

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

v202

RATING GUIDE

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 at <http://www.p12.nysed.gov/assessment/> and select the link "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 Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the 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 holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- 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 practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6	5	4	3	2	1
	Essays at this Level:	Essays at this Level:	Essays at this Level:	Essays at this Level:	Essays at this Level:	Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

The game of soccer is played throughout the world and has gained in popularity in our country in recent years. With this new found attention, growing concerns have arisen that focus on the safety of the players, in particular in regard to serious injuries such as concussions. Traditionally, "cleats and shin guards have long been the only two items needed to suit up for a soccer game" (Text 1, lines 1-2), but the growing concerns over concussions has led to a debate over whether or not it should be mandatory for soccer players to wear protective headgear. After reviewing several facts and opinions regarding the matter, it seems that wearing such headgear is not necessarily going to prevent injuries to players and, in fact, in some situations, can actually prove detrimental. As a result, protective headgear should not be mandatory when it comes to playing the game of soccer.

There are some who will immediately respond to this claim by pointing out how "laboratory studies have shown the headbands do dissipate some force" (Text 1, line 32). or how they can reduce the rate of acceleration in head-to-head hits which is said to translate "to a reduction in concussion risk of at least 70 percent for the impacts tested". (Text 4, lines 31-34). While these may sound like convincing arguments, it must be noted that, in the first case, what is not mentioned is the fact that "since there's no hard number for how much force it takes to sustain a concussion, it's hard to know whether the headbands are effective" (Text 1, lines 32-34). Yes, the second

argument sounds strong, but it fails to note that the "impacts tested" were only a pair of non-human, non-playing dummies (Text 4, lines 24-29) and not reflective of an actual game and its participants where so many outside variables come into play. In fact, even pros like England's Wayne Rooney and USA's Ally Krieger who originally wore them after experiencing injuries, opted to discard them after a while (Text 4, lines 35-36).

One reason why they may have chosen not to wear them is that they felt the limited positive effects were outweighed by the negative impacts, both physically and psychologically. Physically, wearing headgear obviously will make the head heavier. Two of Alabama's top doctors specializing in sports medicine have likened soccer concussions to the "acceleration-deceleration injury or rotational change like a boxer may get," otherwise known as whiplash (Text 3, lines 22-24). This, they point out, cannot be prevented by a helmet. This added weight becomes even more dangerous for females with weaker neck muscles as it can create a bobble-head effect, increasing the risk of whiplash (Text 3, lines 25-29). Psychologically, both Miguel Rueda, associate director of the University of Colorado athletic department, and Dr. James Robinson who is regarded as one of Alabama's top doctors specializing in sports medicine are in agreement that wearing helmets make players more aggressive and, thus, lead to more injuries. According to Rueda, "Once you put a protective band on someone's head, they start to play the game differently"

and "may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury" (Text 1, lines 38-40). This is backed up by Robinson who says wearing headgear "gives teens a false sense of security" which when mandated in hockey led to increased head injuries "because they felt invincible." (Text 3, lines 30-31).

Perhaps Dr. Robinson best sums up why headgear should not be mandated for players of the game of soccer when he says, "there is no good scientific evidence that they reduce the rate of concussions" (Text 3, lines 9-10). Most studies thus far have proven limited and inconclusive, if not to the contrary, regarding their effectiveness. Besides, those who have witnessed actual play and the injuries that have arisen from play feel strongly that such headgear only encourages aggressive behavior and, thus, heightens the chance of injury. As a result, I reiterate that, no, headgear should not be mandatory for soccer.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*After reviewing several facts and opinions regarding the matter, it seems that wearing such headgear is not necessarily going to prevent injuries to players ... As a result, protective headgear should not be mandatory when it comes to playing the game of soccer*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Yes, the second argument sounds strong, but it fails to note that the “impacts tested” were only a pair of non-human, non-playing dummies ... and not reflective of an actual game ... where so many outside variables come into play and Most studies thus far have proven limited and inconclusive, if not to the contrary, regarding their effectiveness*) and to distinguish the claim from alternate or opposing claims (*There are some who will immediately respond to this claim by pointing out how “laboratory studies have shown the headbands do dissipate some force”*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“since there’s no hard number for how much force it takes to sustain a concussion, it’s hard to know whether the headbands are effective” and “Once you put a protective band on someone’s head, they start to play the game differently”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1, line 32*] and [*Text 3, lines 30–31*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a negative claim, followed by one body paragraph presenting and refuting a counterclaim that focuses on the argument regarding the effectiveness of headbands and a second body paragraph focusing on the negative physical and psychological impacts of wearing headgear (*Physically, wearing headgear obviously will make the head heavier and Psychologically ... wearing helmets make players more aggressive*), concluding with a summation and restatement of the claim (*As a result, I reiterate that, no, headgear should not be mandatory for soccer*). The essay establishes and maintains a formal style, using sophisticated language and structure (*One reason why they may have chosen not to wear them is that they felt the limited positive effects were outweighed by the negative impacts, both physically and psychologically*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Soccer is the most popular sport in the world. In just about everywhere you visit, there are diehard soccer fans rooting for their team come gametime. With such a passionate fan-base, it is understandable as to why a fierce debate has arisen on whether or not players should wear helmets, or other protective headgear. Those against headgear heavily oppose it due to the potential change in how the game is played, while those in favor support it to ensure safety. Due to this polarity in positions, the debate has grown controversial. Although some argue that headgear has little to no effect on a player's safety, that is simply false. Protective headgear has the ability to protect players, lessen injuries, and potentially save careers. Potential changes in the way the game is played is a small price to pay to ensure the safety of all players.

The first argument in favor of protective headgear is its ability to reduce injuries. Soccer is an extremely physical sport, so injuries are bound to happen. However, injuries should not be normalized within the sport. Especially in High School, where brains are still developing, and things such as concussions can seriously have a negative effect. According to Jessica Janetta, "women's soccer had the second highest rate of concussions among high school athletes" (Text 1 line 26). According

~~to this text~~ This text helps to exemplify the dangerous nature of soccer, specifically as a high school sport. Especially in that age, measurements must be taken to protect players. Something as simple as a headband can make the difference between a career-threatening injury and a "little bump". This leads in to the next argument, which is the preservation of players careers.

Tying in to the reduced risk of injury, the use of protective headgear has the ability to increase player longevity, or in other words, preserve player's careers. As stated previously, injuries are a part of soccer, ~~but with the reduction~~ with that being said, it takes ~~can take~~ only one injury to end a person's career. With the implementation of protective headgear, the risk for injury decreases, and every player has a reduced risk of having their career cut short. According to Laird Harrison, "they calculated that the best of headgear reduced the risk for concussion from head-to-head contact. At 3 m/s, the risk was 10% without headgear and 5% with (Text 2 line⁵³ 55). This text demonstrates the added safety brought about by protective headgear. ~~Meaning~~ Cutting the risk of concussion in half, protective headgear has proven to be a serious improvement in regards to the safety of soccer players. Beyond

preserving the careers of soccer players, the use of protective headgear ensures the well-being of players after their careers. Concussions have been proven to increase the risk of brain damage, so it makes sense that with fewer concussions, there are fewer cases of brain damage.

Despite this, many still argue against the requirement for players to wear protective headgear. To support this, they claim that protective headgear has little to no effect on player safety, and there are much better ways to reduce the risk of injury. According to Josh Bean "Coaches and doctors agree on three main ways to prevent soccer concussions: 1) teach proper rules, 2) promote proper technique, and 3) strengthen neck muscles." (Text 3 Lines 35-38).

Although the use of headgear will reduce the risk of injury, ~~it is~~ ~~the~~ it will also change the way the game is played. In order to preserve the integrity of soccer, other, less game-changing injury prevention methods have been brought up, such as the ones listed. These methods have a serious ability to lessen the risk of injury, while sticking to the intended play style of the sport and improving the way soccer is played.

With all that being said, that is simply not the case. Protective headgear should be required in soccer. ~~As much much as a person is~~

~~taught~~ This is because like many things, human error can lead to the rules of soccer being thrown out the window. As much as a person is taught the rules of the sport and proper technique, human error can lead to the things so heavily taught to become meaningless, leading to an injury. An example of this is demonstrated by Eric Niller, in which he states "during a World Cup game between Morocco and Iran, Moroccan winger Norman Amrabat suffered a wicked head injury when he collided with an opponent" (Text 4 lines 1-2). This text helps to develop the true power of human error, considering someone in the World Cup is susceptible to a severe head injury. ~~The~~ ~~play~~ out of everyone, players in the World Cup should know the "proper rules" best, and have the most "proper technique", yet just like anyone, they succumb to injury as a result of human error. As much as the proper rules are taught, if the rules are broken players are as vulnerable to injury as if nothing was taught. Protective headgear is the only surefire way to reduce the risk of injury, which is why it should be mandatory within soccer.

Overall, headgear should be mandatory in soccer because of the guaranteed reduction

of injury, its ability to ensure the well-being of players, and the potential ability to save lives. When protective headgear is worn, it serves as a cushion or barrier for any blunt force trauma that hits the area. Furthermore, it is the only method of injury prevention that is statistically proven to reduce injury, and protective headgear reduces the risk of a career being cut short, in addition to ensuring the lack of brain damage by the end of a player's career. Although headgear may be a nuisance to players, it is a small price to pay to ensure their well being.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Although some argue that headgear has little to no effect on a players safety, that is simply false. Protective headgear has the ability to protect players, lessen injuries, and potentially save careers*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This text helps to exemplify the dangerous nature of soccer, specifically as a high school sport* and *This text demonstrates the added safety brought about by protective headgear*) and to distinguish the claim from alternate or opposing claims (*Despite this, many still argue against the requirement for players to wear protective headgear*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*According to Jessica Ianetta, “Women’s soccer had the second highest rate of concussions among high school athletes”* and *An example of this is demonstrated by Eric Niiler, in which he states “during a World Cup game ... Amrabat suffered a wicked head injury when he collided with an opponent”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2 lines 53–55) and (Text 3 Lines 35–38)] with one misquote (*Norman* for *Nordin*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents both sides of the issue, leading to a positive claim, followed by two body paragraphs that focus on the ideas that wearing headgear can reduce injuries and increase player longevity (*Something as simple as a headband can make the difference between a career-threatening injury and a “little bump”*), a third body paragraph that addresses the counterclaim *that protective headgear has little to no effect on player safety* and a concluding paragraph of summation (*Overall, headgear should be mandatory in soccer because of the guaranteed reduction of injury, its ability to ensure the well-being of players, and the potential ability to save lives*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Due to this polarity in positions, the debate has grown controversial and with all that being said, that is simply not the case*) that is sometimes inexact (*measurements* for “measures” and *regards* for “regard”). The essay demonstrates control of conventions, exhibiting occasional errors (*a players safety; sport. Especially; player’s careers; because like*) only when using sophisticated language.

Concussions are a major concern to coaches, parents, and athletes involved in contact sports, especially those who play soccer. In recent decades, research has been done to learn more about concussions and how to prevent them, but there is no proven way to reduce the risk of concussion. Some are suggesting that soccer players wear protective headbands, but the players themselves are reluctant to wear them and data is on their side. Although wearing protective headgear may reduce the risk of minor injuries, soccer players should not be required to wear it. Soccer players are better off not wearing protective headgear because it gives players a false sense of security, it could actually cause greater injury, and most coaches and doctors do not believe that protective headgear has any effect in preventing concussions, all of which is evidenced by the texts.

Athletes are generally rough and forceful with each other in contact sports, but because of injury risk, they try to be mindful of other players. If soccer players were to wear protective headgear, though, it could lead them to be more aggressive and less mindful of others. "As stated by Miguel Rueda of the University of Colorado's athletic department, "Once you put a protective band on someone's head, they start to play the game differently" (Text 1, lines 39-40). What he means here is that because the athletes are wearing protective headgear, they believe that they are protected from all head injuries and, therefore, free to be as rough as they want. This false sense of security could actually put athletes at a greater risk for injury, and the ~~headbands and~~ protective headgear itself could actually cause an injury.

Protective headgear, such as protective headbands, have been proven in some cases to cause head trauma. "One study showed that volunteers who headed a ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare" (Text 2, lines 31-33). Protective headgear is not proven to prevent concussions, and it can cause injuries because it increases the size and weight of the head. The headgear itself can also hit against the head when it collides with something such as a soccer ball or another player, and even though the headgear absorbs the impact of what collides with it, it does not completely absorb it and the headgear can hit the head hard enough to cause an injury. This headgear was created with the intent of preventing concussions, but research has led parents, coaches, doctors, and players to believe that it does more harm than good.

The headgear is effective in preventing some small injuries, but it can also cause injuries itself and lead ~~for~~ athletes to behave more aggressively and put themselves at a greater risk for concussion. Since the ~~pros~~^{cons} outweigh the pros of requiring protective headgear, people are offering alternative ways to prevent concussions. "Coaches and doctors agree on the three main ways to prevent concussions: 1) Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (Text 3, lines 35-38). These coaches and doctors recognize the need for preventive measures against concussions, but do not list protective headgear as an effective way of preventing concussions or head trauma. This shows that those who are most familiar with the sport and head trauma caused by it do not support the headgear, which highlights the fact that the headgear is not effective in

its purpose of preventing concussions and head trauma and, therefore, protective headgear should not be mandatory in soccer.

Most soccer players, coaches, and doctors agree that protective headgear is not what athletes should turn to in order to prevent concussions. Instead, soccer players should try to educate themselves more on concussions and have good conduct with other players. If soccer players follow the rules and remain alert and aware of their surroundings to try to prevent potential concussion causing collisions from occurring in the first place, reported head traumas seen in the sport should go down. The fact is that soccer is a contact sport, and leagues are not going to ban players from heading the ball, so players should do whatever they can to keep themselves safe from injury. Although education and awareness is not going to eliminate the risk of concussion, it is more effective than protective headgear, which can actually increase the risk of concussion and head trauma.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Soccer players are better off not wearing protective headgear because it gives players a false sense of security, it could actually cause greater injury, and most coaches and doctors do not believe that protective headgear has any effect in preventing concussions*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*What he means here is that because the athletes are wearing protective headgear, they believe that they are protected from all head injuries ... This ... could actually put athletes at a greater risk for injury and These coaches and doctors recognize the need for preventive measures ... but do not list protective headgear as an effective way of preventing concussions or head trauma*) and to distinguish the claim from alternate or opposing claims (*The headgear is effective in preventing some small injuries, but it can also cause injuries itself and lead athletes to behave more aggressively*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*As stated by Miguel Rueda of the University of Colorado athletic department, “Once you put a protective band on someone’s head, they start to play the game differently” and “One study showed that volunteers who headed a ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 31–33*) and (*Text 3, lines 35–38*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the subject and an opposing claim, followed by two body paragraphs of support focusing on the negative impacts wearing headgear can have (*protective headgear ... could lead them to be more aggressive and less mindful of others and Protective headgear ... can cause injuries because it increases the size and weight of the head*), a third body paragraph addressing the counterclaim that wearing headgear is effective in preventing ... injuries by reiterating the negative impacts and noting alternative approaches recommended by experts and concluding with the suggestion that *education and awareness ... is more effective than protective headgear*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Some are suggesting that soccer players wear protective headbands, but the players themselves are reluctant to wear them and data is on their side and The fact is that soccer is a contact sport, and leagues are not going to ban players from heading the ball, so players should do whatever they can to keep themselves safe from injury*). The essay demonstrates control of conventions with essentially no errors (*education and awareness is ... it is*), even with sophisticated language.

Many high contact sports such as football require their players to wear helmets. While helmets do not completely eliminate the risk of concussions in football, they do reduce the chances of ~~so~~ players suffering concussions. Why should this be any different when it comes to a high contact sport such as soccer? Research supports headgear does reduce the chances of concussions for soccer players; therefore, protective headgear should be mandatory in soccer.

Wearing protective headgear has proven to be beneficial, in that it decreases the severity of concussions. According to Text 1 "...when his players do get concussions, they seem to be less severe." ^(line 23) This depicts how a soccer coach, ~~with his own knowledge of headgear~~ ~~who~~ who requires his players to wear protective headgear, can testify the effectiveness headgear has in reducing the severity of concussions. Text 4 states "Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent." (Lines 7-8) This illustrates how ~~the~~ tests conducted, portray results that headgear, specifically headbands, have proven to significantly reduce the effect of concussions. This goes to prove that headgear can play a vital role in decreasing the severity of concussions.

~~Headgear can also~~ Concussion prevention headgear has also proven to be extremely cost efficient. According to Text 1 "...Kreiger decided

to wear a black headband, which is made by unequal and costs \$39.95..." (Lines 5-6) This depicts how ~~cost-effective the headgear is~~ cost-effective the headgear is, meaning mandating it wouldn't be a financial strain ~~for~~ for most players or ~~at~~ teams. ~~Text 4 also~~ Text 4 also states "They cost about \$15 to \$90, which for most players is less than a pair of prime soccer shoes." (Lines 21-22) This again goes to show how protective ~~and~~ headgear ranges in cost effective prices and in most cases costs far less than a pair of cleats. Mandating protective headgear wouldn't place a large economic strain on the players or team considering the affordable price range.

Though it may be argued that headgear increases the aggression of players, there is no research that supports this claim. According to Text 3 "...wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased..." (Lines 30-31) While this may be true for hockey, no research has been conducted that proves that the same applies to soccer. Text 1 states, in regards to this subject "...there's no scientific evidence to support this theory." (Line 41) This proves that no research/evidence is present to support the claim that soccer players become more aggressive as a result

of using headgear. Text 4 also states that "there's no indication that using them increases the risk of head injury." (Lines 52-53) This also depicts how mandating protective ~~gear~~ gear for soccer players is not ~~isn't~~ detrimental in that it may cause players to be more aggressive, ~~because~~ because there is no evidence to support the claim.

There's no doubt that headgear has proven to be effective in protecting soccer players. As the debate continues of whether it should be mandated, it must be kept in mind that the headgear reduces severity of concussions, is cost effective and does not cause players to be more aggressive. All in all, protective headgear should be mandatory in soccer.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Research supports headgear does reduce the chances of concussions for soccer players; therefore, protective headgear should be mandatory in soccer*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This goes to prove that headgear can play a vital role in decreasing the severity of concussions and This depicts how cost-effective the headgear is, meaning mandating it wouldn't be a financial strain for most players or teams*) and to distinguish the claim from alternate or opposing claims (*Though it may be argued that headgear increases the aggression of players, there is no research that supports this claim*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Text 4 states "Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent" and Text 1 states, in regards to this subject "...there's no scientific evidence to support this theory"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4 ... (Lines 21–22)* and *Text 3 ... (Lines 30–31)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that states a positive claim, followed by two body paragraphs of support that focus on how headgear *decreases the severity of concussions* and how they are *cost-effective* to players and teams, a third body paragraph that presents and refutes a counterclaim (*While this may be true for hockey, no research has been conducted that proves that the same applies to soccer*) and a conclusion that reiterates the arguments and claim (*All in all, protective headgear should be mandatory in soccer*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Mandating protective headgear wouldn't place a large economic strain on the players or team considering the affordable price range*). The essay demonstrates control of conventions, exhibiting occasional errors (*\$39.95... " (Lines 5–6) This; cletes; aggression*) only when using sophisticated language.

Did you know that girls playing soccer have the same incidence rate of concussion as boys football does? Concussions are a huge problem when it comes to soccer as they represent 34.5 and 20 percent of all injuries sustained during play by girls and boys respectively. ^(text 3, lines 17-18) In the past two decades however, some companies are trying to combat this problem by creating headbands that reduce the likelihood of a concussion. These headbands or any other protective headgear shouldn't be required to play soccer. This headgear gives players a false sense of security that they are safer when wearing such products, as well as makes players more prone to whiplash due to the added weight. In addition there is little evidence to support that these headbands mitigate the effects of subconcussive blows.

Some may say that the use of protective headgear will help mitigate the occurrence of concussions in soccer but Two of Alabama's top doctors who specialize in Sports injuries say that "there is no good scientific evidence that they reduce the rate of concussion." ^(text 3, lines 9-10) The problem with this headgear is that it doesn't stop whiplash which is what causes the concussions to happen. They also make the head heavier, therefore making you more prone to whiplash. "First, wearing headgear makes the head heavier. Most soccer concussions occur because of "acceleration-deceleration injury or rotational change like a boxer may get" (text 3, lines 22-23) This means that the headbands are having the opposite effect on players and may be leading to even more concussions. Therefore the use of headgear to prevent concussions isn't backed by science and could be detrimental to the players health.

Another reason for not wearing these headbands is the false sense of security that it gives players on the field. Some coaches report "sometimes the kids wearing headgear are more reckless." (text 3, line 32) The kids who think that now that they have an extra layer of protection are a danger to other kids and increase the likelihood of concussions. The way to decrease the frequency of concussions has been agreed upon by doctors and coaches, "1) Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (text 3 lines 36-38) Due to the lack of evidence supporting headgear, the way to go about reducing the prevalence of

concussions is through proper training and drills as well as to strengthen the muscles supporting the head. ~~Another example~~ To reiterate "once you put a protective band on someone's head, they start to play the game differently." (text 1, lines 38, 39) Players are being given misinformation about the extra safety that these bands provide, which in turn leads them to play more aggressively. Headgear shouldn't be required due to the false sense of safety that players feel when wearing them and the subsequent play that follows leading to more concussions.

Headbands and other protective gear shouldn't be allowed to be worn because research has shown that there is little difference between force exerted on the head with bands and without. "In one experiment, FIFA... and found that headgear made little difference to the movements of his head." (text 2 lines 22-24) From this experiment FIFA concluded that headgear didn't change the movements of the head, therefore not changing the prevalence of concussions. In other studies they have found that "headbands do dissipate some forces, but since there's no hard number for how much force it takes to sustain a concussion, it is hard to know whether the headbands are effective," she said." (text 1 lines 32-34) Even if these headbands do reduce the force we still don't know if they are able to reduce the number of concussions. These bands shouldn't be required due to the lack of research supporting them in reducing concussions.

Headbands and other protective headgear shouldn't be required equipment for soccer due to the false sense of security that it gives players, the lack of research supporting the benefits in reducing force exerted on the head, and that these headbands may be increasing the prevalence of these injuries due to the increased weight that they add leading to whiplash. If they do require the use of protective headgear then what will change in the game. Will the sport become more aggressive?, will there be more rules implemented to restrict the possibility of future head injuries, or will it be something else?

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*These headbands ... shouldn't be required to play soccer. This headgear gives players a false sense of security, that they are safer when wearing such products, as well as makes players more prone to whiplash ... In addition there is little evidence to support that these headbands mitigate the effects of subconcussive blows*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This means that the headbands are having the opposite effect on players and may be leading to even more concussions and Even if these headbands due reduce the force we still don't know if they are able to reduce the number of concussions*) and to distinguish the claim from alternate or opposing claims (*Some may say that the use of protective headgear will help mitigate the occurrence of concussions*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Two of Alabama's top doctors who specialize in sports injuries say that "there is no good scientific evidence that they reduce the rate of concussion" and Some coaches report "Sometimes the kids wearing headgear are more reckless"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 3, lines 22–23) and (text 2 lines 22–24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a negative claim, then presenting and refuting the counterclaim that wearing headbands may lessen injuries (*Therefor the use of headgear to prevent concussions isn't backed by science and could be detrimental to the players health*), followed by two paragraphs of support focusing on the dangers of players having a false sense of security, alternative approaches to safer play and how wearing headbands makes little difference in the force exerted on the head, concluding with a reiteration of the claim and a summation of the arguments presented. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Due to the lack of evidence supporting headgear, the way to go about reducing the prevalence of concussions is through proper training and drills as well as to strengthen the muscles supporting the head and Headgear shouldn't be required due to the false sense of safety that players feel when wearing them and the subsequent play that follows leading to more concussions*) that is sometimes inexact (*headbands due reduce*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*suistained, decades however; In addition there; mitigate; occurrence; but Two; the players health; likelihood; aggressively; head, therefor not*) that do not hinder comprehension.

Protective headgear should not be mandatory in soccer because players play differently with headgear on, it does not protect ^{the} head from ~~everything~~, and it make the head heavier.

First, players play differently with headgear on. "Once you put a protective band on someone's head, they start to play the game differently," he said. Athletes may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury." (Text 1, Lines 38-40). Players may ~~start~~ start to feel safer on the field. ~~and~~ This causes them to feel invincible and play less safely. It would cause many more injuries. "Wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased 'because they felt invisible,'" (Text 3, Lines 30-31). Headgear makes people feel like they are safe, which leads them to play harder. ~~and~~ Playing harder leads to more injuries.

Next, headgear does not protect the head from everything. "If intentional heading does cause damage, headgear doesn't seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball's momentum and the head's moment of inertia," (Text 2, Lines 28-30). Headgear ~~actually~~ actually makes the athlete have a higher chance of getting injured. Headgear manipulates the head shape so much so that "it changes how the ball hits the head." Headgear may protect athletes from trauma-lacerations, fractures-but there is no ~~and~~

scientific evidence that they reduce the rate of concussion," (Text 3, Lines 9-10). Headgear may help with physical injuries, but they do not help with concussions in the brain.

Finally, headgear makes the head heavier. "Wearing headgear makes the head heavier. Most soccer concussions occur because of 'acceleration-deceleration injury or rotational change like a boxer may get,' Robinson said. In layman's terms, that's whiplash," (Text 3, Lines 22-24). Headgear can make someone more top-heavy than they are use to. This leads to a lack of balance and a higher chance of injury. "Imagine a bobblehead, which increases the risk of whiplash. Since girls already face a heightened ~~concussion~~ concussion risk, headgear could be especially dangerous for them," (Text 3, Lines 27-29). Girls already have normally weaker neck muscles than boys. Headgear ^{would} just cause an even greater chance of head injury.

Some may argue that many good soccer players wear them. "A few goalkeepers, like former Czech Republic captain Petr Cech, wear them religiously," (Text 4, Lines 36-37). However, headgear leads to more injury. It makes the head heavier and manipulates the shape of the head. It also leads to players being more ~~reckless~~ reckless because it gives them a false sense of security.

Protective headgear should not be mandatory in soccer because players play differently, with headgear on, it does

not protect the head from everything and it makes the head heavier.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*Protective headgear should not be mandatory in soccer because players play differently with headgear on, it does not protect the head from everything, and it make the head heavier*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Headgear actually makes the athlete have a higher chance of getting injured. Headgear manipulates the head shape so much so that it changes how the ball hits the head and Headgear can make someone more top-heavy ... This leads to a lack of balance and a higher chance of injury*) and to distinguish the claim from alternate or opposing claims (*Some may argue that many good soccer players wear them ... However, headgear leads to more injury. It makes the head heavier and manipulates the shape of the head*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“If intentional heading does cause damage, headgear doesn’t seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball’s moment arm and the head’s moment of inertia”* and *“Headgear may protect athletes from trama—lacerations, fractures—but there is no scientific evidence that they reduce the rate of concussion”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, Lines 30–31*) and (*Text 4, Lines 36–37*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim, then presenting three paragraphs of support focusing respectively on players playing *differently with headgear on*, the fact that *headger does not protect the head from everything* and that *headgear makes the head heavier*, followed by a paragraph that addresses the counterclaim, and concluding with a summation that repeats the main focal points of discussion. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Headgear may help with physical injuries, but they do not help with concussions in the brain and Girls already have normally weaker neck muscles than boys. Headgear would just cause an even greater chance of head injury*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*it make; someone ... they; goalkeepers ... wears; wreckless; on, it*) that do not hinder comprehension.

Numerous amounts of sports injuries occur yearly, one of the most severe and important being head injuries. A significant amount of concussions and head injuries are found to be from soccer players. Direct head contact with the ball and other players put soccer players at risk for head injuries. New methods are being developed to help this problem, but nothing has proved to be effective thus far.

Protective headgear should not be mandatory in soccer, since most evidence points to it being ineffective in preventing head injuries.

Although people want to believe that wearing headgear will work, most evidence shows that it is not effective in stopping the risk of concussion. The damage done by intentionally heading the ball won't be stopped by a headband, "... intentional heading ~~the~~ does cause damage, headgear doesn't seem likely to protect against it" (Text 2, line 28). The force a player sustains when heading the ball, or having contact with another player isn't likely to be stopped by headgear. Using headgear doesn't prevent the long lasting effects of a head injury, and doesn't show any

Prevention. Studies have shown wearing no headgear is more effective, "suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare" (Text 2, line 32-33).

Wearing no head gear proved to be better for the players, so mandatory headgear would actually be hurting the players rather than helping them.

Wearing headgear also gives player a sense that they can do whatever, "wearing headgear often gives teens a false sense of security" (Text 3, line 30).

Players believe since they are wearing headgear, they can do whatever they want and nothing will come of it.

This only leads to more injuries since players tend to be more aggressive when wearing headgear. Furthermore, coaching and teaching the rules and how to be safe can be very effective. Telling players how to be safe is very important, "Three main ways to prevent concussions: 1)

Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (Text 3, line 35). Coaching and teaching players to be responsible and safe can prove to be very effective, while promoting headgear can cause more

damage wearing it then when its not being ~~worn~~ worn.

Headgear can be found to prevent some injuries, "Headgear may protect athletes from trauma - lacerations, fractures -" (Text 3, line 9). Although headgear can potentially prevent superficial injuries, the long last head injuries it cant prevent are much more severe and damaging. Cuts are easy to heal but long term brain trauma is not something that can be fixed, and if wearing headgear increases head trauma why should it be mandatory? No hard evidence has been found to prove that headgear is effective since its hard to measure how much force it takes to sustain a concussion (Text 1, line 33-34). Using head gear is not found effective so make it ~~mand~~ mandatory would only lead to more injuries.

Headgear should not be mandatory, since it does not prevent head injury. Headgear can even increase risk of concussion, and has not be found to prevent head injury. Many sports injuries occur yearly world wide; one of the most common being concussions, from soccer.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Protective headgear should not be mandatory in soccer, since most evidence points to it being ineffective in preventing head injuries*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The force a player sustains when heading the ball, or having contact with another player isn't likely to be stopped by headgear*) and to distinguish the claim from alternative or opposing claims (*Although people want to believe that wearing headgear will work, most evidence shows that it is not effective in stopping the risk of concussion*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"wearing headgear often gives teens a false sense of security"* and *No hard evidence has been found to prove that headgear is effective since it's hard to measure how much force it takes to sustain a concussion*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 32–33) and (Text 1, line 33–34)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents the issue and states a negative claim, two body paragraphs of support focusing on the ineffectiveness of headgear use and how wearing headgear can dangerously create a false sense of security while offering helpful alternate approaches, a third body paragraph that addresses the counterclaim (*Although headgear can potentially prevent superficial injuries, the long last head injuries it can't prevent are much more severe and damaging*), and a conclusion that repeats the claim and sums up the arguments presented (*Headgear should not be mandatory, since it does not prevent head injury. Headgear can even increase risk of concussion, and has not been found to prevent head injury*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*New methods are being developed to help this problem, but nothing has proved to be effective thus far* and *This only leads to more injuries since players tend to be more aggressive when wearing headgear*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*soccer, since; wont; sustains; isnt; doesnt; player ... they; its not; trama; heal but; be found*) that do not hinder comprehension.

Is headgear for soccer players safer than not having headgear or protection at all? I believe that headgear is the best way to go when it comes to soccer players because it keeps them safe, if injured it minimizes the damage done, and the players feel that they have an added layer of protection. The soccer players are always at risk of being injured so if they wear headgear the percentage of injury would decrease tremendously.

I believe that headgear keeps the players safe because without the protection at all the ~~chance~~^{chance} of getting injured is very significant. Giving the players this protection will keep them more on the field and less in the hospital. Evidence of this is in text one lines 20-21, "...the added protection they give, especially to young players, is worth the minor discomfort." This quote shows that even though they are uncomfortable to play with, they add protection which is much better and safer for the players. Wearing the headgear is a bonus to everyone.

The reason that it minimizes injury is because without this headgear on a significant amount of the players on both teams would be in hospitals recovering. Wearing the headgear minimizes the percentage of players being injured tremendously. Evidence of this is on text two lines 55-56, "At 3 m/s, the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7% with." This quote shows that when injury occurs without headgear the ~~chance~~^{chance} of receiving a concussion is much higher than with ~~the~~ a headgear put on. With headgear put on while playing a game the injury rate decreased by 50%.

The reason I believe they add an extra layer of protection is because when the players have it on they are now able to play much more aggressively than they did before. Before putting on the headgear the players would have to worry about being hurt bad. But with the headgear on they have no worry of being injured because they would know that they have something protecting them. This is shown on text 3 line 34, "because they think they have an added layer of protection." This is great because now the players will be able to focus on their game and not on the fact that they might be hit hard and end up injured with a concussion.

Other opinions argue and say that headgear would only harm the players. It would harm the players because they would feel that they are only wearing the headgear because they are weaker than others. Proof of this is on text four lines 11-13, "Still soccer ~~players~~ pros are loath to slip them on. The combination of peer pressure ("Does it make me look weak?") and institutional inertia (some soccer officials don't think they help) means that soccer is sort of backwards when it comes to preventing head injuries." This way of thinking is wrong because through the players not putting on the headgear it actually increases their chance of head injury and also puts them at risk compared to everyone else on the team.

In conclusion some say that wearing headgear is beneficial because it helps the players not worry about the injury and helps them focus on the game instead. Others argue and say that when people/players put on the headgear, it makes them look weak and the players end up not putting on the headgear which puts them in more risk. So, every person should always go the safer route and protect themselves at all times.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*I believe that headgear is the best way to go when it comes to soccer players because it keeps them safe, if injured it minimizes the damage done, and the players feel that they have added layer of protection*). The essay demonstrates some analysis of the texts (*I believe that headgear keeps the players safe because with out the protection at all the chance of getting injured is very significant*), but insufficiently distinguishes the claim from alternate or opposing claims (*Other opinions argue and say that headgear would only harm the players ... because they would feel that they are only wearing the headgear because they are weaker than others*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Giving the players this protection will keep them more on the field and less in the hospital. Evidence of this is ... “the added protection they give, especially to young players, is worth the minor discomfort” and Wearing the headgear minimizes the percentage of players being injured tremendously ... “At 3 m/s, the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7% with”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text one lines 20–21 and text four lines 11–13*). The essay exhibits acceptable organization of ideas and information to create a mostly coherent essay, presenting and unpacking the claim in the introductory paragraph by stating that *soccer players are always at risk of being injured* and supporting this idea with statistical data from the text in the second body paragraph, emphasizing that *headgear will keep them more on the field, minimizes injury, and lead to playing much more aggressively due to the extra layer of protection* in the following paragraphs, that then moves to a confused counterclaim and concludes with a summative paragraph that *headgear helps the players not worry about the injury and helps them focus on the game*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*best way to go, and for “an”, is a bonus to every one, on for “in”, with a headgear, head gear put on while, because through the*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*safe, if; with out; at all the chance; recieving; aggressively; headgear the players; headgear it; In conclusion some; harms way*) that do not hinder comprehension.