

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, August 12, 1999—8:30 to 11:30 a.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring of Multiple-Choice Questions

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

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

In an era when children are more aware as to how to speak with peers half-way around the world via the internet than their parents, communications technology is quickly-paralyzing the "ancient" concept of peace and quiet. It is virtually impossible to walk down the street without unconsciously passing through a vast, interconnected radio net in which phone signals cross and intertwine. The axiom "silence is golden" seems no longer to apply and people are choosing to live closer and closer to the speed of light. Communications technology has affected us in ways previously unimaginable. Communications has impacted society - but is it for better or worse?

When William Safire, language guru and linguist extraordinaire, speaks of a "rage for reachability" he is making reference to our modern lust for accessibility - on a private, as well as global scale. It is almost a complete rarity to find an individual who is disconnected from the hyperspeed cyberreality of a modern we call the world. As another journalist noted, our "access addiction" is dominating our lives, and the simple pleasures we once held so dear are disappearing faster than anyone could conceivably download. True "trants" though, do not abstain from participating in all forms of technology.

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

Anchor Level 6-A

| Quality | The response: Commentary |
|--|--|
| Meaning | Reveals an in-depth analysis of how communications technology is affecting personal serenity. The response makes insightful connections between the elements of Featherling's speech and the student's view of the extent to which technology should be utilized. |
| Development | Develops ideas fully by using a variety of details from Featherling's speech, referring to his specific concerns about, and also his acceptance of, the ever increasing techno-stranglehold. |
| Organization | Maintains a clear and appropriate focus on the impact of technology on society. The response makes skillful use of transitions to introduce Dale Featherling's views in the third paragraph. The clear, concise conclusion merges the information from the speech with the student's viewpoint. |
| Language Use | Uses stylistically sophisticated language that is precise and engaging (<i>lust for accessibility, hyperspeed cyberreality</i>) with a notable sense of voice. The response occasionally loses audience awareness with lofty words and phrases (<i>axiom, linguist extraordinaire</i>). The sentence structure is varied to enhance meaning. |
| Conventions | Demonstrates control of the conventions, including appropriate use of commas, dashes and quotation marks, with essentially no errors, even with sophisticated language. |
| Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in the appropriateness of language for the audience. | |

They concede the usefulness of a telephone. They also believe that it is just as efficient with a wire attached to it, than without.

Dale Featherling's assertion that much of contemporary communications serves as an attention-getter rather than a functioning practical tool is a relatively accurate one. The more buttons, lights, colors, sounds and all sensory-stimulating media there exist, the more attracted human beings are to these devices. Featherling's point is that he is disgusted with the notion that technology is replacing the day-to-day joys of a peaceful, slow and quiet existence.

Perhaps one of the more subtle, though definitely important aspects of Featherling's speech was his reference to the dangers of driving while using a cellular phone. People are unaware of the problems and loss of awareness that accompanies car phones. In no other way, is technology so disruptive as when it takes the lives of those it had so passionately catered to, even just minutes before the end.

The fact is, technology is rampant and so ingrained into society, it seems like an impossibility to free ourselves from its techno-stronghold. Maybe just once, we should ride a bike on a breezy fall day, or go fishing in perfect silence. And maybe just once, we won't take the world along with us!

Anchor Level 5-B

| Quality | Commentary |
|--|---|
| Meaning | <p>The response:</p> <p>Conveys a thorough understanding of the text's concern with the proliferation of communications technology. The response makes clear and explicit connections to the speech (<i>Society is overcome, as William Safire states, with the "rage for reachability"</i>).</p> |
| Development | <p>Develops some ideas more fully than others (<i>This progress has ... endangered people's lives</i>). The response uses some references to the text (<i>rage for reachability, need to be fully accessible</i>); however, it concentrates them all at the beginning of paragraph 2, which makes them seem redundant.</p> |
| Organization | <p>Maintains a clear and appropriate focus on the side effects of becoming overly reliant on communications technology. The response uses a clear transition at the beginning of paragraph 2 in order to establish the focus (<i>Although these technological advances seem great there is a negative side.</i>) The concluding paragraph uses appropriate transitions to smoothly sum up the content of the speech and the viewpoint of the student (<i>Perhaps ..., Maybe one day ..., For now, however</i>).</p> |
| Language Use | <p>Uses fluent and original language (<i>Society is overcome, most decidedly</i>) that is appropriate for the audience and purpose. The response varies sentence structure (<i>When one thinks of ..., Modern technology is used everywhere.</i>) to control rhythm and pacing.</p> |
| Conventions | <p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (using dashes and commas concurrently) and pronoun/antecedent agreement (<i>someone ... their</i>).</p> |
| <p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p> | |

When we think of modern communication technology, a positive picture develops in the world's eye. Being able to reach someone at the blink of an eye - even if they're not in the middle of manhood. This is what communication has become.

Although these technological advances seem great there is a negative side. There are those individuals that have become "access addicted." Modern technology is used everywhere. Society is overexposed, as William Safire states, "with the" usage for reachability. Numerous gadgets have all been invented for easier communication. The progress introduced into society because of this "need to be fully accessible." The fax, cell phone, mobile phone, pager, call-writing, etc. have all been invented for easier communication. This progress has most decidedly achieved better access and reachability, but has also taken away privacy and endangered people's lives. It seems that everywhere one looks - cars, malls, parks, someone has the latest advancement in technology, stuck to their ear or belt. It's enough to drive someone!

Perhaps society is becoming a little too obsessed with the idea of being accessible. Maybe one day people will stop and look at how this technology has drastically changed everyday life. For now, however, the most we can do is sit back and let things run their course, and hope that people will soon wake up from this electronic maze.

them and form a high opinion about you because of these instruments. Everyone has their own reasons for using communication technology; therefore, I have only pointed out a few.

Featherling also discussed the difference in technological noises versus natural noises. Certain people do not think that the noises of technology fit into our natural surroundings. Featherling mentions the watching of a sunset in peace and having a business man's cell phone ring nearby, preceding a loud business transaction. This interruption is described as disruptive, hectic, and noisy. Another example that Featherling gives is "playing a gameboy in the Sistine Chapel." The chapel is a sacred place, a place of art, a place of holiness. In bringing in a gameboy and playing it, it is considered disrespect, and justly so. There are certain places and situations in which communications technology is not welcomed, but in contemporary society, no one seems to care.

The need for privacy is also an issue related to communications technology. Some people, such as Dale Featherling, do not want to be reached twenty-four hours a day. They need privacy to think, to work, or just to enjoy themselves and

Communications technology has had a great impact on contemporary life as we have known it. Not so long ago, people had to travel the distance between one town to another on horseback, or sometimes even on foot, in order that they would be able to communicate. Technology emerged as a new way of life and involved itself in an evolutionary process that has brought us the computers, pagers, caller I.D., call waiting, cellular phones, mobil phones, and cordless phones of today. But why have these inventions come about? What use has society for them? The basic and probably most obvious need is for communication. To be able to exchange thoughts, ideas, and processes with other people all over the world. This need has been fulfilled and is shown through similarities in different cultures around us. We see the effects of communication every day and every day communication usually affects us also. According to writer Dale Featherling, another reason why people constantly buy, use, or otherwise display these types of technology upon themselves or their property is to receive attention. Owning a cellular phone or a pager has become a status symbol in society. By having one of these objects, they are subject to go off or make noises in a public place where others, be it your usual peers or even strangers, will hear.

Communications Technology

In this day and age we live in a very high tech society. Almost everyone is "tapped-in, Online or Open-All-Night". Many consider this necessary to live a contemporary lifestyle. Others view all of this technology as a nuisance. Similar to almost every other situation there are good and bad points to today's communications technology.

Suppose that you are a doctor or a surgeon. Is it not good that you are constantly available just in case one of your patients needs you? If I were a patient and I knew that my doctor would always be there for me, it would make me feel that much better. Others though do not think that we should be able to contact a person no matter where they are or what they are doing.

A writer for example may find a constant ringing of a phone bothersome. This may impair his ability to think and concentrate on his writing.

Whether you choose to live a contemporary life style that is high tech or you choose one that is not, you should be responsible. The writer Dale Featherling once recounted a story where a friend of his and wife went up to the Grand Vista in Yosemite Park. They were there enjoying the splendor of it all when a man

Dale Featherling, speech

Anchor Paper – Part A—Level 4 – B

life. Featherling states a phrase which he has heard before when he says, "having none is paradise," referring to a phone. This is the way many people feel and I am compelled to agree. But who really needs to be reached 24/7? No one.

As you can see, communication technology has affected contemporary society in many ways, and it will be interesting to see what happens next.

Anchor Level 4-B

| Quality | Commentary |
|--|--|
| Meaning | The response: Conveys a thorough understanding of the speech with the exception of taking Featherling's references to <i>playing a Game Boy in the Sistine Chapel</i> literally. The response makes clear and explicit connections to the speech, referring to many of Featherling's specific points (<i>Certain people do not think that the noises of technology fit into our natural surroundings ... , watching of a sunset in peace ... , need for privacy ...</i>). |
| Development | Develops some ideas (the need for communication, communications technology as a status symbol, technological noises versus natural noises, the need for privacy) using specific and relevant details from the text more fully than others (<i>Featherling states a phrase ... "having none is paradise," referring to a phone</i>). |
| Organization | Maintains a clear and appropriate focus on technology's <i>impact on contemporary life</i> . The response uses transitions (<i>Featherling also discussed ... , privacy is also an issue</i>) to exhibit a logical sequence of ideas. |
| Language Use | Relies on basic vocabulary (<i>by having one of these objects</i>) and some imprecise language (<i>involved itself in an evolutionary process</i>). The response occasionally makes effective use of sentence structure, but with uneven success (<i>We see the effects of communication every day and every day communication effects us also</i>). |
| Conventions | Demonstrates partial control, exhibiting occasional errors in pronoun-antecedent agreement (<i>everyone ... their</i>), spelling (<i>mobil phones</i>), and paragraphing that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and somewhat weaker in language. | |

Communication Technology, a daily distraction

Communication Technology is a great privilege and asset to today's hectic and busy society. With everyone on the go - it is sometimes very difficult to reach people at home. So we get cell phones, beepers, car phones, and pagers; to allow ourselves to be accessible to the rest of society.

But, is it all necessary, I listened to a speaker who had this point of view. His name was Dale Feathering, a writer. I found his speech very informative and practical.

In his speech he made a statement about the number of phones someone has he said having one phone is great, 2 phones good, 3 phones a nuisance, but not having a phone at all... Paradise. He later stated "I like the sound of silence... there are times I just don't want to be reached."

Mr. Feathering thinks that most of these gadgets are unnecessary. I agree no one needs to be able to be contacted 24 hours a day 7 days a week. I agree that communication is the key to a successful society but some times even though it is the key it is very often abused or taken to extremes.

Anchor Paper – Part A—Level 3 – A

a message on his machine and if important he will return the call. So in a sense Dale Featherling can be reached throughout all 24 hours, and he is not disrupting the peace, he is in the privacy of his own home. Dale Featherling feels that his peace in the world is more important than his accessibility. Which is more important to you?

Anchor Level 3-A

| Quality | Commentary |
|--|---|
| Meaning | The response: Conveys a basic understanding of the speech which is somewhat overstated (<i>Communication verses "Sanity" which do you choose for everyday life? Many technological advances are as he feels dangerous</i>). The response makes implicit connections between the speech and task (<i>technology is taking away a lot of the peacefulness in the world</i>). |
| Development | Develops ideas briefly by describing Featherling's basic philosophy on communications technology. The response uses some details from the speech to develop Featherling's viewpoint (<i>no one ... need(s) to be reached 24 hours a day, access addiction, the off/on switch for the ringer on his telephone, leave a message on his machine</i>). |
| Organization | Establishes a focus in paragraph 1 on the impact of communications technology on everyday life (<i>Mobile phones, faxes, pagers and cordless phones are, in the eyes of a lot of people, considered a necessity to everyday life</i>). The response exhibits a rudimentary structure which includes some internal inconsistencies in paragraph 2. The phrase <i>He feels that technology is taking away a lot of the peacefulness in the world</i> has no relevance to the rest of the paragraph. |
| Language Use | Relies on basic vocabulary (<i>a lot of people</i>) with some awareness of audience (<i>Which is more important to you?</i>). The response demonstrates some awkwardness in syntax (<i>as in when a person</i>). The sentence structure and length sometimes vary, with uneven success. |
| Conventions | Demonstrates partial control, exhibiting errors in spelling (<i>verses, sence, accesability, nessecity, cordlelss, importand</i>), incorrect use of quotation marks (<i>"his favorite technology ..."</i>), and a sentence fragment (<i>Unless in line ...</i>) that do not hinder comprehension. |
| Conclusion: Overall, the response best fits the criteria at Level 3, although it is somewhat stronger in meaning and conventions. | |

In today's society, communication technology is very rampant. Everyday technology is getting more and more tech. I will be heard "Vale" rather than speech or communication. I came to the conclusion that we as a society, do not need all this technology. Vale said in his speech that "We can go without using the telephone and other communication devices for long periods of time." That just shows how society can live without all this new technology. He says having no telephone is like being in Paradise. Vale says in his speech most of these communication devices are used just to get attention. Just like the big boom boom of the 80's.

At the end of Vale's speech I came to the conclusion that we as a society are too greedy for technology. Every time something new hits the market we just have to get it.

Anchor Level 3-B

| Quality | Commentary |
|--|--|
| Meaning | Conveys a basic understanding of the task. The response describes communications technology as <i>a great privilege and asset to today's ... society</i> . In paragraph 2, the writer makes one implicit connection between Dale Featherling's point of view and the task. |
| Development | Develops ideas briefly, using a few details from Featherling's speech (<i>He later stated "I like the sound of silence", ... most of these gadgets are unnecessary</i>). The response does not provide enough specific details to develop ideas from the speech. |
| Organization | Establishes a focus in the title of the article, (<i>Communications Technology, a daily distraction</i>). The response exhibits a rudimentary structure which includes a brief description of communications technology, a second paragraph introducing Dale Featherling's point of view, and a conclusion in which the writer briefly states his point of view. |
| Language Use | Relies on basic vocabulary with some awareness of audience and purpose. The response exhibits some attempt to vary sentence structure with uneven success (<i>But is it all necessary, I listened to a speaker</i>). |
| Conventions | Demonstrates emerging control exhibiting errors that hinder comprehension: a run-on sentence in paragraph 2, and frequent spelling errors (<i>privilege, busy, necessary, practice</i>). |
| Conclusion: Overall, this response best fits the criteria for Level 3 in all qualities. | |

Technology is upgraded every so often. If technology was never upgraded from the time we first discovered things, we would be going nowhere in the world. Communication would be very low tech. You would most likely have to send letters by mail. But because of technology today, you can talk on the phone, talk on computers, they even have caller I.D. so you know who's calling you, call waiting so if you're on the phone with someone you can still get another phone call, & they have also come out with three way calling so three people at three different locations can all have one conversation.

Anchor Level 1-B

| Quality | Commentary |
|--|--|
| Meaning | Provides no evidence of understanding. The response minimally discusses the benefits of technology. |
| Development | Is minimal, with vague references to details in Featherling's speech (<i>phone, caller I.D., computers</i>). |
| Organization | Lacks an appropriate focus (<i>If technology was never upgraded from the time we first discovered things</i>). The response is limited to a single paragraph which has a very weak beginning (<i>Technology is upgraded every so often</i>) and no evidence of a conclusion. |
| Language Use | Uses language that is unsuitable for a newspaper article. The response exhibits changes in persona that are confusing and inappropriate to the task. |
| Conventions | Demonstrates a lack of control of the conventions, with a sentence fragment, the omission of apostrophes (<i>whos, your</i>), and incorrect verb tense (<i>have also came</i>). |
| Conclusion: Overall, the response is a Level 1 with evident weaknesses in meaning, development, and organization. | |

Anchor Paper – Part A—Level 1 – A

Communications technology has had an immense impact on contemporary life. The way technology has changed in recent years, it is hard to figure out whether its positive or negative. On one hand, human communication is much needed in the modern industries. But, then again, they can cause many disturbances and are many times seen as rude or attention getting. The way I look at it, it depends on the situation and the form of technology.

Anchor Level 1-A

| Quality | The response: | Commentary |
|--|--|------------|
| Meaning | Provides minimal evidence of textual understanding with vague references to communications technology (<i>seen as rude or attention getting</i>). The concluding sentence makes an unclear reference to <i>the situation</i> and is confusing. | |
| Development | Is minimal, with a hint at positive and negative impacts of technology. | |
| Organization | Shows no focus and suggests only minimal organization, with a vague introduction to the impact of communications technology on contemporary life. | |
| Language Use | Uses imprecise and basic language (<i>The way I look at it, it is hard to figure out</i>). The response shows little awareness of how to use language to achieve an effect. | |
| Conventions | Is minimal, making assessment of conventions unreliable. The response demonstrates a lack of control of conventions, exhibiting errors in sentence construction, the incorrect form of <i>its</i> , omission of the <i>s</i> in <i>disturbance</i> , and a spelling error (<i>emmenese</i>). | |
| Conclusion: Overall, the minimal response best fits the criteria for Level 1. | | |

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

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

body's output of heat, which can be expressed in mets. Most school activity consists of sitting quietly (1.0 mets), ~~when~~ ^{but} walking at 3 feet per second produces 2.0 mets, writing produces from 1.0 to 5.0 mets, and calisthenics, from 3.0 to 4.0 mets.

This information suggests that we can keep the gym, where students are very active, at considerably lower temperatures than classrooms, where students are less active. Furthermore, teachers can be encouraged to incorporate some physical activity into classes whenever possible. Students can be encouraged to do something active during their lunch break, such as a quick game of basketball (5.0 to 7.6 mets) or dancing (2.4 to 4.4 mets).

One environmental factor affecting thermal comfort is air speed, or drafts. Moving air removes the insulating layer of air surrounding the body, resulting in a feeling of coldness, despite comfortable overall room temperature. To reduce drafts, the school buildings should undergo house-tightening renovations to plug air leaks. Not only will this reduce drafts, but it will also keep the warm air in and the cold air out, resulting in less air that needs to be heated.

Anchor Paper – Part A—Level 2 – B

Communications technology can be a big help for certain people, but for most people it is very annoying and not needed. Why do people need to be reached every where they are what is so important that it can't wait a couple of hours.

I believe in turning off the ringer. I do it when I don't want to be reached. Like if I am sleeping or spending time with someone I would rather not have to go talk to someone on the phone. Dale Featherling has a lot of good points in his speech. I go along with a lot of them but not all. The part about Yoshimie park is very true. There is a couple up on a glacier point trying to watch the sunset, but some guy is talking very loud and annoyingly on a cellphone. That would make me mad. I think cellphones, pagers, laptops anything like that should be left at home, or in a car not up on a mountain where people are trying to get away from it all. In conclusion technology is good sometimes but its better off at home.

Anchor Level 2-B

| Quality | Commentary |
|---|---|
| Meaning | The response: Conveys a basic understanding of the speech. The response refers to a few of Featherling's ideas but makes unclear or unwarranted connections to the task. |
| Development | Is largely undeveloped, with only vague ideas concerning Dale Featherling's view on communications technology (<i>I go along with a lot of them but not all</i>). |
| Organization | Lacks an appropriate focus on the effects of technology on our lives. The response attempts to use paragraphing but fails to establish a logical flow of ideas. The minimal conclusion is unfocused. |
| Language Use | Relies on basic vocabulary that shows no awareness of the appropriate audience, although there is some hint at a purpose (<i>Communications technology ... is annoying and not needed</i>). The response reveals little awareness of how to use sentences to achieve an effect. |
| Conventions | Demonstrates emerging control in conventions, exhibiting errors such as omitting or adding apostrophes incorrectly (<i>sometime's, its</i>), a run-on sentence in paragraph 1, punctuation errors, and some misspellings that hinder comprehension. |
| Conclusion: The response best fits the criteria for Level 2, although it is slightly stronger in language and conventions. | |

"Is it possible to keep warm without higher energy bills?" The answer is yes. Many people wrongly assume that air temperature affects thermal comfort. Air temperature is one of several components that affect a person's thermal comfort. ASHRAE suggests that "the major factors can be viewed as personal (the insulation value of clothing, activity level) and environmental (air temperature, mean radiant temperature of surrounding surfaces, air speed)." These factors must be taken into account before the thermostat is raised.

Students and faculty must use common sense when it comes to getting dressed for school. If you feel the "chill" you must dress appropriately. A light, short sleeve shirt can be worn instead of a T-shirt, or a skirt instead of trousers. The short sleeve shirt / skirt combination has a clo-value of .84 whereas the T-shirt / trousers combination only has a clo-value of .41. Making simple adjustments in your ^{ensemble} ~~clothing~~ will give you twice the clo-value.

Activity is another component that should be taken into account when discussing alternatives for keeping heating costs down. The slightest activity can increase thermal comfort. "Table 2 shows that switching from quietly sitting to standing can increase heat output 20% which is often sufficient to reestablish thermal comfort."

Since the school board has asked for feedback on this matter concerning ideas for keeping heating costs down, I have included alternatives that can be taken by individual students and teachers. However, the maintenance of the

School buildings must be taken into account as well. Drafts affect heat loss immensely. Windows are a large source of loss for radiant heat. The building must be secure in order to reduce unnecessary losses of heat if heating costs must be reduced.

"Air moving over the skin (or clothes) adds the body of heat." A surface air film covers the body and protects it from drafts below .4 feet per second. However, if the speed of the draft increases, the surface film collapses and "ceases to provide insulation."

Hess suggests house-tightening (ie weatherstripping, door plugging, and other infiltration-reducing measures) as an effort made to prevent thermal heat loss. "After a major house-tightening, the thermostat should be moved a 1° to 3° thermostat setback for maximum savings." Moving furniture away from drafts will also ~~improve~~ ^{enhance} seasonal comfort.

Cold surfaces such as windows must be enhanced with curtains or foam insulation in order to prevent radiant heat loss. Curtains will shield a window and provide a surface closer to room temperature. Schools that possess north-facing windows should target these windows first. "It is difficult to calculate in savings but window upgrades should permit a 2°F setback while maintaining constant thermal comfort."

Another environmental factor is mean radiant temperature. A comfortable radiant temperature can be maintained by eliminating cold surfaces. The coldest surfaces in schools are the windows. Ideally, we would install new triple-glazed windows, which present the warmest surface. New windows could be phased in, starting with the north side of all buildings. Until new windows can be installed, old windows should be furnished with heavy curtains to use on coldest days, when students and teachers may be willing to trade daylight for warmth.

Using these suggestions, ~~school boards~~ ^{should be able} ~~for~~ the school boards to contain heating costs without reducing the teachers and students to shivering lumps of ice, even in our cold N.Y. winters.

Anchor Level 6-A

| Quality | The response: Commentary |
|---|--|
| Meaning | Reveals an in-depth analysis of the documents through a discussion of the factors affecting thermal comfort. The response makes insightful connections between the documents and the task by applying those factors to practical suggestions for school (dress code, cool gym, school renovations). |
| Development | Fully develops all key ideas, using relevant data from the tables (clo-values of sweaters and slacks, mets produced by typical school activities) and explanations from the text (underlying principles regarding drafts and radiant temperature). |
| Organization | Maintains a clear focus on factors affecting thermal comfort and the application of those factors in school buildings. The response is logically structured, discussing two personal factors, then two environmental factors. Coherence is maintained not only through obvious transitional devices (<i>a second personal factor, furthermore</i>), but also through more subtle means such as the effective repetition of key words (<i>windows</i> in paragraph 8). |
| Language Use | Is sophisticated, using language that is precise (<i>conspicuously display posters depicting articles of clothing</i>). Long, complex sentences are well-controlled, and occasional short sentences are used to enhance meaning (<i>This is false.</i>). |
| Conventions | Demonstrates control of the conventions with essentially no errors. |
| Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities. | |

By taking these considerations into account, school heating costs can be decreased and student and faculty can still be comfortable.

Anchor Level 5-B

| Quality | The response: Commentary |
|---|---|
| Meaning | Conveys a thorough understanding of the text and tables, using information from both to explain the factors that affect thermal comfort, and making practical suggestions to the school board. |
| Development | Develops some ideas more fully than others. For example, the response contains no details from Table 2 in its discussion of activities. However, the response develops the idea of clo-values using specific and relevant details from both text and table (including original evaluation of two clothing combinations), as well as discussing thoroughly the house-tightening steps. |
| Organization | Maintains the focus established in the introduction (that other measures be tried before the temperature is increased) and connects ideas with transitions (<i>another, since</i>) which help create a logical and coherent structure. |
| Language Use | Uses language fluently, but occasionally uses entire sentences from the text. The tone and point of view are inconsistent (<i>If you feel the cold you must dress appropriately and since the school board has asked for feedback</i>). |
| Conventions | Demonstrates control of the conventions, exhibiting only occasional errors. |
| Conclusion: Overall, this response best fits the criteria for Level 5, although it is somewhat weaker in language use. | |

It seems that our community has recently been faced with increased heating bills for our schools. As a student, I feel that ^{both} tax payers and students can be comfortable when it comes to heating costs.

Although many people automatically think of the thermostat when dealing with temperature comfort, there are many other factors including choice of clothing. Students who are now in high school should have the common sense to dress wisely in response to dropping temperatures; however, this is not always the case. Personally, I have seen students from November even into February, walking around the school in shorts and tee shirts. I feel that these students who continue to wear summer clothing into the winter should not be a burden on the tax payers. If they don't want to dress according to the weather, they should realize the effects of their decisions. As shown

The cost of heating our community's schools is growing more and more each day. There are however, ways of keeping the students and the teachers comfortable without spending extra money on heating. By making a few simple changes to the classrooms, we can save money on our annual heating costs.

One factor that affects how comfortable students are is their clothing. If a student wears a t-shirt to school in January, then they will be very uncomfortable. However if a student were encouraged to wear a sweater, then they wouldn't be as cold. Perhaps a winter dress code should be put into effect in order to make sure students dress properly for winter.

Drafts are another factor that can add discomfort to the people inside the school. These drafts in our school can "rob the body of its heat". A way to prevent drafts would be to perform "home tightening measures". That is, putting weather stripping on the windows, plugging plugging leaks and fixing cracks where air can get through would make the school much warmer, and much more comfortable for the students. This combined with proper clothing will surely solve most of our heating problems.

Another idea about reducing the cold would be to add curtains to classrooms with windows. The windows retain the cold and therefore lower the temperature in the classroom. However if we were to put up curtains for insulation, then the temperature wouldn't become so low.

Finally, students should be kept active. If students just sit and listen all day long then their bodies will

Anchor Paper – Part B—Level 4 – B

get become cold. If they are kept motivated, and kept active then their body temperature will increase. For example, a student sitting quietly will be colder than a student typing or writing. Perhaps one hand or learning is required to keep students active.

Which ever way is chosen it must be in the best interests of the students and health of the schools. If the schools are not comfortable then learning and teaching will be much more difficult. If the schools are warm, then learning and teaching will be much more efficient.

Anchor Level 4-B

| Quality | The response: | Commentary |
|---|---|------------|
| Meaning | Conveys a basic understanding of both documents. The response connects the documents and task by offering practical suggestions for increasing thermal comfort in school (a winter dress code and students should be kept active). | |
| Development | Develops ideas from the text more fully than ideas from the tables. Two paragraphs discussing draft control are elaborated with details from the text (house tightening and curtains), but the brief paragraphs about clothing and activity allude to the tables without mentioning the relevant details of clo-values or mets. | |
| Organization | Establishes a clear and appropriate focus in the first paragraph (a few simple changes will save the district money on heating bills) and maintains that focus. The ideas are logically arranged, and transitions are used appropriately within (that is, however) and between (another, finally) paragraphs. | |
| Language Use | Uses language that is appropriate but not particularly fluent (perform house-tightening, putting weather stripping on the windows). Sentences are occasionally varied but not always successful, as in the final sentence of paragraph 3. An appropriate business-like tone predominates. | |
| Conventions | Demonstrates partial control, exhibiting occasional errors in usage (If a student ... then they) and punctuation (omitted comma after however in paragraph 4) which do not hinder comprehension. | |
| Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities. | | |

10/30/98

Dear Board of Education,

Hello, I'm writing to you about how to keep the cost down on heat in the school. There are lots of ways. First the school should give out sweat shirts to all the staff and students. That's one way to keep the heat cost down. Tell the students and staff to wear warm cloths, for example wear jeans/pants, turtle necks, socks, sneakers, sweaters, and no sandals. Coats could also be worn in school, if they want to. Second only put the temp of the heat at a normal temp. In the article it said to do a little activity to keep warm. You could do some exercise before the class begins and in the middle of the class to stay warm. You could have them do writing activity's to stay warm. Also it said in the article that you could put heavy sheets over or no the drafts, or even more away from the drafts, so you don't get

Anchor Paper – Part B—Level 3 – B

Sick. That's how you can still
keep the staff and students
be comfortable and still keep
the cost down.

Thank you

Anchor Level 3-B

| Quality | The response: | Commentary |
|--|---------------|--|
| Meaning | | Conveys a basic understanding of the documents and task by making recommendations regarding clothing, activity, and draft reduction. |
| Development | | Develops ideas briefly using a list of clothing and a suggestion for activity (<i>do some exercise before the class begins</i>). The response alludes to the tables (turtle necks, socks, and sweaters from Table 1, and writing from Table 2), but does not refer to them directly, nor does it address the idea of clo-values. The response's references to heavy sheets and getting sick are unjustified by the text. |
| Organization | | Maintains an appropriate focus on <i>how to keep the cost down on heat in the school</i> . The response exhibits a logical sequence of ideas, with sections on clothing, activities, and drafts, although the sections are not smoothly connected. |
| Language Use | | Relies on basic vocabulary. The response shows some awareness of audience through the use of imperative sentences (<i>Tell the students</i>). Sentences vary in structure but are sometimes unsuccessful (<i>Coats could also be worn in school, if they want to</i>). |
| Conventions | | Demonstrates emerging control of conventions with occasional errors in spelling (<i>writing activity's</i>) and a lack of indentation. |
| Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and stronger in organization. | | |

Anchor Paper – Part B—Level 2 – B

The Board of Education should be worried about the students and not the heating costs, But there are some ways they could keep heating costs down and still keep staff and students comfortable. The Board can tell the school to keep the heat in schools at one temperature for the winter months. They could also have the schools send home letters telling parents to send their children to school with clothes that are appropriate for winter conditions inside the school. In the spring and summer months the schools should turn off the heat for good and only use the heat when needed. The school could reduce the amount of cold air that comes in the doors to enter the school. There are many other ways to keep the heating prices down in schools these are just a few.

Anchor Level 2-B

| Quality | The response: Commentary |
|---|---|
| Meaning | Conveys a confused understanding of the task by stating that the Board of Education should be worried about the students and not the heating costs. The response alludes to the text by mentioning clothing and drafts, but contains no specific reference to the tables. The response does not make effective use of the allusions to complete the task. |
| Development | Hints at ideas that are vague (adjusting the heat to <i>one temperature in the winter</i>), or unjustified (<i>winter conditions inside the school</i>). The idea of reducing the amount of air that comes through the doors remains undeveloped. |
| Organization | Suggests a focus (<i>there are some ways they could keep heating costs down</i>) but lacks organization. The response is a single paragraph, lacking any transitions. |
| Language Use | Reveals little awareness of audience (speaking about rather than addressing the board of education) or how to use language and sentence structure to achieve effects. (<i>The Board can tell the school to keep the heat in the schools at one temperature for the winter months</i>). |
| Conventions | Demonstrates a lack of control, exhibiting errors in capitalization (<i>But</i>), spelling (<i>tempeture</i>), usage (<i>cloths</i> for clothes), and run-on sentences (see last sentence). |
| Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions. | |

Dear Board of Education I am a student in the New York City district. I would like you to know that the students and staff of our school would like for you to keep the school heating costs down. To make our school comfortable for us to work in when the heating costs goes up the heat goes down in our school. We would like it, if it is possible for you to change the cost of the heating bills. Thank you

Sincerely

Anchor Level 1-A

| Quality | The response: | Commentary |
|---|---|------------|
| Meaning | Provides minimal evidence of understanding the text. The response refers to heat and cost but does not allude to any of the documents, nor does it recommend ways to keep heating costs down. | |
| Development | Is minimal. Vague ideas are dealt with in single sentences. | |
| Organization | Shows no focus and no organization. The ideas on heating costs and comfort do not seem to be connected to each other. | |
| Language Use | Uses language that is imprecise, incoherent, and illogical (<i>We would like it, if it is possible for you to change the cost of the heating bills</i>). | |
| Conventions | Demonstrates a lack of control, exhibiting errors in punctuation (<i>Dear Board of Education I am, We would like it, if</i>) and agreement (<i>When the heating costs goes up</i>). The response contains a fragment (<i>To make our school comfortable for us to work in</i>). | |
| Conclusion: Overall, this response best fits the criteria for Level 1. | | |

The board of Education is trying to cut heating costs of schools in the community.

I think to turn the thermostat up is the most logical reason. It is the easiest and it will work.

To apply this method just use hand and turn thermostat up. It sounds pretty easy but facts may be deceiving. It doesn't take a genius to do it.

Seal drafts and have more school activity. It will be fun, and really really radical.

Or ~~an~~ an increase in radiant heat would be another likely measure. So do all of these and the schools in the community will be warm and comfortable for all.

Anchor Level 2-C

| Quality | Commentary |
|--|---|
| Meaning | The response: Conveys a confused understanding of the documents by contradicting a major premise (that air temperature is the only factor affecting comfort) and making unwarranted connections to the task (<i>I think to turn the thermostat up is the most logical reason</i>). |
| Development | Is largely undeveloped, using vague and unjustified references to the documents (<i>or an increase in radiant heat would be another likely measure</i>). The response mentions ideas about drafts and school activity, but fails to elaborate (<i>Seal drafts and have more school activity</i>). |
| Organization | Establishes but fails to maintain an appropriate focus (<i>cut heating costs of schools</i>). The response exhibits a rudimentary structure of introduction, body, and conclusion, but includes irrelevant information (<i>To apply this method just use hand and turn thermostat up</i>). |
| Language Use | Uses language that is imprecise and unsuitable for a letter to the board of education (<i>It will be fun, and really really radical</i>). |
| Conventions | Demonstrates partial control, exhibiting errors in mechanics and punctuation (<i>doesn't</i>) that do not hinder comprehension. Due to the brevity of the response, however, assessment of conventions is unreliable. |
| Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization. | |