly. Movies such as Jaws demonstrate our natural fear about not only sharks, but the ocean and the unknown creatures that reside in its murky depths. Over time, some people have begun to look at the sea in a different way, with appreciation and wonder. Scientists, swimmers, and sailors are all learning more about the sea; they are beginning to understand that we must protect and respect the sea and its creatures, not exploit them and fear them like we have done for so long.

Our wasteful ~~attitude~~ treatment of the creatures of the sea is apparent in the dwindling number of species. For every person that is killed by a shark, 4.5 million sharks are killed by us. And the worst part is that they are rarely killed for any useful purpose. Sharks are merely seen as a bothersome problem, or they are caught in large fishing nets or on lines and killed. In Costa Rica, sharks are caught and only their fins are cut off to be used in soups; the sharks are then thrown back into the sea to die. The ocean floor is literally scattered with the bodies. Sharks are not the only creatures being destroyed though. For every pound of shrimp that is harvested, nine pounds of sea life are killed. Overfishing is becoming a problem as well. In the United States, ~~where~~ crabs, clams, and shrimp are no longer plentiful like they once were. And salmon have disappeared in parts of the Pacific Ocean. Our wasteful practices are taking a toll on marine life.

Pollution is one of the biggest problems our environment faces today. When we dump our untreated waste into rivers and oceans, chemicals like nitrogen and phosphorus kill the supply of oxygen, enabling some marine life to survive. In fact, parts of bays and sounds are already dead zones. ~~And~~ ^{And} pollution doesn't just result from toxic oil spills and accidents of that nature; everyone is responsible. When cars are driven on roads near a body of water, oil from the vehicles washes into the ocean causing pollution that is actually more wide spread and long lasting than tanker spills. Only five percent of the oil in the ocean originated from tanker spills. Our development of the land also affects the sea. When communities are built near coastlines, habitats are destroyed that house many different creatures. And when trees are cut down, stripping the land, silt is washed into the sea and contributes to destroying the barrier reef. There are many ways we could improve our lifestyles so that we aren't as harmful to the sea.

With the increasing awareness of our environment comes a new hope. Environmental legislation has helped improve conditions; the water quality of ~~some~~ several rivers and bays has improved. Some fish stocks have been replenished; the striped bass has been brought back from practically the point of extinction. New laws have been passed; the huge drift nets, that reached up to 40 miles long and proved so ~~and~~ detrimental to sharks, have been made illegal. Modern technology is enabling us to detect problems earlier, such as silt, pollution, and the size of fish stocks. But in order for any dramatic improvements to take place we must

Part A — Practice Paper — D

change our attitudes about the sea. We need to become more aware of our environment, and take an active part in helping save the ocean environment before it's too late.

Part A — Practice Paper — E

Today, the ocean has become a human waste land. Human pollution, and killing off marine animals are the main cause. People don't realize how much we are impacted by the ocean. For years the environmental legislation has been working on improving environmental conditions such as: pollution, restriction of catching fish, and ocean dumping. The environmental club is working to save the ocean and create a better way improve the pollution conditions.

The sea is worthy of respect. It keeps us safe and we rely on it. Humans underestimate how ~~much~~ important the ocean life really is in the world. Thousands of marine animals are on the verge of becoming extinct due to humans. Sharks should not be considered as the enemy. Nearly 100 million sharks have been killed by man. A majority of shark attacks on humans are accidents. Yet people continue to kill off sharks without clear reasoning. Sharks are not the only marine animal becoming extinct many shrimp, salmon, cod & bass are being killed off in increasing numbers. For every pound of shrimp, 9 pounds of sea-life are killed. There are limited supplies of cod, salmon and bass due to the rate of extinction.

If humans are to blame for other problems in the environment.

the ships with their oil spills, the cars with pollution, and overall garbage being dumped into the ocean on a daily basis. Overall, nearly 11 million gallons of oil has been dumped into the sea for oil tankers, cars, and ships. No one really knows how dangerous these conditions could really be to the environment.

Part A — Practice Paper — E

Overall, the environmental legislation, as well as environmental clubs, have been working together to recover the sea's sea life. Thousands have impacted the change in the environment. By joining the environmental club, you too, could help keep a clean environment for not only human life, but, marine life as well.

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 2

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

Practice Paper D—Score Level 5

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

Practice Paper E—Score Level 4

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

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

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

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

As you well know, Senator, Vending machines have become a problem in New York, as well as the rest of the country, that can no longer be ignored. However, I ask you to consider voting against this bill to ban all vending machines from schools. With school budgets being cut, vending machines provide many schools with much needed income.

Several studies have shown that vending machines serve as a major source of extracurricular income; if they were to be removed entirely, art, sports, and music programs could suffer. Some schools earn "\$50,000 or more in commissions" each year and use this money for activities outside of the classroom, such as "marching bands, computer centers, and field trips." Robert E. Meeks, legislative director for the Minnesota School Boards Association, revealed that "Minnesota schools earn roughly \$40 million a year from vending machines."

Instead of complete removal, why not push for reforms to what is offered? If unhealthy snacks such as chips and candy are replaced by juices, it would provide a happy medium for administrators seeking extra funds and for legislators. Also, candy and french fries could be eliminated from cafeteria a la carte offerings. On the subject of soda machines, it may be wise to have them closed until the end of the day. This would help eliminate students' dependency on the sugar rush keeping them awake that seems to be a problem in many classrooms.

Following this suggestion would force schools and students into a healthier school diet that is not always provided, or desired for that matter, given what is available in machines.

Another possible solution is to centralize the location of machines, as well as reducing their numbers. According to the USDA Food and Nutrition Service, 54 % of vending machines in high school are located throughout the school. Students passing the machines on a regular basis will be further tempted to purchase something. Nell S. Geiser, a senior at New Vista High School in Boulder, Colo., commented that, "You're brought up thinking it's all right to be constantly bombarded with ads and junk food because they're in your school." Maybe it's time to change that way of thinking.

Granted that vending machines filled to the brim with unhealthy choices do not make for a balanced diet, especially if these snacks are used in place of meals, they may not be the biggest problems facing our schools. Our schools often lack effective exercise and physical education programs; many students today are overweight and don't take the time to burn off excess calories. According to the Centers for Disease Control and Prevention, from 1991 to 1999 the number of students attending daily physical education classes dropped by 13%. In addition, Americans drink an average of "nearly 60 gallons of soda each year," an increase of almost 8 gallons more than 10

years ago. It is a school's responsibility to provide physical education programs, especially if they intend to offer unhealthy food throughout the day.

Passing a bill such as this could severely damage a school's income and will do little to address the problem of childhood obesity. Again, I ask that you vote against this bill and instead push vending machine reform and an increase in physical education and exercise programs.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the documents by addressing areas of concern (<i>a major source of extracurricular income and vending machines ... do not make for a balanced diet</i>) and by proposing a compromise (<i>why not push for reforms to what is offered?</i>). The response makes insightful connections between information and ideas in the documents and the assigned task, arguing that <i>passing a bill ... could severely damage a school's income and will do little to address the problem of childhood obesity</i> .
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss issues related to funding (<i>programs could suffer</i>), placement of machines (<i>Students ... will be further tempted</i>), and lack of physical education (<i>the number of students ... dropped by 13%</i>).
Organization	Maintains a clear and appropriate focus on the need for compromise. The response exhibits a logical and coherent structure by first discussing the need for funding and then presenting alternatives to the bill to <i>ban all vending machines</i> . Transitional devices are skillfully used (<i>However, I ask you to consider</i> and <i>On the subject of soda machines</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>provide a happy medium and eliminate students' dependency</i>), with a notable sense of voice and awareness of audience and purpose (<i>As you well know, Senator, vending machines ... can no longer be ignored</i>). The response varies structure and length of sentences to enhance meaning (<i>Maybe it's time to change that way of thinking</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Few things are as easy and routine as dumping quarters into a vending machine for food, but the controversy created by vending machines is anything but simple. Legislators have advocated banning them during school hours or restricting them to healthy fare, citing the growing prevalence of obesity. Schools and the food industry have allied against them. They claim that physical education is a better remedy and that, in any event, the machines bring much-needed revenue.

After careful review of the issue, I must urge you to vote against the ban on vending machines. Experiments like this in enforced health and morality, like Prohibition, end usually in abject failure. While vending machines are present, they can be regulated. Without them, students will find other ways to consume junk food.

California state senator Matha Escutia's statement explains the flaw in anti-vending machine reasoning: "It can't help when a child is eating chips and soda at 8 in the morning." Unless Ms. Escutia has made a discovery in nutrition and failed to share it with the scientific community, there is no reason the time when junk food is eaten would matter. A student consuming junk foods upon returning home from school will grow obese just as quickly. Locking machines during lunch is a similarly flawed tactic: children can bring food from home. Would the state next propose a ban on bag lunches?

A chart showing foods offered in schools points to further problems with anti-vending machine reasoning. 92% of all school cafeterias offer a la carte options: pizza, candy, french fries, and other items. If the cafeteria sells items as non-nutritious as the worst vending machine offerings, what will banning the machines accomplish?

It is interesting to note that some of the biggest foes of this ban are school administrators. As stated in an article on the topic,

"vending machines have become a principal source of extra money for districts." Schools now depend on "commissions" from vending machine sales in schools to supplement extra-curricular programs, often cut by school budgets.

Schools are traditionally considered to be under local, not state or federal control. So, as a state senator, you can see that such legislation is inappropriate. Such legislation imposes one more layer of restrictions on schools which are answerable to "neighborhood" parents. In this light, the accusation that schools disregard student health is unfair to the families who support their schools.

A reactionary ban on vending machines will have no benefit. It may change when children eat junk food, but not what they eat or the total calories consumed. Physical and nutritional education with vending machine profits is a wiser choice. Between 1991 and 1999, the number of students with daily physical education has declined 13%, according to the CDC. Junk food may be a serious problem for America's youth, but simply banning vending machines would not solve it. Please consider this evidence when you vote.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by challenging <i>a reactionary ban on vending machines</i>, suggesting <i>students will find other ways to consume junk food</i>, and arguing that <i>physical and nutritional education with vending machine profits is a wiser choice</i>. The response makes insightful connections between information and ideas in the documents and the assigned task, citing the <i>abject failure of Prohibition</i> as a caution against <i>experiments like this in enforced health and morality</i>.</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to explain the issues surrounding the bill to ban vending machines (<i>92% of all school cafeterias offer a la carte options</i> and <i>Schools are traditionally considered to be under local, not state or federal control</i>) and to discuss the schools’ need for revenue (<i>Schools now depend on “commissions” from vending machine sales</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that a ban on vending machines <i>will have no benefit</i>. The response exhibits a logical and coherent structure, skillfully using rhetorical questions to challenge the opposing argument (<i>Would the state next propose a ban on bag lunches?</i> and <i>what will banning the machines accomplish?</i>) and concluding with a definitive position (<i>Junk food may be a serious problem ... but simply banning vending machines would not solve it</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>made a discovery in nutrition and failed to share it</i> and <i>a similarly flawed tactic</i>), with a notable sense of voice (<i>I must urge you to vote</i>) and an awareness of audience and purpose (<i>So, as a state senator ... such legislation is inappropriate</i>). The response varies structure and length of sentences to enhance meaning (<i>Few things are as easy ... as dumping quarters into a vending machine ... is anything but simple</i>).</p>
Conventions	<p>Demonstrates control of the conventions, with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

The usage of vending machines to distribute soda and other junk food in schools has become a large issue of debate in states recently. States, schools, and food administration programs seem to be heavily debating the issue of whether to ban the usage of vending machines in schools or not, and many people seem to be taking opposing and firm stances in this debate. As the Senator of New York, it is vital for you to vote for this ban on vending machines in New York State schools. I firmly believe this is the right decision to make, and I will support this ban until a decision is made.

According to the newest census statistics on child obesity from the Centers for Disease Control and Prevention, obesity in children has become an issue of increasing concern. Teenagers are growing more and more obese and overweight, almost three times worse than teenagers twenty and more years ago. Many lawmakers are using these disturbing statistics to prompt their aim towards a ban on junk food in schools. Many senators and legislators believe these school vending machines, brimmed with soda, potato chips, and other unhealthy foods, are the greatest cause of the modern state of obesity and lack of healthy choices. Says senator Martha Escutia, "It can't help when a child is eating chips and soda at eight in the morning." She is absolutely right. Various school districts across the nation have vending machines in the lunchroom and in the halls, and permit their usage by students even in the early hours of the morning. It is not a wise choice for a student to begin his or her day with soda and chips, or candy,

or anything else of that nature. By promoting this usage of vending machines, schools and educators are blurring the line of healthy living, and they must change their ways.

However, if schools are to change their promotion of vending machines, then New York State and legislators are going to have to help the schools in regards to funding. Budget cuts to school districts force schools to choose alternative methods of obtaining funding for extracurricular activities, such as computer centers, field trips, sports programs, and marching bands. Without proper funding from the state, schools will be forced to adhere to alternative forms of enabling funding for these activities and contracts with food companies are an efficient way to achieve this for schools left with little other choices. If states expect schools to make healthier choices, they need to provide the proper money.

No matter how schools and legislatures arrive at an agreement on this issue, it is important to be done immediately. According to percentages released by the USDA Food and Nutrition Service, circa April 2001, the general populace of schools are promoting far too unhealthy choices in school. Elementary, middle, and high schools alike offer large percentages of a la carte offerings, offerings of food sold in the cafeteria which are not part of the National School Lunch program, unhealthy choices such as french fries, pizza, and candy. Furthermore, over 37% of middle schools and 54% of high schools offer vending machines in various locations in school, whilst even higher percentages of schools, middle and high, offer vending machines within cafeterias. To accompany these facts, 35% of middle schools

and 41% of high schools offer snack bars. These numbers, taken from four years ago, are most assuredly higher now. These numbers are a disgraceful display of how far unhealthy choices in schools have come.

Healthier choices in schools must be achieved. Statistics prove obesity is worsening, and teenagers are receiving less and less nutrition and exercise. I and many others firmly believe physical education classes must be enforced and students must make healthier choices. Vote to ban the usage of vending machines in schools, and you will ensure a healthier and safer future for our children. Create a healthier environment for our children, and a brighter future will be ensured.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the documents by advocating a ban on vending machines (<i>As the Senator of New York, it is vital for you to vote for this ban</i>) while acknowledging the validity of both sides of the argument (<i>obesity in children ... increasing concern and force schools to choose alternative methods of obtaining funding</i>). The response makes insightful connections between information and ideas in the documents and the assigned task (<i>By promoting this usage of vending machines, schools and educators are blurring the line of healthy living, and they must change their ways</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the prevalence of vending machines (<i>54% of high schools offer vending machines in various locations</i>) and to suggest the hazardous consequences (<i>Many senators and legislators believe these school vending machines ... cause of the modern state of obesity</i>).
Organization	Maintains a clear and appropriate focus on proposed legislation and the pressing need to ban vending machines in schools. The response exhibits a logical and coherent structure as it moves from summarizing the arguments to calling for action (<i>No matter how schools and legislatures arrive at an agreement ... be done immediately</i>) through the skillful use of appropriate devices and transitions (<i>According to the newest census and However, if schools are to change ... legislators are going to have to help ... funding</i>).
Language Use	Uses language that is fluent and original (<i>numbers ... are most assuredly higher now</i>), with evident awareness of audience and purpose (<i>Vote to ban ... vending machines in schools</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>She is absolutely right</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>whilst and exercise</i>) and capitalization (<i>Senator of New York and senator Martha Escutia</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning and organization.	

In recent years, there has been much controversy as to whether vending machines should be allowed in schools. The issue has now reached New York State, and you, the senator, have the opportunity to vote for or against a bill banning the use of vending machines in schools. I have done some research on this matter, and using that, along with my own personal experience as a student, I would like to provide you with valid information to help you in your decision-making process. I strongly believe that schools should ban the use of vending machines, for it would be of great benefit to to all students in the state.

According to an excerpt from G. Winter, schools truly have good intentions by allowing vending machines in schools. The commissions they receive from companies, such as soda machine companies, is used for extracurriculars such as marching band, computer centers, or field trips. However, though vending machines help students in that way, they also are a disadvantage to them. With vending machines all over schools, students have the opportunity to drink soda, and eat chips and candy all day, which is extremely unhealthy. According to a chart from the USDA Food and Nutrition Service ~~made~~ ninety-two percent of all schools offer a la carte, which is any food, such as pizzas, candy, or french fries, that is not part of the National School Lunch

Program Menu. With so many schools offering these food choices, it is no wonder why obesity in children is on the rise. Vending machines in schools is highly unhealthy, and incredibly disadvantageous to students.

There are ~~many~~ different alternatives to the use of vending machines in schools, in order to fulfill the need for funding extracurricular activities. For instance, schools can hold fundraisers to raise extra money. Regarding there being no snacks in school, students are able to obtain junk food outside of school. Schools should want to do as much as they can to keep their students as healthy as possible. If that means they must ban vending machines and work harder with such things as fundraisers, then so be it.

I hope I have been able to help you in your decision to vote for or against a bill banning vending machines in schools. As a student, I feel the banning of them would be of the best benefit to students as a whole. ~~There~~ No vending machines would result in less distraction and more health in students all across New York state.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents by identifying issues associated with vending machines and advocating that <i>schools should ban the use of vending machines</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task, stating <i>I have done some research ... to provide you with valid information to help you in your decision-making process</i>.</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the conflict between the need for revenue (<i>commissions ... used for extracurriculars</i>) and the health concern posed by junk food (<i>no wonder why obesity in children is on the rise</i>). The issue of <i>funding extracurricular activities</i> is less developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the vending machine debate. The response exhibits a logical sequence of ideas, first by comparing benefits (<i>schools truly have good intentions</i>) with detriments (<i>students have the opportunity to drink soda ... which is extremely unhealthy</i>), followed by briefly proposing a funding alternative (<i>schools can hold fundraisers</i>). Transitions are appropriately used (<i>According to, such as, also</i>).</p>
Language Use	<p>Uses language that is fluent, with evident awareness of audience and purpose (<i>The issue has now reached New York State and you, the senator, have the opportunity to vote</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>If that means ... so be it</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>service ninety-two and unhealthy, and</i>), grammar (<i>commissions ... is, they also are a disadvantage to them, vending machines ... is</i>), and proofreading (<i>to to</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

Vending machines that sell unhealthy snacks have been around for decades. During the last decades, childhood obesity has grown rapidly, due in part to vending machines and the lack of physical activity. These vending machines sell snacks like sodas, chocolate bars and potato chips. Schools are supposed ^{to} educate children about healthy diets, not steer them ~~any~~ away from that by promoting the sale of junk food. You should vote for a bill banning the use of vending machines in New York State schools.

What is junk food? It is just as the name suggests ... junk, garbage. A child's diet should not be based on foods like candy and soda, but ^{instead} it should be based on fruits and vegetables. According to Nell from New Vista High School, "Plenty of kids make their breakfast from a Mountain Dew and a bag of Doritos." Eating a bag of Doritos and drinking Mountain Dew is not a sound breakfast for a growing child.

In the past twenty years, childhood obesity has skyrocketed in tremendous numbers. "Teenagers today are almost three times ~~over~~ overweight as they were 20 years ago..." Having vending machines in elementary schools where children are at the tender age of growth is extremely negative. Children grow up on soda and chips rather than fruits and veggies. Overweightness is not only the main concern, but also other serious issues. Serious health concerns such as diabetes and high cholesterol may occur in children. "As students become heavier and their health deteriorates, more serious ailments like diabetes can arise, leading to higher health care costs over time..." New York State spends billions of dollars a year to pay

for healthcare for its residents. Childhood obesity and childhood diabetes may increase the cost of health care, which comes from tax-paying citizens.

Vending machines in schools promote the sales of junk foods. State Legislature should ban school and soda company contracts, for this contributes to the use of vending machines. Selling soft drinks on school grounds may bring the school extra money, but the results are not positive. According to the text, "On average, Americans drink nearly 60 gallons of soda each year, almost 8 gallons more than they did just 10 years ago. For many lawmakers, it is a given that the increase has worsened childhood obesity."

The sale of sodas in schools may have increased childhood obesity in New York state schools and around the nation.

Currently in New York, there is a ban of selling junk food "until after lunch", but it should be proposed to ban the sell of unhealthy foods in schools altogether.

→ There are other ways to decrease childhood obesity. Not only must we ban junk foods from being sold in school, but we must take other measures as well. We can replace soft drinks with ~~fruit~~ fruit juices, such as apple and grape juice.

According to the text, researchers say that children are not only eating more, but are exercising less. Less and less students are attending physical education class as the years pass by.

"In fact only, 29 percent of students attended daily physical education classes in 1999..." The federal government should also ban the sale of soda and candy from schools altogether.

→ According to Paul G. Prinsky, "After the sugar high wore off and they were finished bouncing off the walls, my students heads

would fall on the desk. . . it made it really difficult to teach." Sugary and unhealthy foods may affect the learning in schools. There should also be an increase in physical activity during the school day. Instead of having physical education two to three times a week, students should have it on a daily basis.

According to the chart, about sixty three percent of highschools on a national level have vending machines in or near the cafeteria. That is more than half of highschools on a national level. That number should definitely be reduced to less than half. Students should also be able to leave the school for lunch. Maybe if they eat lunch at home, it would be much healthier than a school lunch or vending machine lunch.

→ Vote [^]Yes to fire banning of the use of vending machines in ~~school~~ New York State Schools. Childhood obesity must be stopped. The use of vending machines in schools has increased this number greatly. Selling soda and chips to children contributes to an unhealthy America. We should promote healthy diets in our children. If schools need extra money, then the state should grant it to them. We do not want children with diabetes, asthma and high cholesterol due to unhealthy eating habits, which are in part due to vending machines in schools.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by asserting that an unhealthy school diet <i>contributes to an unhealthy America</i> and arguing that schools should not be <i>promoting the sale of junk food</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task, suggesting that <i>we should promote healthy diets</i>.</p>
Development	<p>Develops some ideas more fully than others, using specific and relevant details from the documents to discuss poor eating habits (<i>Eating a bag of Doritos ... not a sound breakfast</i>) and other measures to be taken to decrease childhood obesity (<i>an increase in physical activity during the school day</i>). The issue of <i>school and soda company contracts</i> and the concern that <i>schools need extra money</i> are less developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the need to ban vending machines. The response exhibits a logical sequence of ideas, first defining a poor diet (<i>A child's diet should not be based on foods like candy and soda</i>), followed by discussing <i>serious health concerns</i>, then offering suggestions (<i>There are other ways to decrease childhood obesity</i>), and concluding with a direct appeal (<i>Vote Yes</i>). The discussion in the fifth paragraph lacks internal consistency.</p>
Language Use	<p>Uses language that is fluent, although sometimes repetitive (the overuse of <i>should</i> and <i>according to</i>), with evident awareness of audience and purpose (<i>Schools are supposed to educate children about healthy diets, not steer them away from that</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>What is junk food?</i> and <i>Not only must we ban ... but we must take other measures as well</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>Overwieghtness, cholestrol, definetly</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and organization.</p>	

Students in schools are unhealthy as it is because of their diets out of school. Having more opportunities for junk food in school is horrible. Junk food should not be offered to students of any age during anytime of the school day. The legislature should vote for the banning of vending machines in schools. This is why you should ^{to this} vote.

People are always complaining about our youths obesity but they dont look at where their children eat the junk food at. If our own schools have vending machines not only in the lunch room but also in the hallways, now that just tells students that "Yeah its okay if you eat junk and drink ^{are} soda for breakfast & lunch". The food and soda industry blame schools for ~~to~~ not teaching enough physical education to students. That is basically saying that schools can sell all this ~~good~~ junk to its students as long as they make the kids exercise and run off all the calories they just ate. Now that is ridiculous because we as students have the choice of participating or not participating in gym, and it is not lack of physical education that makes students obese its their diets.

Contracts between the schools and food industry dont help the situation either. The schools complain because the states are cutting their budgets and having contracts with the food/soda companies brings in their "so well" needed money. Maybe school need to find a new way of bringing in money, like fund raisers. If the school boards are going to let the vending machines be in their schools, they are subjecting students to unnutritional

foods just because the schools budget was cut, now that is not right.

A chart that shows where all the food is consumed in school shows that the older a student gets the more opportunities he/she is going to have to eat an unhealthy diet. Schools in North Carolina go against the state official policy which only lets the schools have sales that "contribute to the nutritional well-being of the child and aid in establishing good food habits." Obviously this does not happen because some schools in North Carolina have contracts with soda companies. Instead of a school relying on funds from the soda company they should rely on their own state to support them.

I think that you should consider all the facts about nutrition before you vote on this bill. Banning vending machines is a very big step towards ~~improving~~ ^{is} ~~improving~~ ^{improving} students' health. I think you should vote for the bill it would help students understand how to obtain healthy diets. You as a state senator can change the diets of many students in NY state by banning vending machines from schools.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Conveys a through understanding of the documents by exploring the controversy over vending machines in schools (<i>its okay if you eat junk, Contracts between the schools and food industry doesn't help the situation, school need to find a new way of brining in money</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>school boards ... let the vending machines be in their schools ... that is not right and change the diets ... by banning vending machines</i>).</p>
Development	<p>Develops some ideas more fully than others. The response discusses the effects of contracts on vending machines in schools (<i>having contracts with the food/soda companies brings in their "so well" needed money</i>). <i>Youths obesity</i> and <i>fund raisers</i> are less developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the need to vote for banning school vending machines to <i>help students understand how to obtain healthy diets</i>. The response exhibits a logical sequence of ideas by first establishing that <i>junk food should not be offered to students ... anytime of the school day</i>, then arguing that <i>diets</i> cause obesity, emphasizing that schools are <i>subjecting students to unnutritional foods</i>. The response concludes by asking the senator to vote to ban vending machines in school. The response is weakened by a lack of external transitions.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>This is why you should vote for the bill</i>). The response occasionally makes effective use of sentence structure and length (<i>I think that you should consider all the facts about nutrition before you vote on this bill</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting frequent errors in punctuation (<i>dont, we as students have, its their diets, company they should</i>), and occasional errors in spelling (<i>Maybee, brining, twards</i>) and grammar (<i>industry blame, schools ... its, companies brings</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.</p>	

In America the ~~prob~~ problem of childhood obesity is continuously growing. In fact in the last twenty years the amount of children who suffer from obesity has almost tripled. Many blame this on the vending machines ~~at~~ in schools, and are planning to ban the use of these vending machines in New York state schools.

Vending machines offer snacks and sodas for children throughout the day. These snacks lack in ~~nutritious~~ nutritious quality and tend to give students a "sugar high," for only a short amount of time ~~to~~ deteriorating ~~from~~ their focus and attention span. In regard to students health many schools will limit the amount of time that these machines are turned on, especially early in the day. Some have even purposed the thought of only selling nutritious foods and drinks in these machines such as: milk, juice, and water rather than sodas.

Many schools will often argue, in response to the idea of banning vending machines, that these machines provide them with large sums of money that will go towards extra curricular activities, such as: "marching bands, computer centers, & field trips."

The problem of poor health and nutrition is blamed by the soda companies

bring to take away arguments toward them on the poor physical education systems in schools. The policy of giving students the choice of participating in ~~the~~ P.E. classes also ~~add~~ acts as a health factor. For the consumption of these fatty foods and beverages ~~and~~ and the lack of physical exercise add up to reasons for obesity and health problems. The amounts of students in P.E. has ~~continued~~ to progressively dropped over the past few years. This may be a logical argument but the consumption of fatty snacks and sodas is still the main problem.

The schools have started turning off the machines during the school day but this is problematic for it violates ~~the~~ some contracts the schools have with the companies such as Pepsi-cola. Another way to improve the nutrition and health problem is to offer other ~~choices~~ options for food. In many schools they offer the majority of their food "a la carte", or ~~the~~ ~~the~~ the schools cafeteria food, or placing the vending machines in other areas of the school, and also providing opportunities for students to leave school for lunch. This gives students other sources of food that is mostly ~~the~~ healthier and more nutritious.

The plan on banning vending machines in the schools of New York State is a great idea. For the students do not need the substances provided in them. They have other sources of food and snacks, and although some of the contracts may be binding they should consider the ~~other~~ option of only selling nutritious foods in their machines. And as for the amount of money gained by these machines the schools can find other ways of ~~finding~~ ~~to~~ making this money, such as fund raising or school store sales.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>The plan on banning vending machines in the schools of New York is a great idea</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>many schools will limit the amount of time that these machines are turned on</i>).
Development	Develops some ideas more fully than others, using specific and relevant details from the documents to discuss the problem of vending machines in schools (<i>the consumption of these fatty foods ... add up to reasons for obesity and health problems</i>). The issues of funding school activities and <i>contracts the schools have with the companies such as Pepsi-cola</i> are less developed.
Organization	Maintains a clear and appropriate focus on the health issues surrounding the vending machines. The response exhibits a logical sequence of ideas, first establishing the problems with vending machines, then looking at the causes of the problems and their possible solutions. Appropriate transitions are used (<i>These snacks, In regard to, Another way to improve the nutrition and health problem</i>).
Language Use	Uses appropriate language that is sometimes inexact (<i>The problem ... is blamed by the soda companies tring to take away arguments tward them</i>), with some awareness of audience and purpose (<i>Many blame this on the vending machines ... planning to ban the use ... in New York State Schools</i>). The response occasionally makes effective use of sentence structure and length (<i>They have other sources of food ... they should consider the option ... in their machines</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>continueously, ammount, purposed</i>) and punctuation (<i>schools, and; time deteriorating; Students health</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Vending machines are becoming extremely popular and convenient in schools today. Unfortunately, they are also becoming an increasing problem. Many schools are allowing students to buy junk food and soda. In today's society obesity is a growing concern. ~~unhealthy~~ I feel that enforcing unhealthy nutrition, by allowing students to have soda and candy during school is wrong. I strongly suggest that you vote for the bill banning the use of vending machines in New York State schools.

The Centers for Disease Control and ~~Prevention~~^P announced that teenagers today are three times more likely to be overweight than twenty years ago. (Lines 15-16). This is a major health concern. A proper diet is needed. Many vending machines in schools are stocked with convenience and easy to eat foods. The problem is these foods are often fatty and filled with empty calories. Students need to consume foods with appropriate vitamins and nutrients. This is important not only for their health, but for their ability to concentrate and perform to their best ability during school sessions.

There are many other alternatives schools can choose, other than vending machines. Schools sell lunches or ~~lunches~~^{students} can bring something from home. As shown in the chart, provided by USDA Food and Nutrition Service, many schools are offering a la carte menus. Unfortunately these choices are not healthy as well, many contain french fries and candy. Schools

should offer a salad or fruit and grain bar. I believe that would be extremely successful. Students would be able to make their own salads or parfaits. I think students would enjoy the selections and they would also benefit ^{from} the good nutrition, their food would supply.

Overall vending machines are supplying children with unhealthy food and are doing more harm than good. Please do everyone a favor and vote for the bill banning the use of vending machines in New York State schools.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>enforcing unhealthy nutrition, by allowing ... soda and candy during school is wrong and There are many other alternatives</i>). The response makes implicit connections between ideas in the documents and the assigned task (<i>Schools sell lunches or students can bring something from home</i>).
Development	Develops ideas briefly, using some details from the documents (<i>vending machines ... are stocked with convenience ... foods and As shown in the chart ... a la carte menus</i>).
Organization	Maintains a clear and appropriate focus on the problem of vending machines in schools and the need for proper nutrition (<i>Students need to consume foods with appropriate vitamins and nutrients</i>). The response exhibits a logical sequence of ideas, moving from health concerns to ways to ensure good nutrition, but includes some irrelevancies (<i>Students would be able to make their own ... parfaits</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Please ... vote for the bill banning the use of vending machines</i>). The response occasionally makes effective use of sentence structure and length (<i>This is important ... perform to their best ability during school sessions</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>school is; Unfortunately these; well, many</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

I am a high school student, currently in my Junior year. I am ~~not obese nor do I~~ neither obese nor suffer from an extreme addiction to the school vending machines. Vending machines ~~do~~ ^{does not} seem to be the problem when it comes to obesity. ~~the problem seems to be~~ ^{The problem stems from} bad diets and I believe you should vote against banning the use of vending machines in New York state. There are no such things as good foods and bad foods. When it comes to vending machines, it falls into the category of a choice.

Teenagers today are almost three times as likely to be overweight ~~than~~ as they were 20 years ago. Decreasing the number of vending machines or banning them all together will not have an effect on this ~~statistic~~ number. The food industry says children need more exercise not fewer choices. Though banning vending machines will not likely have an effect on a child's health ~~well-being~~ ^{because} it can be a detrimental effect on the child school.

Vending machines have become a principal source of extra money for districts across the nation, bringing in hundreds of millions of dollars for extracurricular activities each year. Some schools annually earn \$50,000 or more in commissions. Minnesota schools for example earn roughly \$40 million a year from vending machines. But, it all comes down to choices. ~~It~~ over 19%.

Anchor Paper – Part B—Level 3 – A

Of schools in general have the opportunity for its students to purchase from school store or snack bar ~~over~~ Over 19% of school students are given the opportunity to leave ~~at~~ their campus for lunch. With some many diets from so many sources who's to say that vending machines are the only root cause for obesity.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>Vending machines does not seem to be the problem</i>). The response makes few connections between information and ideas in the documents and the assigned task (<i>Over 19% of schools ... for its students to purchase from school store</i>).
Development	Develops ideas briefly, using some details from the documents to discuss the use of vending machines for funding <i>extracurricular activities</i> .
Organization	Establishes an appropriate focus on supporting the continued <i>use of vending machines in New York State</i> . The response exhibits a rudimentary structure of three paragraphs, presenting some health and financial reasons for voting against the bill.
Language Use	Uses appropriate language that is sometimes imprecise (<i>all together</i> for “altogether” and <i>some many diets</i>), with some awareness of audience and purpose (<i>I believe you should vote against banning ... in New York State</i>). The response occasionally makes effective use of sentence structure (<i>Decreasing the number of vending machines ... on this number</i>). Some material is copied from the text.
Conventions	Demonstrates partial control, exhibiting frequent errors in punctuation (<i>health it can be, schools for example earn, snack bar Over, sources who's</i>), and occasional errors in spelling (<i>over weight, exercise, oppurtunity</i>) and grammar (<i>machines does not; machines, it; schools ... its</i>) that do not hinder comprehension.
Conclusion: Overall the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

Vending machines have been in lunch room's from as far back as we can remember. Going up to the vending machine and putting in a dollar and getting that bag of chips or apple juice you just had to have. Well now people are striking back at the machines. State Senators are saying that vending machines in our schools are telling the kids that it is OK to not exercise and keep in shape. The question is should vending machines be in schools across the United States.

Vending machines may be lining the hallways of our schools but where is all the money going that kids are putting there money in to daily. The money the students put in to the machines is going to the marching band, to make new computer rooms and help the football team. The money coming out of the students pocket is going back to the school. So what is the problem with vending machines being in schools.

"Law makers take aim at the junk food say's It is to blame. (Teenagers today are almost three times as likely to be overweight.)
"I can't help when a child is eating chips and soda at 8 in the morning" said Martha Escutia. She believes that the vending machines in schools should be taken out. Student become overweight by not exercising. people are blaming this on machines. Watch what a teenager eats when they get home, junk food. So why blame vending machines.

Vending machines in school is a good idea. The money coming out of the kids own pocket is going to help better the school in different ways. Voting no on a bill to ban vending machines is what you should do. Just think back to when you were in school and you put money in a vending machine. Are you going to take money away from the school or are you going to keep the vending machines that are making money for the schools.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, stating that <i>vending machiens in school is a Good Idea</i>. The response makes few connections between information and ideas in the text and the assigned task (<i>money ... is Going To The marching Band</i> and <i>The money coming out of The Kids own pocket is Going To Help Better The School</i>). There is no reference to the chart.</p>
Development	<p>Develops ideas briefly, using some details from the text to support a “no vote” <i>on a Bill to Band vending machines (Student Become over weight by Not Exerciseing)</i>.</p>
Organization	<p>Establishes an appropriate focus on the issue of keeping vending machines in schools. The response exhibits a rudimentary structure by first establishing <i>the Question</i> in the introduction, followed by two body paragraphs. The conclusion emphasizes that <i>voting No ... is what you Should do</i>.</p>
Language Use	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>Are you Going to Take money away from The school or are you Going to keep The vending machiens</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Going up to the vending machine ... you Just Had to Have</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>Senters, Excirse, comeing, chold</i>), occasional errors in punctuation (<i>Lunchroom’s, schools but, morning” said</i>), and random use of capitalization that hinder comprehension.</p>
<p>Conclusion: Overall the response best fits the criteria for Level 3 in all qualities.</p>	

I really feel that you should vote against for the bill banning the use of vending machines in all New York schools. Vending machines in school only just encourage kids to eat unhealthy. It also conflicts with the teaching of good nutritional habits that school teaches. If they had vending machines at all it should sell healthy food. Childhood obesity is also on the rise all across the country. Vending machines have become a principal source for extra money and that encourages schools to put vending machines in the school. Educators say that it is the lawmakers who are hypocritical in this situation because they are cutting district budgets leaving the schools with few alternatives for money. Lawmakers point out that there should be more physical education in schools instead of having less choices in the schools.

In addition to the National School Lunch Program, 94% of high schools offer A la carte offerings in addition to what the schools offer. ~~It is not to say~~ to argue my point I feel if vending machines are in the school at all there should be healthy items to choose from. Health concerns are there because many of today's youth are losing the battle with obesity and schools are adding to the fire. So please vote for the ban of vending machines in the school!

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents, stating that <i>I really feel that you should vote for the bill banning the use of vending machines</i>. The response makes superficial connections between information and ideas in the documents and the assigned task (<i>Childhood obesity is also on the rise and 94% ... offer A la carte offering</i>).</p>
Development	<p>Develops ideas briefly, using some details from the documents (<i>conflicts with the teaching of good nutritional habits, more physical education, In addition to the National School lunch Program ... there should be healthy items</i>).</p>
Organization	<p>Suggests a focus on banning vending machines which <i>only just encourage Kids to eat unhealthy</i>, but lacks organization, consisting of two paragraphs of loosely related ideas.</p>
Language Use	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>So please vote for the ban</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Health concerns are there because many of todays youth are losing the battle with obesity and schools are adding to the fire</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>all it, my point I feel, all there, in the school</i>) and capitalization (<i>National School lunch Program</i> and <i>A la carte</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in organization.</p>	

My State senator is preparing to vote on a bill that would ban the use of vending machines in all New York states Schools. The vending machines in Schools are cool. The student like to eat Junk food like Soda, Juice, Chips and Candy. I think that the State Senator should not vote because A lot of kids eats junk food and if you ^{eat} Junk food you ^{could} get Sick. The kids are wasting money for those snacks. I think they should take the machines from school. They should not have anymore.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text, stating that <i>the State Senator should not vote</i> . The response alludes to the documents but makes unwarranted connections to the assigned task (<i>The Kids are wasting money for those snacks</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>vending machines in Schools are cool</i> and <i>The student like to eat Junk food</i>). The response makes no reference to the chart.
Organization	Suggests an appropriate focus (<i>they should take the machines from school</i>) but lacks organization. The response consists of one paragraph of loosely connected ideas.
Language Use	Relies on basic vocabulary, with little awareness of audience and purpose (<i>I think that the State Senator should not vote ... if you eat Junk food you could get Sick</i>). The response exhibits some attempt to vary sentence structure or length, but with uneven success (<i>They should not have anymore</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>States Schools, Junk food and, food you</i>), capitalization (<i>State senator, A lot, Kids</i>), and grammar (<i>student like and kids eats</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Dear state senator,

You should vote against the bill to ban the use of vending machines in all New York state schools.

Most students in school want a snack ^{or} ~~eat~~ a dessert and a drink. But I think that the High Schools should have more of vending machines because they High school students go to the vending machines more than Elementary and Middle schools, only some students buy snacks & drinks sometimes not all the time. We should have more freedom because were young adults.

~~Well anyways thanks for your time,~~
You can also increase the size of the beverages so that kids can start spending their money on lunches so then they can buy lunches and some days have a drink. There are also other ways to go around banning vending machines than these ~~examples~~.
Thanks for your time senator.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents (<i>You can also increase the sale of the beverages so that kids can ... buy lunches and someday have a drink</i>). The response alludes to the documents but makes unclear connections to the assigned task (<i>Only some students buy snacks & drinks sometimes</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the documents are vague (<i>We should have more freedom because we were young adults</i> and <i>There are also other ways to go around banning vending machines than these examples</i>).
Organization	Suggests a focus (<i>You should vote against the bill</i>) but lacks organization, consisting of four short paragraphs of loosely connected ideas.
Language Use	Uses language that is imprecise (+ and <i>kids</i>), with little awareness of audience and purpose (<i>High Schools should have more of vending machines</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>There are also other ways to go around banning vending machines than those examples</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>were</i> for “we are” and <i>time Senator</i>) and capitalization (<i>Dear state Senator, Elementary, Middle Schools</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

The senator should vote against the bill of vending Machine. I greed that he should vote against it. The problem is that in the schools the vending machine are open in the morning for breakfast. I think that law maker are to blame for the junk food! The companies with the vending machine take advantage that there are in the school. because more kid by the snacks. They should put a limit of the junk food that they sell. The Minnesota school earn roughly \$40 million a year from vending Machines. The half of the kid now are over weigh.

The vending Machines in some of the school ~~never~~ shut down at 7:30 Am. a student said. It because some of them think that the best way of making money. A few of the company like pepsi and Cola agreed with the school inforce the ~~parties~~ to turn off the vending Machine. Some of the manufacture said that they are good and bad diets. According to the article on lines 150 a 29% of the student attended daily physical education classes in 1990 compare to 42% in 1991. In the chart you could see that in all the school a 92% is a la carte offering is high. In student funds raiser it decreasing. I think if they follow the rules how to control the junk food ~~children~~ would be less over weight.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused and inaccurate understanding of the documents (<i>law maker are to blame for the junk food and Mechines ... never shut down at 7:30 Am</i>). The response alludes to the documents, but makes unclear connections to the assigned task (<i>The half of the kid now are over weigh and al a carte offering is high</i>).
Development	Is incomplete, hinting at ideas, but references to the documents are vague (<i>The problem is ... machines are on in the morning for breakfast and The companies with the vending machine take advantage that they are in the school</i>).
Organization	Suggests a focus on banning vending machines in schools (<i>I greed that he should vote against it</i>) but organization consists of only two paragraphs of loosely connected ideas.
Language Use	Uses language that is imprecise (<i>greed</i> for “agreed,” <i>by</i> for “buy,” <i>It because some of them think that the best way of making money</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In student funds raiser it decreasing</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>over weigh, inforce, polrcyes, manucfature</i>), punctuation (<i>schools the vending machine; school. because; 150 a 29%</i>), and grammar (<i>law maker are, school earn, some of the school, It because</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

We should Not Have a law
passed banning vending machines
Because people need to eat but
you say that it is Not healthy
and they have school lunches but
some may Not like school lunches.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding. The response makes one connection between information in the documents and the assigned task (<i>We Should Not Have a law passed</i>).
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on keeping school vending machines but is too brief to exhibit organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Vending machines are used in school for between class snacks, and for people that don't like ~~for~~ school lunch. But although the vending machines are useful they pose a health and academic distractions.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding (<i>vending machines ... pose health and academic distractions</i>). The response makes no connections between information in the documents and the assigned task.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal, consisting of only two sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: The response best fits the criteria for Level 1 in all qualities.	

Did you know that today teenagers are almost three times as likely to be overweight as they were 20 years ago? Many would blame this on the accessible junk foods and soda kids are constantly consuming. Five days a week students go to school and those five days kids are having the opportunity to consume junk foods in their school! Neil S. Geiser, a 17 year old senior at New Vista High School said that "Plenty of kids make their breakfast from a Mountain Dew and a bag of Doritos". The increase in vending machines in schools can not be benefiting the students physically or mentally.

Many would agree that childhood obesity has a great deal with sales of junk food and soft drinks through vending machines at school. On average, Americans drink nearly 60 gallons of soda each year which is almost 8 gallons more than they did 10 years ago. 63% of high schools have vending machines in or near the cafeteria and 54% of high schools have vending machines in different areas of their school according to a study done by the USDA Food and Nutrition Service. Many would say that this is a direct cause for the increase in problems with overweight children.

Obesity and health problems aren't the only concern. Teachers are finding it harder to teach their students due to the intake

of junk foods. Children are eating chips and soda at 8 in the morning and then going class excited and jumping ~~out of~~ out of their seats. Paul G. Pinsky talks of his teaching experience in Maryland. "After the sugar high wore off and they were finished bounding of the walls, my students heads would fall on the desk, It made it really difficult to teach."

Even though the vending machines may be affecting student health and their education schools have yet to take a major step to eliminate vending machines. ~~from their~~ Something must be done! Some would agree that closing vending machines during certain times of the day but the intake of the junk and soda won't cease until the vending machines are gone. Please use this information to assist in hopefully your decision to vote ~~a~~ for the bill to ban the use of vending machines in all New York State schools.

The issue of the use of vending machines in schools is a debatable problem throughout the country. There are many groups and individuals both for and against the banning of the vending machines. While there are many good points made in the text in favor of banning them, I disagree with this action. I believe that vending machines should be allowed in schools, and I urge you vote against the proposed bill.

Many states, like California are already in the process of removing "junk food" from schools, and other states have already banned the use of vending machines. The reasoning behind these actions is because of the rise of childhood obesity. In the text, it states statistics on child obesity from the Centers for Disease Control and Prevention. These statistics state, "teenagers today are almost three times as likely to be overweight as they were 20 years ago." States believe that the increase in the availability of junk food is the reason for this increase. Lawmakers also were said to have stated that, "As students become heavier and their health deteriorates, more serious ailments like diabetes can arise, leading to higher health care costs overtime..." The prospect of banning vending machines in schools is thus ~~the~~ the basis of health concerns.

Schools ^{and} food industries, however, feel that vending machines should not be banned. School boards explain that with the increasing amount of money being taken away from the school budgets, the substantial amount of money made by the vending machines helps to keep certain programs active. Food industries use the fact that, "children are eating more of almost everything, not just sweets, while exercising less. In fact only 29 percent of students attended daily physical education classes in 1999, compared with 42 percent in 1991." While there are many extra choices for students other than the National School Lunch program in their schools, as shown in the chart, it does not mean that it is the reason for increasing child obesity. The chart shows that

many schools have a la carte offerings, along with vending machines. In fact, the percent of a la carte compared to vending machines is ~~is~~ greater in the schools (92% to 23%.) This suggests that vending machines are not the major source of extra food.

I don't believe that vending machines should be banned. New York state already has restrictions on schools that vending machines can not be on during meal times. I think that this is a good policy that should be maintained. Besides, not all vending machines are bad. Athletes in my school buy Gatorade all the time, which is proven to be beneficial. Also, schools should ~~not~~ increase the amount of exercise in the schools. That should be a proposed bill, rather than this particular one. I hope you take my thoughts and facts into consideration, and vote against this bill.

The use of vending machines in all New York State schools is a controversy. Many people have different opinions, because some people are in favor and others against the bill of banning the use of vending machines. The main concern of the vending machines are health problems.

There are vending machines in schools, they contain cans of sodas, chocolates, candies and other fatty snacks. Some students prefer for breakfast soda and potato chips. They replace junk food for lunch meals. This is causing controversy, because ~~based on~~ based on Centers for Disease Control and Prevention, teenagers today are almost three times as likely to be overweight as they were 20 years ago. A growing number of states are striking back, trying to curb the rise in childhood obesity by placing strict limits on the sale of "junk foods". However, the food industry says children need more exercise, not fewer choices.

Another opponent for the ban of vending machines, is that vending machines have become a principal source of extra money, bringing in hundreds of millions of dollars for extra-curricular activities each year.

I recommend my state senator to vote against the bill banning the use of vending machines. The reason for my position is that although junk food is not healthy, people who like to eat junk food would eat anyway, whether there are vending machines or not. I think that overweight doesn't depend on what

~~There~~ Kind of food there are, but how the person has to learn how to take care of their own body and health. Also because everybody likes snacks overweight and underweight they all eat at least a snack a day, so it wouldn't be fair to ban vending machines, you don't need to close vending machines at school, kids would eat junk food outside school anyway.

In conclusion, the senator of my state should vote against banning the use of vending machines, because it would not make a difference, they would buy it in stores outside school anyway, and also because it provides fundraising for school activities and other necessary things, but excessing more in school would be a good idea.

The issue of vending machines in schools is a very serious and controversial topic. Vending machines, although they provide junk-food and soda, also serve a purpose. New York State should not ban the use of vending machines in schools, but rather encourage school districts to exercise proper discretion in this matter.

regards to

The encouragement of proper discretion can be done also through legislation if necessary. States such as California have moved in the direction of moderate legislation, where the sale of soft drinks in elementary schools would be banned. Hawaii would like to remove soft-drinks from ~~se~~ all schools. Moderated legislation which addresses the problem in a more reasonable manner should be the plan for New York State, as well.

It is more reasonable, these ideas limit junk-food, but also bears in mind the busy and active lives of students. Another legislative action that should be considered is limiting the hours of access students have to these machines. California has proposed to do this, and New York State already has laws limiting times that vending machines can be "On."

Vending machines raise money for many extra-curricular activities that schools would otherwise be unable to facilitate. In addition to raising money, these machines also teach students a valuable lesson about fundraising.

Robert E. Meeks, the legislative director for the Minnesota School Boards Association suggests that states leave this issue up to local communities and school districts. Students must learn how to control their diets, if a variety of choices, then they can learn to use their discretion. At some point legislation will not be there to protect kids from junk-food; kids who have been exposed to a variety of choices will be able to make better, healthier decisions.

In addition to targetting vending machines, physical education classes, and school lunch programs should also be considered. Childhood obesity has many causes.

Studies show that 23% (twenty-three percent) of schools have vending machines in or near the cafeteria. ~~A~~forementioned ideas such as limiting ~~the~~ times that these machines are on, or what they are selling is a great way to encourage healthy habits.

Vending machines are not the issue causing childhood obesity. Voting for the bill banning all vending machines from New York State schools will not help discourage ~~the~~ childhood obesity. Legislation with moderation will encourage students to make healthier choices everywhere, rather than just in school where junk-food is banned.

This letter is being written today because I wanted to let you know about my position about vending machines. I disagree in having ~~them~~^{vending machines} in the schools because that gives kids more opportunities to ~~buy~~ junk food and causes obesity. Also it can stop children from getting different diseases to an extent. The companies won't be banning any of their stuff, for the simple fact that they don't care for the health conditions of anyone only their benefit of selling everything that's on market. According to the chart ~~the~~^{the} most highest percentage of offerings is ~~high~~^{middle} school maybe tier ~~the~~^{should} be in all of nutrition foods. I think you should vote for better health.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to www.emsc.nysed.gov/osa/exameval.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

