

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, August 16, 2001—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) 2	(7) 2
(2) 4	(8) 4
(3) 3	(9) 1
(4) 1	(10) 3
(5) 2	(11) 1
(6) 1	(12) 2
	(13) 3
	(14) 2
	(15) 4
	(16) 1

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

A common fallacy shared by many Americans is that the United Nations works solely as a charity organization in foreign countries. In San Francisco, where the U.N. was created, ~~the~~ Secretary General of the U.N., ^{Kofi Annan} gave a speech in 1997 that demystified the role of the U.N. in the United States. Yes, it is true that the U.N. works in places around the world as "an advocate of universal values" such as peace, democracy, equality, justice, progress, etc. The U.N.'s blue-helmeted peace keepers and other workers are often seen on the television providing disaster relief, refugee protection, and immunization against deadly diseases to impoverished children. These accomplishments are just some of the reasons the U.N. has won ~~some~~ seven Nobel Peace prizes. Because there is little need for most of these important ~~for~~ U.N. functions in the United States, many Americans believe that the U.N. minimally serves them personally. Americans ~~as~~ in general still support the endeavors of the U.N. ~~mainly~~ mainly because they support the "sense of common humanity."

Kofi Annan reminds us of the "big picture;" the role the U.N. plays globally but he also demonstrated how the U.N. affects the life of each American everyday in almost everything he/she does. The U.N. is a present force in our daily lives, and Annan uses examples of organizations that contribute to our international health, welfare, and security.

How are our daily lives touched by the United Nations? Kofi Annan answers this question by examining one day in his own life, ~~from~~ ^{from} his flight to San Francisco to the point he ate for breakfast, the far-reaching effects of the U.N. can be seen. The International Civil Aviation Organization

installs safety regulations on flight standards, communications, pilot requirements, etc. to assure that every person who steps on a plane is getting a safe and monitored flight. The International ~~Coal~~ Telecommunications Union provides a global network for telephone wires as well as internationalizing radio and television news broadcasts using space satellites. Pesticides on the foods that we grow and eat are monitored by the Food and Agricultural Organization and the World Health Organization. Every migrant farmer in the United States is protected by the International Labor Organization. Because of this organization, migrant workers are protected from exploitation and ^{they} work in safe conditions. There is even an organization that protects movies and other material under international copyrights. The United Nations protects coastal states from foreign countries' fishing ~~flats~~ ^{fleets} by giving coastal states ~~exclusive~~ a 200 nautical mile ~~area in which~~ ^{to keep other countries out}. Whether one flies, eats, communicates or works, the United Nations is providing protection and assistance to insure ~~the~~ the safety of each American.

According to Kofi Annan, the United Nations is a collection of "sovereign nations coming together in common use." This common use is not only for the impoverished and destitute ~~strewn~~ ^{straw} countries far away. Annan has made ~~clear~~ ^{clear} that the U.N. is "your tool, your vehicle, your instrument." Through a system of organizations that works internationally, Americans are protected from the simple things of everyday life that could be disastrous if they were not regulated. From the water to the land to the sky, Americans are protected by the organizations of the United Nations.

Anchor Level 6-A

Quality	Commentary
Meaning	<p>The response: Conveys an in-depth analysis of the speech dispelling the <i>common fallacy ... that the United Nations works solely as a charity organization in foreign countries</i> and demonstrating <i>how the U.N. affects the life of each American everyday</i>. The response makes insightful connections between the speech and task by explaining ways in which <i>the U.N. is a present force in our daily lives</i>.</p>
Development	Develops ideas fully and clearly, effectively using specific details from the speech to first illustrate <i>the role the UN plays globally (blue-helmeted peace keepers and immunization against deadly diseases)</i> , then to answer the question <i>how are our daily lives touched by the United Nations? (International Civil Aviation Organization, Food and Agricultural Organization, International Labor organization)</i> .
Organization	Maintains a clear and appropriate focus on the many activities of the U.N. in the U.S.. The response provides a coherent structure, moving logically from the initial discussion of the U.N. as <i>“an advocate of universal values”</i> to the summarizing conclusion through the use of skillful transitions (<i>Yes, it is true</i> and <i>Because of this organization</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>demystified the role</i> and <i>Whether one flies, eats, communicates</i>) with a notable sense of voice and an awareness of audience and purpose. The response varies sentence structure and length to enhance meaning (<i>From his flight to San Francisco to the fruit he ate for breakfast</i>).
Conventions	Demonstrates control of the conventions with essentially no errors even when using sophisticated language.
<p>Conclusion: Overall, the response best fits the criteria for Level 6.</p>	

While most people think of the U.N. as an organization which helps only remote, impoverished nations, in fact, its influence goes far beyond that. In the U.S., our lives are touched by the U.N. virtually everyday in one way or another. To a large extent, it is the presence of the United Nations in our lives that allows us to feel secure in our ~~home~~ homes and jobs, and to maintain our reputation as one of the world's most prosperous and comfortable nations.

Most Americans know the ~~that~~ United Nations as a charity organization whose activities are in far away places. To some extent, this is true. The U.N. has won ~~seven~~ Nobel peace prizes for its groundwork in poor, distant countries. It is active in disaster relief, ~~in~~ peacekeeping, ~~in~~ fighting intolerance, upholding human rights, and in refugee rescue, as we have seen most recently in Kosovo. However, the U.N. also aids one of the world's richest nations on a daily basis. Most Americans take the security present in our work and recreational routines for granted. Few Americans ~~take~~ realize the extent to which the U.N. is responsible for creating and implementing that security.

The United Nations protects us in our jobs, ~~when~~ ~~we~~ travel, and ~~protects~~ ~~our~~ food supplies. Additionally, it maintains and protects our lines of communication with the world.

This role of the U.N. in American life was addressed by Kofi Annan, Secretary-General of the U.N., in a speech delivered in San Francisco four years ago. He gave as an example

the International Labor Organization, an arm of the U.N. which regulates conditions under which farmers can work. ~~And this~~ ^{regulation} is not endemic to California ~~only~~. Whether the issue is working conditions for California farmers or wages ~~for~~ ~~for~~ factory workers in New York, the U.N. prevails at keeping ~~workers~~ Americans protected at their jobs.

Americans are protected by the United Nations when they travel, as seen in another example given by Annan. ~~That~~ The U.N. is responsible for the International Civil Aviation Organization, which sets international standards for the performance of ~~pilots~~ pilots, flight crews, air traffic controllers, and other ^{airline} employees. Included in these standards is the use of a common language, English, for aviation communication.

The United Nations ~~also~~ also makes it possible for Americans to communicate with the world. The U.N.'s International Telecommunications Union allows for the sharing of radio frequencies and ~~and~~ satellite positions, resulting in the ~~average~~ American's ability to watch T.V., witness news reports from abroad, even make the telephone calls that keep us in touch with family, friends, and business associates.

Yet another function of the U.N. in the U.S. is its protection of our coastal ~~global~~ ~~or~~ ~~coastal~~ waters and food supply. The United Nations Convention on the Law of the Sea protects our country's rights to fish in the waters that border ~~surrounding~~ us, and prevents foreign fishing armadas from coming in. The Food and Agricultural Organization and the World Health Organization ensure the quality of our food, making sure it is fit for sale and consumption. Then there's the World Intellectual Property Organization, which helps make sure that the rights to movies and other intellectual endeavors remain with their creators through copyright laws.

Clearly, the beneficial influences of the U.N. are felt daily in the

U.S. as well as throughout the world. While we may not require disaster relief, peacekeeping forces, or refugee resettlement, still the United Nations is fundamental to our maintaining our nation's security and prosperity.

Anchor Level 6-B

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the speech, identifying the U.N. as <i>the presence ... in our lives that allows us to feel secure</i> . The response makes insightful connections between the speech and task, stating <i>the beneficial influences of the U.N. are felt daily in the U.S. as well as throughout the world</i> , then discussing Annan's examples to illustrate those influences.
Development	Develops ideas clearly and consistently, using relevant details from the speech. The response identifies and explains the various U.N. organizations at work in the U.S., including those providing safeguards on air travel; regulations on broadcasting; and protection of fishing rights, copyrights, and food supply. The assertions that the U.S. <i>to a large extent</i> , owes its security and prosperity to <i>the presence of the United Nations</i> and that the U.N. protects <i>factory workers in New York</i> are not justified by the text.
Organization	Maintains a clear and appropriate focus, beginning with an introduction that provides the framework for what is to follow. The response flows logically and coherently through the skillful use of transitions (<i>This role of the U.N., as seen in another example, Yet another function</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>groundwork in poor, distant countries, and intellectual endeavors remain with their creators</i>), with a notable sense of voice and an awareness of audience and purpose. The response juxtaposes simple and complex sentences to enhance meaning.
Conventions	Demonstrates control of the conventions, exhibiting only occasional errors in spelling (<i>far away, responsabile, fundemental</i>).
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development and conventions.	

Anchor Paper – Part A—Level 5 – A

The United Nations has been, for many years now, an important organization in respect to international affairs. The United Nations has provided disaster relief, immunizations, and electoral monitoring for people who need it, and the people in the U.N. have received seven Nobel Peace Prizes for these actions. The U.N. advocates democracy, justice, peace, tolerance, and equality. In a speech given by Kofi Annan, the Secretary-General of the United Nations, he speaks of a "crucial juncture" in the world today. He speaks of a world where there is unimaginable wealth and crippling poverty. He speaks of a world where there is euphoric peace and bitter ~~war~~ war. This is the reason that the U.N. strives for equality. The goal of the U.N., rather, one of the many goals, is to bring all people, nations, up to one level, to achieve equality. The U.N. helps those in need. One might ask the question: "What does the U.N. do in the United States?" The answer is that the U.N. may not be providing immunization or things of that sort, but rather, other functions that are more appropriate for an established country, such as the United States.

One branch of the U.N. is the World Health Organization. This, along with other U.N.-sanctioned departments such as the Food and Agricultural Organization, sets standards for food production and sale. These organizations help provide a global standard for safety and sanitary conditions, an equality, if you will. Furthermore, the International Labor Organization helps protect the migrant farmers who plant and harvest the crops.

Another group in the U.N. is the International Civil Aviation Organization. This organization sets safety standards for international flights, sets a common language, common procedures, etc. These standards are a way of achieving said equality on a global level.

Anchor Paper – Part A—Level 5 – A

The World Intellectual Property Organization, another part of the U.N., protects against copyright infringement ~~one~~ internationally. The International Telecommunications Union provides communications between countries, which is essential in this advanced, ~~the~~ technological world. All of these groups are, collectively, the United Nations. They all work together to put everyone on the same page of the book, so to speak.

The United Nations functions in the United States not so much to help those in need of relief, or medical aid, but more so to regulate the incredible technology that grows ~~at~~ ~~at~~ at an exponential rate. The United Nations functions at a different level in the United States but it still functions, and it is an important, nay, indispensable aspect of the global society as it is today.

Anchor Level 5-A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the speech, examining ways the U.N. functions both globally and in the U.S. The response makes implicit connections to the task, identifying various U.N. agencies at work, but not explicitly connecting these agencies with the U.S..
Development	Develops ideas clearly and consistently, using relevant and specific details from the speech. The response describes the U.N. as <i>an important organization in respect to international affairs</i> , then answers the question <i>what does the U.N. do in the United States</i> fully elaborating on the functions of the organizations at work in the U.S..
Organization	Establishes a focus on the U.N.'s importance <i>in respect to international affairs</i> in the lengthy opening paragraph, then shifts to a clear and appropriate focus on the U.N.'s role in the U.S., with each subsequent paragraph describing a service organization in detail. The response exhibits a logical sequence of ideas through the use of appropriate transitions (<i>Furthermore</i> and <i>all of these groups are, collectively</i>).
Language Use	Uses language that is generally fluent and original (<i>copyright infringement</i> and <i>exponential rate</i>) but is occasionally inflated (<i>if you will, so to speak, nay</i>). The response effectively varies sentence structure and length, making use of repetition to enhance meaning (<i>He speaks of a world</i>).
Conventions	Demonstrates control of the conventions, using commas correctly in complex sentences, but with occasional errors in word omission (<i>people, nations, and things of sort</i>).
Conclusion: Overall, the response best fits the criteria for Level 5.	

The U.N. is often seen by Americans as a group that helps ~~only~~ countries other than the U.S., but that is not true. Most Americans don't realize how much the United Nations affects things in their every day lives. It is true that the U.N. does most of its work in other countries than the U.S. but the U.N. does many things in the U.S. we take for granted such as establish airplane safety, protect copyrights, and protect coastal fishing grounds.

What would happen if there were no standards for airplane safety or pilot training? Most people don't think about the U.N. as having any part in the safety of airlines but the International Civil Aviation Organization is the organization that ~~controls~~ establishes standards for airplane safety, pilot training, ground crews, and even flight attendants. Without the ICAO you could be flying in an airplane that was barely able to get off the ground piloted by someone who had little or no experience flying a commercial airplane.

Copyrights are another function of the U.N. that ~~is~~ are often taken for granted. The speaker mentioned in his speech the inflight movie he watched and the importance of copyrights. If there were no copyrights the makers of movies wouldn't even make enough to pay off the people that helped to make the movie but someone on the street could create copies of the movie and sell those copies and get money for other peoples hard work.

Standards for produce are also controlled by the U.N. The U.N. sets limits on pesticides to reduce the amount of residue that seeps into the surrounding environment causing massive amounts of damage to local wildlife. Migratory farm workers would also be harmed by the pesticides and

The U.N. makes working conditions safer for them in other ways.

Coastal states are protected from fishing fleets from other nations by the U.N. also. For states such as California and ~~Alaska~~^{Alaska} that is very important because fishing is a large part of their economy. If the U.N. didn't protect American fishing grounds the economy of coastal states would collapse and cause the entire U.S. economy to break down.

The U.N. may not seem to be helping the U.S. but when you think about it the U.N. does a lot. Help from the U.N. is more apparent in countries suffering from war, natural disaster, and other causes of deprivation but the U.N. also helps keep larger countries stable and set standards for everyday life. Without the U.N. countries around the world be in great disorder and the wealthier nations would be less likely to help the poor. Even though we don't ^{always} know it the U.N. protects the world, including the U.S.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a through understanding of the speech, explaining that while <i>help from the U.N. is more apparent in countries suffering ... deprivation ... but the U.N. also helps keep larger countries stable</i>. The response makes clear and explicit connections to the task, citing numerous examples of U.N. involvement in the U.S. (airplane safety, standards for produce, and protection of coastal waters). Although a speaker is briefly mentioned in paragraph 3, ideas from the speech are not attributed to Kofi Annan.</p>
Development	<p>Develops several ideas clearly and consistently, effectively using relevant details such as <i>pilot training</i> and <i>limits on pesticides</i> to discuss U.N. regulatory organizations at work in the U.S.. However, elaboration on regulations of copyrights and coastal water rights is derived mostly from personal observations that may not be justified by the text, and the idea of <i>safer working conditions for migratory farm workers</i> is mentioned, but not developed.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>how much the United Nations effects things</i> in the daily lives of Americans. The response exhibits a logical and coherent structure, with each paragraph exploring a key idea from the speech and a conclusion effectively summarizing the information. Transitions are used appropriately (<i>but, such as, another, also</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>seeps into the surrounding environment</i>) with an evident awareness of audience and purpose (<i>What would happen if there were no standards for airplane safety</i>). The response is generally effective in controlling rhythm and pacing through the use of compound and complex sentences, although occasionally resulting in faulty sentence construction.</p>
Conventions	<p>Demonstrates partial control, exhibiting errors in spelling (<i>effects</i> for “affects,” <i>every day</i>, and <i>granded</i>), punctuation (comma and apostrophe usage), and word omissions (<i>world be</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Kofi Annan delivered a speech in San Francisco in 1997 to describe the United Nations. He pointed out that the United Nations is an international peacekeeping organization. But even in the United States, the U.N. is at work.

The U.N. was created in San Francisco. It is made up of countries from all over the world. The U.N.'s goals are to keep peace and safety. It holds values such as equality, justice, tolerance, and progress. It aims for harmony among all nations.

The U.N. is known for its work with disaster relief and immunization of children, as well as its blue-helmeted peace keepers. All of these activities take place far from the United States. Here, there is peace, and the U.S. can handle its own floods and hurricane disasters. Nevertheless, there is a place for the U.N. in the United States.

Kofi Annan used the example of an ordinary day. This example showed the U.N. at work in the United States. During this ordinary day, he did many things such as, flew in an airplane, watched a movie, settling into a hotel, watching the news, ate dinner. All of these activities involved the U.N.!

The U.N. is involved in our everyday ~~the~~ lives. It has many organizations that affect us. Some examples are: The International Civil Aviation Organization, which establishes standards for airplane safety; the World Intellectual Property Organization, which protects our copyrights; the

International Labor Organization, and the World Health Organization.

Kofi Annan mentioned eating dinner. Even ~~the~~ this simple act included the U.N. The Food and Agricultural Organization guards ~~against~~ against too many additives or pesticides that can make food unhealthy. The International Labor Organization helps keep migrant workers safe. They are the ones who pick the food we eat.

All of these organizations involve us and are around in our everyday lives. They are found in your daily routine.

If you think the United Nations is only a charity for the poor, you are wrong. The U.N. affects us all. It helps to keep the peace, but it also works in places that are already peaceful, like the United States. Although many people do not realize it, the U.N. is involved in our everyday lives.

Anchor Level 5-C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the speech, summarizing information into a succinct description of the U.N. and its functions (<i>The U.N.'s goals are to keep peace and safety</i>). The response makes explicit connections to the task, giving examples of U.N. organizations operating in the U.S..</p>
Development	<p>Develops some ideas more fully than others. The response elaborates on the U.N.'s role worldwide, noting its <i>work with disaster relief and immunization</i> and discussing two organizations related to food. Although other organizations functioning in the U.S. are cited, they are not elaborated.</p>
Organization	<p>Maintains a clear focus on the idea of the U.N. as an <i>international peacekeeping organization that is at work</i> in the U.S.. The response follows a logical sequence of ideas through the use of appropriate devices and transitions (<i>But even, as well as, Nevertheless</i>).</p>
Language Use	<p>Uses appropriate language. The response occasionally uses sentence structure effectively (<i>Here, there is peace, and the U.S. can handle its own flood and hurricane disasters</i>).</p>
Conventions	<p>Demonstrates control of the conventions.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use.</p>	

Anchor Paper – Part A—Level 4 – A

pesticides that farmers are able to use. Migrant farm workers are protected by the International Labor Organization.

Yet another way that the United Nations helps us is that it helps protect our coastal waters. It gives coastal states sovereign rights over a 200 nautical mile zone of water. This protects our waters from fishing armadas.

The United Nations affects us greatly. We may not always see it though because these are things that we might take for granted. Though the help they give may not be as clear here as in other countries we should still be thankful and continue to support the United Nations.

Anchor Level 4-A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the speech, covering a wide variety of contributions the U.N. makes to the U.S. (aviation safety, copyrights, telecommunications, food and farming, and fishing rights). Although the response makes implicit connections to the task (<i>The UN does come to aid us and the United Nations works in the United States too</i>), information from the speech is not attributed to Kofi Annan.</p>
Development	<p>Develops some ideas (the U.N.'s involvement in aviation and the regulation of both farming and coastal fishing) using specific and relevant details from the speech. However, the U.N.'s work in the areas of copyrights and international telecommunications is not as fully developed, and the protection of migrant farm workers is mentioned but not elaborated on.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>what the UN has done for the United States</i> and exhibits a logical sequence of ideas, with each paragraph highlighting a separate example of U.N. involvement in our lives. The transition into paragraph 2 and the summarizing conclusion are less effective because they restate information from the introduction.</p>
Language Use	<p>Uses appropriate language (<i>mode of transportation</i> and <i>Though the help they give may not be as clear here</i>) with an awareness of audience and purpose (<i>The United Nations affects us greatly</i>). The response generally makes effective use of sentence structure, although occasionally attempts at variety result in faulty construction (<i>These organizations set international norms for food and regulations</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>efferts, unsee, maintenance, satelites, use</i> for "us"), punctuation (<i>it's</i> for "its"), and usage (<i>agricultural</i> for "agriculture") that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4.</p>	

The United Nations functions in the U.S. affect everything you do, every day. For example, the ICAO (International Civil Aviation Organization) is in charge of making sure you have a very comfortable, smooth, enjoyable airplane ride by setting standards for airplane mechanics and fuels. The WHO (World Health Organization) produces standards for which fruits and vegetables should be grown as well as how meats should be preserved and served. The ITU (International Telecommunications Union) makes it possible for you to talk on the phone, listen to music and watch movies on television while the WIPO (World Intellectual Property Organization) copyrights those movies and songs.

The United Nations believes in equality, justice, peace and harmony. They are currently fighting the war on drugs and trying to instate an international criminal court for the well-being and safety of us and our future children.

The goal of the U.N. is to make the world a better, safer place for us to live. The U.N. is a problem-solving organization. They wish to eliminate hunger, poverty, disease, crime, drugs and war. The U.N. tries to make the world a better place to live.

Anchor Level 4-B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the speech. The response makes some explicit connections between the speech and task using examples of the various U.N. regulatory organizations at work in the U.S., while implicit connections are made to describe the U.N.'s global role. However, the report does not identify Annan's speech as the source of information.</p>
Development	<p>Develops ideas on the ways the U.N. functions in the U.S. using specific and relevant details from the speech to elaborate on the role of the U.N. in airline safety and telecommunications. However, other ideas from the speech such as the functions of the <i>World International Properties Organization</i> and the <i>World Health Organization</i> are less well developed, and the discussion of the U.N. as a global presence relies mostly on generalization.</p>
Organization	<p>Establishes an appropriate focus on the functions of the U.N. in the U.S. in the detailed opening paragraph; however, the logical flow of ideas is somewhat disrupted in paragraph 2 by the shift in focus to the global functions of the U.N.. The response exhibits a rudimentary structure with some internal inconsistency in paragraph 2 and some repetition in the conclusion.</p>
Language Use	<p>Uses appropriate language (<i>produces standards by which</i> and <i>They wish to eliminate hunger</i>), although occasionally uses overstatement (<i>everything you do, every day</i>) and awkward phrasing (<i>safety of us</i>). The response occasionally makes effective use of sentence length and structure (<i>For example, the ICAO ... by setting standards</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (comma usage), agreement (<i>United Nations believes ... They</i>) and usage (<i>instate</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.</p>	

The United Nations functions in the United States in many ways that people are not aware of. Even though the U.N. is usually seen in a third world country when we hear about it, they also help out in the U.S. in such areas as the control of ~~drug~~ drug traffic, protection of our coastal waters, copyrights for movies, standards for airplane ~~and~~ safety and food safety.

The United Nations helps to control the traffic of illegal drugs that come from other countries. This affects the U.S. because it may keep these drugs from being ~~imported~~ exported to our country. By stopping illegal drug trafficking the U.N. is protecting the young people and keeping them safe and ~~big~~ drug free.

Our coastal waters are protected from foreign fishing boats ~~by~~ ^{through} the U.N. ~~this~~ Convention of the Seas which keeps other countries far enough off ~~shore~~ ~~our~~ the shores of a coastal state so that our fish supply is not depleted. This helps our economy by saving the fish for our own fishermen.

In the U.S., the United Nations controls things in everyday life. Some of these controls are in the areas of air safety, food production and movie copyrights. The airplanes we fly in are regulated for flight safety by the International Civil Aviation Organization.

The food industry is kept safe ^{by} the U.N. regulations on how and what pesticides can be used on our crops.

The U.N. is even involved in copyright laws that ~~protect~~ protect film ~~and~~ companies. If a movie

Anchor Paper – Part A—Level 4 – C

is copywritten it can't be copied and sold for profit by another company or person.

The United Nations protects countries overseas and is present in the lives of the U.S. people on a daily basis. We may not always see this but ~~we~~ ~~they~~ it is very important in our daily lives.

Anchor Level 4-C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the speech, discussing various ways the U.N. affects aspects of everyday life in the U.S.. The response makes implicit connections to the speech, citing the U.N.'s role in regulating coastal fishing rights, flight safety, pesticide use, and movie copyrights. However, information from the speech is not attributed to Kofi Annan.</p>
Development	<p>Develops ideas on the U.N.'s roles in controlling drug trafficking and protecting coastal waters, although the information on the U.N.'s role in controlling drug trafficking is elaborated through personal observation. Paragraph 4 mentions several specific ideas from the speech but these are only briefly developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the ways the U.N. functions in the U.S. and exhibits a logical flow, with each successive paragraph focusing on the key ideas presented in the introduction.</p>
Language Use	<p>Uses appropriate language with some awareness of audience and purpose (<i>We may not always see this</i>). The response occasionally makes effective use of sentence structure and length (<i>This affects the U.S. because</i> and <i>By stopping illegal drug trafficking</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>safty, controll, are</i> for "our") comma usage, agreement (<i>it, they</i>), and usage (<i>copywritten</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

The United Nations has many functions in the United States. In San Francisco, California the U.N. was made real. A speech was made in San Francisco about the U.N. and how it helps the United States.

The era we are living in is of complexity and contradictions. There is wealth and deprivation, and a struggle to uphold human rights. The U.N. believes in universal values. All over the world the U.N. has peace keepers, disaster relief teams, and electoral monitoring. Sometimes the U.N. is behind the scenes but it is always making steady progress. So far the U.N. has won seven Nobel Peace prizes. In America there is strong support for the U.N. Some of the things the U.N. controls is airport safety, food safety, agricultural organizations, and safe working conditions for migrant workers.

The U.N. is a part of your everyday life. The food you are eating was inspected because of the U.N., when you fly, and your plane lands safely it is because of the U.N. The common language for pilots and air traffic controllers is English because of the U.N.

The U.N. is a problem solving tool for Americans, Americans are living the United Nations.

Anchor Level 3-A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the speech, stating <i>the U.N. is a part of your everyday life</i>. The response makes mostly superficial connections between the speech and the task (<i>The era we are living in, U.N. is behind the scenes, seven nobel peace prizes</i>).</p>
Development	Briefly develops the ideas that we are living in a complex era and that the U.N. is a part of our lives, using some details from the speech, (<i>a struggle to uphold human rights, airport safety, safe working conditions, and food safety</i>).
Organization	Establishes a focus in paragraph 1 (<i>The United Nations has many functions in the United States</i>) and exhibits a rudimentary structure. Paragraphs 1 and 2 contain unconnected generalities, undermining the focus and disrupting the logical flow of ideas. The conclusion demonstrates an attempt to reestablish the focus by summarizing the ways in which <i>the U.N. is a part of your everyday life</i> .
Language Use	Relies on basic vocabulary (<i>So far</i> and <i>Some of the things</i>), exhibiting some awareness of audience and purpose in the conclusion. The response attempts to vary sentence structure, occasionally beginning sentences with an adverb or preposition; however, occasionally, complex sentences result in run-ons (<i>The food you are eating ... because of the U.N., when you fly</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>deperivation</i> and <i>controlers</i>), comma usage, capitalization (<i>nobel</i>), agreement (<i>Some of the things ... is</i>), and word omission (<i>The era ... is of complexity</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

The U.N. functions in the United States in many ways. Kofi Annan, Secretary-General of the U.N., delivered a speech in San Francisco in 1997. He said that San Francisco was the soul of the U.N. The speaker describes the "crucial juncture" as a time of contrasting conditions. In referring to American support for the U.N., the speaker probably used the expression "a ~~common~~ sense of common humanity" to indicate America's feeling of responsibility. We are responsible for ourselves as well as the good will of other nations. This is done in the fight against drug trafficking and in criminal courts. The U.N. contains many organizations that are involved in our everyday life. These organizations make the world a better place.

The speaker implies that one purpose of the Civil Aviation Organization is to establish standards for airplane safety. This is just one organization that makes the world safer. There are programs for immunization of children. These organizations are models for the U.N. There are peacekeepers and refugee protection.

The speaker mentions California-made movies in order to emphasize the importance of geographic location. Everyone everywhere is important. The U.N. may be involved in conflicts in areas of the world that we don't even know about, but they

are still a part of our society too.

The ~~Worldwide~~ World Health Organization helps people's health and the International Labor Organization makes workers safe.

The U.N. is a worldwide organization to make the world a better and safer place like for example food and

Agricultural Organization or Communication Union. Kofi Annan believes that the U.N. is a part of every nation in the world. It is involved in different ways from stopping civil wars to establishing airplane safety. The U.N. helps make the world go round.

Anchor Level 3-B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the speech, stating <i>the U.N. contains many organizations ... involved in our everyday life</i> but failing to note the relevance of the U.N. to the U.S.. Connections between the task and speech are often unwarranted (<i>San Francisco was the soul of the U.N.</i>).
Development	Briefly develops the ideas of world safety using some details from the speech (<i>It is involved in different ways from stopping civil wars to establishing airplane safety</i>). The use of multiple-choice questions often results in references that are irrelevant (<i>The speaker describes the "crucial juncture"</i>) and unjustified (<i>The speaker mentions California-made movies ... to emphasize geographic location</i>).
Organization	Suggests a focus on the <i>many ways</i> in which <i>the U.N. functions in the United States</i> , but lacks organization. References, to the <i>United States</i> (San Francisco, California, America) and safety are scattered throughout the response.
Language Use	Relies on basic vocabulary (<i>The U.N. helps make the world go round</i>) with little awareness of audience and purpose (<i>they are still a part of our society too</i>). The response demonstrates some attempt to vary sentence structure and length with uneven success. Several sentences are copied directly from the multiple-choice questions.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation and spelling (<i>exsample</i> and <i>agracultural</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning and organization and stronger in conventions.	

In the United States today the United Nations are a big help in how we go on in our every day lives. The United Nations functions in many ways in our life. But where it is mainly seen is in San Francisco.

The United Nations is a group here in the United States to help us along in our life. The name that they were given was the Blue Helmeted Peace Keepers. They were given this name because all they are trying to do is make sure there is peace in our world today. The saying "The San Francisco of Song of the Heart" was used to show that San Francisco was a worldly city where the United Nations was formed. Some people call this the state of the world. The United Nations is exactly like us. The UN families live in day to day ordinary life just like we do. The U.N. works together ^{with the U.S.} to form little programs that will help us in the time of need. One program that was made was a program to help children against deadly diseases. Another program that they created with the U.S. was a program in case of any natural disasters. Also they developed a group called the United Nations Convention on the Law of the Sea's this is where they gave the coastal state the right to ~~pro~~ prohibit other countries from fishing nearby. One of the last things they do for us is they developed a group called International Civil Aviation Organization this is where they establish standards for airplane safety. They make sure that

everyone is protected and they will get to their destination that they were headed.

With the United Nations involved in our world today life is a lot better off because they provided all americans with programs to help us along. If the United Nations wasn't formed the United States would probably have gotten into a lot of trouble. Thank god the United Nations is on our side or we would have had lots of problems in our lives today.

Anchor Level 3-C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a confused understanding of the speech, identifying the U.N. as a <i>big help in how we go on in our every day lives</i> and then stating <i>the United nations ... is mainly seen in ... San Francisco and the UN familes live in day to day ordinary life</i>. The response makes some superficial connections between the speech and the task (<i>prohibit other countries from fishing and establish standards for airplane safety</i>).</p>
Development	<p>Is largely undeveloped. Although the response uses some details from the speech (<i>United Nations Convention on the Law of the Sea's and International Civil Aviation Organization</i>), references are largely vague (<i>The name that they were give ... Blue Helmeted Peace Keepers</i>) or unjustified (<i>Another program that they created with the U.S.</i>).</p>
Organization	<p>Establishes a focus in paragraph 1 on the many ways the U.N. functions in our lives and exhibits a rudimentary structure, including an introduction, a lengthy informational paragraph, and a somewhat overstated conclusion (<i>Thank god the United Nations is on our side</i>). The response contains inconsistencies and irrelevancies which undermine the focus and disrupt the logical flow of ideas.</p>
Language Use	<p>Relies on basic vocabulary (<i>day to day ordinary life and this is where they gave</i>) with little awareness of audience or purpose. The response exhibits some attempts to vary sentence length and structure, which occasionally result in run-on sentences.</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>every day, life</i> for "lives," <i>giving</i> for "given," <i>their</i> for "there," <i>familes</i>), punctuation (<i>saying "The, Law of the Sea's, lot's</i>), capitalization (<i>americans</i>), grammar (<i>were give</i>), and usage (<i>that they were headed</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning and development.</p>	

In this essay I'm going to discuss how the United Nations functions in the United States. The U.N. is not only charity for the poor it's for everyone. It's not your life or my life, it's our life. The United Nations does work in the United States. The United Nations is our tool, vehicle and our instrument. The U.N. is for Equality democracy peace refugee protection. One of programs associated with the United Nations is International Aviation Organization is to establish standards for airplane safety. The U.N. was created because it's a sense of common humanity in the United States. These are some things the U.N. does in the United States

Anchor Level 2-A

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the speech. The response vaguely alludes to ideas from the speech, stating <i>it's not your life</i> . The response makes unclear connections between the task and the speech (<i>The U.N. was created because ... in the United States</i>).
Development	Is largely undeveloped. The response attempts to develop the idea that the U.N. functions in the U.S., but only one organization is mentioned (<i>International Aviation Organization</i>), and references to the speech are vague.
Organization	Suggests a focus on <i>how the United Nations functions in the United States</i> , but the random details which follow the introduction show no evidence of organization.
Language Use	Relies on basic vocabulary and, at times, uses language copied from the task and a multiple-choice question. Attempts to vary sentence structure are sometimes unsuccessful, as in the long run-on sentence about the <i>International Aviation Organization</i> . The response combines original language with paraphrasing to create successful parallel structures (<i>The U.N. is not only charity for the poor it's for everyone. It's not your life or my life, it's our life</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>vechile</i>), punctuation (<i>Equality democracy</i>), grammar (<i>is International Aviation Organization is</i>), and word omissions that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language and conventions.	

My social studies class is learning about the United Nations (U.N.). And about the ways in which the U.N. functions in the United States.

In San Francisco, California there is a fight against drug traffic and a struggle to uphold human rights. It's like a crucial juncture as a time of changing priorities. There is peace and hate that spreads among countries. And to this example the U.N. can give you peace.

Americans need to look no further than their own lives to experience United Nations (U.N.). You are not giving U.N. but living U.N. Although the International Civil Aviation Organization (I.C.A.O.) helps make things run smoothly, the U.N. is your tool it's like your vehicle.

So you see many states face problems just as California but there is always the U.N. you does not only to the poor but to the rich it's all equal.

Anchor Level 2-B

Quality	Commentary
Meaning	The response: Conveys an inaccurate understanding of the speech (<i>In San Fransico ... there is ... a struggle to uphold human rights</i>). The response alludes to the speech but connections are unclear (<i>Although the International Civil Aviation ... The U.N. is your tool</i>).
Development	Is incomplete, attempting to develop the idea of the U.N. as a helping force, but ideas are only hinted at (<i>the U.N. can give you peace and there is always the U.N.</i>). The response makes vague and unjustified references to the speech (<i>You are not giving U.N. but living U.N.</i>) including misinformation from the multiple-choice questions.
Organization	Suggests a focus on what the <i>social studies class is learning about ... the ways in which the U.N. functions in the United States</i> , but lacks organization in the subsequent paragraphs which consist of vague, unconnected ideas. The response includes a minimal, unfocused conclusion.
Language Use	Uses language that is imprecise (<i>you does not only to the poor</i>). The response reveals little awareness of how to use sentences to achieve an effect, exhibiting frequent errors in construction resulting in a lack of coherence (<i>And to this example the U.N. can give you peace</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>San Fransico, California, struggle</i>), grammar (<i>juncture as</i>), usage (<i>experience United Nations</i>), and punctuation, resulting in sentence fragments (<i>And about the ways</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

My Social Studies Class is learning about the United Nations (U.N.). My teacher asked me to write a report about the different situations in which the U.N. have functions over the United States.

My report is on the speech by Kofi Annan, the Secretary-General of the United Nations, that was delivered in California, San Francisco in the 1997.

The speech begin by Kofi saying that San Francisco city is a heart of the people. ^{Also the songs of the city.} But Kofi define this speech by called it a "crucial juncture that meant the changing of priorities of the state.

Kofi also said in the speech that Tolence (violence) keep the people of San Francisco apart from each other.

The California sun is like a renewable resource also the political will is like the sun so that meant both are unreachable.

The U.N. is very remote with the situation facing in San Francisco. Kofi refer the American who support the U.N. as "a sense of common humanity that indicate America's feeling of responsibility.

The speaker indicate the California-made movies as a copyright protection. Also the meteor report bring the situation close to the Nation.

The speaker define the International Civil Aviation Organization as a preserve artifact from the old time flights.

The U.N. Convention on the Law of the Sea gave a Coastal state that the right to prohibit other countries from fishing nearby.

The speaker uses a day of his life to explain the demands placed upon him as Secretary-General of the U.N.

The organizations that was mentioned in his speech was connected to the U.N. by they were a model for the U.N. so that how Kofi show the U.N. his affectionate toward the situation in San Francisco.

Anchor Level 2-C

Quality	Commentary
Meaning	<p>The response: Provides minimal evidence of textual understanding, misinterpreting information from the speech and multiple-choice questions (<i>Kofi define this speech by called it a "crucial juncture" ... changing of priorities of the State</i>). The response makes many unwarranted connections between the speech and the task (<i>Kofi also said ... Tolence (violence) keep the people of San Francisco apart from each other</i>).</p>
Development	<p>Is largely undeveloped. The response hints at a few ideas from the speech, but references are vague and unjustified (<i>San Francisco City is a heart of the people</i>) and includes incorrect information taken from the multiple-choice questions (<i>The speaker define the International Civil Aviation Organization as a preserve artifact from the old time flights</i>).</p>
Organization	<p>Suggests a focus on <i>situations in which the U.N. have functions over the United States</i> and suggests a rudimentary structure; however, the paragraphs consist of unconnected and inaccurate ideas, resulting in a lack of organization.</p>
Language Use	<p>Uses language that is imprecise (<i>by called it, situation facing in, was connected ... by they</i>) relying mostly on vocabulary from the multiple-choice questions. The response unsuccessfully blends phrases from the speech resulting in a lack of control of sentence structure (<i>Kofi refer the American ... as "a sense of common humanity</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Secreatary, delievered, meteor</i> for "media"), punctuation (resulting in run-ons), grammar (<i>speech begin by Kofi saiding</i>), and usage (<i>his affectionate toward</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning.</p>	

Anchor Paper – Part A—Level 1 – A

In San Francisco in 1997, Kofi Annan, Secretary-General of the United Nations delivered in San Francisco. In this report San Francisco is a city of heart, city of progress. It has an effect to all kind of people starting from the poorest people to the richest people.

The United Nations promised to all city "equality" to all kind of people and progress. In this conditions all the people have to heard what the United States have to say.

Today in this world we have so many problems in the United States have more problems because they have to fight with the adolescent, violence and drugs

Anchor Level 1-A

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding. The response alludes to the U.N.'s promising equality to all people, but confuses the U.N. with the U.S. and makes no connections between information from the speech and the assigned task.
Development	Demonstrates no evidence of developing ideas from the speech, making only a few confusing references (<i>San Francisco is a city of heart and promised to all city "equality" to all kind of people and progress</i>).
Organization	Shows no focus. The response minimally hints at a structure by providing three paragraphs; however, these paragraphs contain unrelated ideas, providing no support for the task.
Language Use	Uses language that is largely incoherent (<i>an effect to all kind of people and fight with the adolescent</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in grammar and usage, making comprehension difficult; however, this minimal response demonstrates some control of spelling and punctuation.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.	

The (UN) helps a lot of people and they have good internal telecommunication and helps people get through things and get good jobs and housing carries. I think that the UNation is a good help to serent people. The United Nation is a union that helps keep things together. Like all the organizations are coming together. They are part of the United Nations.

Anchor Level 1-B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, stating that the U.N. <i>helps a lot of people</i> . The response makes no connections between information from the speech and the task.
Development	Is minimal, with no evidence of developing ideas from the speech. The response hints at the idea of the U.N. as an organization helping <i>people ... get good jobs and housing carries</i> .
Organization	Suggests a focus (<i>the (UN) helps a lot of people</i>), but the single paragraph comprising a few random, vague ideas does not provide enough development to show evidence of organization.
Language Use	Is minimal, using language that is generally incoherent (<i>the U Nation is a good help to serent people</i>). The response contains a long run-on sentence and a sentence fragment.
Conventions	Is minimal, making assessment of conventions unreliable. The response exhibits errors in spelling (<i>Internal telacommacation, carries, serent, together</i>), punctuation, capitalization, and usage (<i>thay</i> for “that” and <i>U Nation</i>).
Conclusion: Overall, the response best fits the criteria for Level 1.	

It might not feel like the UN is in our lives but it is a strong force. Many things are influenced by the UN everyday. They put their hands in many things without people knowing it everyday also.

To explain how the UN works, Kofi Annan showed a typical day and how involved the UN is. He took a plane ride and it was safe. This is because of the UN International Civil Aviation Organization. They see the plane works properly or they can't take off. He talked about a movie on the flight. If we didn't have copyrights laws on movies, the movies wouldn't be possible. Even something just as simple as a phone call might be UN regulated. The International Telecommunications Company makes calls to other countries possible for us.

So as you see, in Kofi Annan's speech, that the UN does a lot. We don't ~~about~~ always see what they do but they are always there; just like Kofi Annan says. They don't just provide disaster relief in 3rd world countries. They are also important in our country.

In a speech given by Kofi Annan, the Secretary-General of the United Nations, in 1997, it was stated that the U.N. has many responsibilities, not only in poorer countries, but here in the United States as well. Their involvement in disaster relief, refugee protection, and immunizations for children have gotten them seven Nobel Peace Prizes.

Along with these programs, the U.N. also is involved behind the scenes in classrooms and clinics. Although the U.N. is usually recognized by its work in poorer nations, it exists in the United States as well.

The International Civil Aviation Organization establishes standards for airplane safety. They set up a standard language, English, for pilots and air traffic controllers to use while communicating to each other. They also established standard performance and guidelines for these people to follow. The International Telecommunications established the sharing of radio frequencies and satellites for safe communication. The Food and Agricultural Organization established pesticide limits, and food additive limits. They have also assured safe working conditions for migrant workers. Another

~~organization which is connected to the~~
~~is U.N. is the United Nations~~ The United Nations Convention on the Law of the Sea gives coastal states sovereign rights, which means that the ~~coastal~~ 200 nautical miles of water next to the state is protected from the fishing of other countries.

These and many other organizations help the U.N. express their thoughts on equality, tolerance, harmony, justice and progress in the United States as well as Developing Nations.

Even though we think the U.N. is just in foreign nations helping the poor stricken nations because they have no money or they are providing relief to nations that has underwent a disaster. The UN does all of that but the UN also affects people of the United States and other wealthy nations. Things that we take for granted and just don't realize.

Everyday people fly in airplanes to other cities in United States or to foreign nations. The International Civil Aviation Organization provides global standards for air flight safety and also has standards for pilots, ground crew and pretty much everything now that would make me feel safe knowing that I'm being provided safety

~~part~~ when I'm flying thousands of feet in the air also knowing that the pilots and ground crew know what their doing assures me safety. These are all things that we are provided with that affect our everyday life but we just don't realize.

~~we~~ we are provided with many things that have to do with the United Nations; the U.N.'s Convention on the Law of the Sea, The International Telecommunications, The Food and Agricultural Administration and the Labor Organization, which provides safety for workers which is essential considering the jobs of today.

Part A— Practice Paper – C

All this come from and has to do with the U.N and it all affects the United States. Maybe we don't realize it but the things mentioned earlier are very important to people's needs. So the U.N is a very good organization that help all Nations not just poor countries.

How does the United Nations function in the United States?

Many people in the United States seem to think that the United Nations is only a charity for the poor and that it doesn't affect their lives.

One reason for this is that the United Nations is known for its overseas and international work. Many people in the United States ~~the~~ know that U.N. members serve as peacekeepers, provide disaster relief, refugee protection and electoral monitoring. They immunize children against diseases and run clinics and classrooms for the poor. The U.N. is also an international organization that stops drug trafficking and upholds human rights. They also run an international criminal court. Many people still ask, "Does the U.N. really affect our lives in the U.S.?" The answer is, "yes!" for the U.N. affects many aspects of our daily lives.

Many different organizations in the U.N. affect many of the things that people in the U.S. do, see, eat and buy. The International Civil Aviation Organization sets global standards for airplane safety and checks the performance of pilots, flight crews, and maintenance workers. The World Intellectual Property Organization protects copyrights internationally. The International Telecommunications Union helps to connect national communication infrastructure into global networks. They also share radio frequencies and satellite positions. The Food and Agricultural Organization with the World Health Organization sets international norms for food additives and pesticide residues. The International Work Association helps to

make safe working conditions for immigrant workers." The United Nations Convention on the Law of the Sea gives coastal states a right to prohibit other countries from fishing nearby.

All of these organizations affect many aspects of our daily lives in the United States. They affect our transportation, entertainment, communication and agriculture. Therefore the U.N. does function in the United States as well as in other countries. The U.N. is not just a charity for the poor, it helps all nations across the world to cooperate. "Americans not only give to the U.N., but they live the U.N."

The United Nations is a organization of alot of organization. The troble the U.N fights every day are harsh conditions, as some regons have peace, some others hatred. With this the U.N. won 7 Nobel peace Prizes. These are about disuster releif and immunization of children with deadly diseases. These acts of kindness are remote to the immediate world, however in the thrid world contries the U.N. is gratefully appreciated.

The United Nations exists in order to help new nations navigate this world. The world is getting smaller everyday because of the help from the United Nations.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 2

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

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

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

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

I am pleased to hear that you intend to offer an after-school physical fitness program. Physical fitness is important to good health, and gym classes don't provide our students with all the exercise they need. Even some of our athletes don't exercise regularly during the months they're not playing. A good physical fitness program would be good for all of us.

A recent article by Consumers Union discussed the components of physical fitness and presented a table of popular activities rated according to how well they provided these components. Using information from these sources, I would like to recommend some activities for our new fitness program.

One of the best activities for overall fitness, and one I'm sure would be popular with our students, is an aerobic exercise routine. These routines rated excellent in aerobic fitness, which is the most important component. Aerobic exercise is done at a moderately strenuous pace that leaves the exerciser breathing heavily, but not gasping for air.

Aerobic exercise is especially good for the heart and lungs and is best done by using the large muscle groups steadily. This is exactly what aerobic routines do.

Aerobic routines rated very good in body composition. Body composition is the proportion of fat to bone and muscle. We all know that, although our bodies need some fat, too much is both unattractive and unhealthy. An aerobic routine helps burn calories that would otherwise be stored as fat.

Another component in which aerobic routines rated very good is flexibility, the ability to move a joint through its full range of motion. Flexible joints are more supple, allowing more freedom of movement and reducing

the threat of injury. Flexibility is improved by regular stretching, and such stretching is built into aerobic routines.

Aerobic routines rated good in muscle endurance, the fourth component of physical fitness. Muscle endurance is defined as "the ability to repeat a movement many times, or to hold a particular position for a prolonged period." Improving muscle endurance usually involves using a light weight for about 20 repetitions. Aerobic routines provide for this component as exercisers work against their own ^{body} weight.

The fifth and final component is muscle strength, and in this component, aerobic routines rated only fair. Muscle strength is the ability to exert maximum force and is accomplished by lifting a very heavy weight about eight times.

Because aerobic routines don't satisfy the need for muscle strength, the new fitness program should also offer weight lifting. Weight lifting rates excellent in muscle strength and very good in muscle endurance, but poor in aerobic fitness. It seems ~~that~~ clear that a combination of aerobic routine and weight lifting is a good way to develop fitness in all the components.

An alternative to this combination might be rowing, which rated excellent or very good in all five components. The drawback to rowing, however, is that it requires ~~as~~ a rowing machine that could be used by only one person at a time, whereas several people could be lifting different weights at one time, and 30 people could be doing an aerobic routine at once. Still, a rowing machine could offer

variety and keep students from getting bored with one exercise method.

Rope jumping would also be a good choice. Although this activity rated only fair in muscle strength and flexibility, it rated excellent or very good in the other three components. Jump ropes would be inexpensive, and students could use them in a group or independently.

I would like to suggest one last activity – rock and roll dancing. Granted, this activity rated poor in muscle strength, fair in flexibility and body composition, and only good in muscle endurance and aerobic fitness. However, for some of our out-of-shape students, even fair is better than nothing at all, and this activity might bring in students who ~~not~~ would not otherwise participate.

I hope you will consider my recommendations. I look forward to the new program.

Anchor Level 6-A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by discussing the extent to which an <i>aerobic exercise routine</i> provides each of the five components of physical fitness. The response makes insightful connections between the documents and task by recommending a combination of activities (an aerobic routine and weightlifting) and alternative activities (rowing and rope jumping) on the basis of their ratings in each component.</p>
Development	<p>Develops ideas clearly and fully, concisely defining and explaining each component and supporting recommendations with specific references to the table. The response further elaborates discussion of the recommended activities by considering other relevant aspects of an after-school program, such as availability of equipment (<i>a rowing machine ... could be used by only one person at a time</i>), cost (<i>Jump ropes would be inexpensive</i>), and student interest (<i>bring in students who would not otherwise participate</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the recommended activities and the five components. The response exhibits a logical structure, using an analysis of aerobic routines to introduce each component, moving from <i>rated excellent in aerobic fitness</i> to <i>rated only fair</i> [in muscle strength]. Coherence is achieved through skillful use of transitions (<i>Another component, also offer, whereas, Still</i>) and referents (<i>This is exactly what aerobic routines do, such stretching is built into aerobic routines, in this component</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>too much is both unattractive and unhealthy</i>). Sentences vary in length and structure and often enhance meaning. For example, the long complex sentence beginning with <i>the drawback to rowing</i> effectively combines an observation of the limitations of a <i>rowing machine</i> with arguments in favor of weightlifting and aerobic routines.</p>
Conventions	<p>Demonstrates control of the conventions, although the consistent lack of either quotation marks or capitalization to indicate ratings from the table occasionally creates an impression of grammatical error (<i>Aerobic routines rated good in muscle endurance</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Exercise is not only an essential part of establishing good physical well-being, but also mental and emotional health. The benefits of being physically fit go far beyond improving physical appearance. Not only will you look better, but you'll feel great about yourself, be able to cope and relieve stress more efficiently and enjoy life to its absolute fullest.

There are many components of fitness that must be included to ensure a complete exercise program. By far the most important element to any fitness program is aerobic exercise. This type of exercise is performed at a steady rate over an extended period of time to strengthen the heart and lungs. It is recommended that at least three times a week, you do aerobic exercise for 20 to 30 minutes "at 60 to 85 percent of your maximum heart rate" to uphold and increase cardiorespiratory and cardiovascular endurance.

Diet is another factor that affects physical fitness. Fat is necessary to help the body function properly; however, excess fat can cause serious problems. The accepted percentage of body fat for men is 15 to 20 and 20 to 25 for women. Eating a balanced diet and exercising regularly is the most effective way to lose weight and stay fit.

Increasing muscle strength and endurance will help you lose weight since 90 percent of your caloric intake is used by muscle. In order to develop muscular strength, you lift heavy weights at a low repetition, such as 6 to 8. To build muscular endurance you lift light weights at a high repetition of 10 to 20.

Lifting moderate weights for 8 to 15 repetitions improves both strength and endurance.

The last component of a "well-rounded" fitness program included stretching to increase flexibility. This not only allows for a larger range of movement, but is also important to prevent injuries.

Aerobic exercise, body composition, muscle strength, muscle endurance and flexibility must be part of an exercise program in order to make it complete. In the program I have created, each component is present. The routine would begin with a low-impact aerobic exercise such as an eight minute mile or a short game of touch football. It is important to vary the routine each day to keep it exciting. After the warm-up, a series of stretching would take place in order to loosen up any stiffness and prevent any injuries. The next exercise would include a high-impact aerobic routine such as a 20 minute 15-mph bike ride, or hiking up a steep mountain, or jumping rope for 5 minutes. This activity would change every day. Most activities would already include muscular endurance. For example, pumping pedals for 20 minutes can be very exhilarating. At the end of each activity there would be a cool down followed by stretching. It is after exercise that stretching increases flexibility and range in movement. This routine would be performed three days a week for approximately 30 minutes. On the days in between, a weight-training program would be followed. At first, you would begin lifting light weights to ensure no muscular strain. Gradually, the weight would increase, as would the ^{number of} repetitions. All the main muscles would be included in each workout.

9) However, every other week, weight training will be replaced with some type of calisthenic circuit training, which is an excellent way to increase muscular endurance, and would also provide variance in the routine. Every day, whether aerobic, weightlifting, or calisthenics, would include a warm-up followed by stretching and a cool-down also followed by stretching. In addition, to promote healthy eating habits, a variety of fruits and vegetables would be offered after each session.

Anchor Level 6-B

Quality	Commentary
Meaning	<p>The response: Reveals a thorough understanding of the documents, explaining <i>the benefits of being physically fit</i> and describing the <i>components of fitness that must be included</i>. However, the response oversimplifies the concept of body composition as <i>diet</i> and misinterprets the table, implying that <i>a short game of touch football</i> provides a high level of aerobic fitness. The response makes insightful connections between the documents and task by recommending a routine that incorporates a variety of activities that, when combined, provide all the necessary components.</p>
Development	<p>Develops ideas clearly and fully, using details about the five components to discuss the requirements of <i>a complete exercise program</i>. The response synthesizes information from both documents and the student's own knowledge (<i>It is after exercise that stretching increases flexibility</i>) to elaborate a plan for a routine designed to include all components.</p>
Organization	<p>Maintains a clear focus on the components of physical fitness and an exercise routine incorporating those components. In general, the response is logically structured, moving from discrete discussions of each component to a description of the proposed routine, although the final sentence about <i>healthy eating habits</i> is not closely connected to the discussion of exercise. Coherence is maintained through the skillful use of transitional devices (<i>would begin with, next, For example, In addition</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>Gradually, the weight would increase, as would the number of repetitions</i>), although occasionally imprecise (<i>uphold and increase ... endurance and provide variance</i>). The consistent use of <i>you</i> detracts somewhat from the sense of audience.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and language use.</p>	

I am delighted to hear that you are considering offering a physical fitness program for after-school. I would like to offer ~~my~~ my assistance and some possible suggestions. I believe that physical fitness is a very important aspect in our children's lives. Developing their bodies as well as their minds will ~~to~~ keep them strong and healthy in the future.

There are many things to consider when choosing the activities we should include in the after-school program. These activities should help to develop all or most of the components of physical fitness.

The first component we must take into consideration is aerobic fitness, or cardiorespiratory endurance. This is "the ability to do moderately strenuous activity over a period of time." These activities help to strengthen the heart and lungs and how well oxygen is supplied to the body. ~~We should include~~ Aerobic

exercise is considered the "most important" aspect of physical fitness training. Activities like these will work the heart and lungs enough to generate heavy breathing. Anaerobic activities work the body so hard that ~~the~~ ^{it} body cannot provide the oxygen the muscles need.

These exercises cannot be practiced for too long. When considering which activities to include in the after-school program, we have to think about what will help work the large muscle groups for 20 to 30 minutes at least three times a week.

The second component of physical fitness that must be accounted for is Body composition. This is the ratio of fat in the body to bones and muscle. Strengthening muscle, along with a healthy diet, will help to lose weight more efficiently. ~~Aerobic exercise~~ Low-impact aerobic exercise for relatively long periods of time will often burn more calories than high-intensity workout that last a shorter amount of time. So, when we consider this, we should think about including a low-impact exercise instead of a high-impact ~~or~~ in addition to.

The third ^{two} components of physical fitness ^{are} muscular strength and muscular endurance. There is a big difference between the two. ~~The~~ A weight training program is the best way to increase strength and endurance. To build strength, lift the heaviest weight you can for 6 to 8 repetitions, completing two or three sets. To build endurance, use a lighter weight and do more repetitions. To build strength and endurance, you should use a moderate weight and do 8 to 15 repetitions. Begin with less weight and gradually increase it as the muscles become stronger.

The fifth and final component of physical fitness is flexibility.

"Flexibility permits freedom of movement. It makes you less prone to many injuries." It is important that we protect our bodies from muscle strains. The only way to improve flexibility is to stretch regularly.

Every fitness program should include stretching.

Considering all of these fitness components, I would like to offer some suggestions for after-school activities. To help strengthen the heart and lungs, I would suggest both high- and low-impact aerobic exercise routines. These exercises will cover the aerobic component of fitness and also body composition are also very effective for body composition and muscle endurance. Bicycling is a fun activity that will include every aspect of fitness. It is very good for aerobic fitness, body composition, muscular strength and endurance and flexibility.

Popular sports like soccer, field hockey, ^{swimming} and skating give the kids a chance to be outside and improve aerobic fitness as well as body composition and muscular endurance. Rowing is excellent for both aerobic fitness and muscular strength and endurance.

To balance out the aerobic exercises, it is ~~is~~ I suggest a weight training program to strengthen muscles and improve endurance. Every physical activity should also include stretching both before and after to improve flexibility. Aqua stretching is excellent for flexibility.

If you have any questions, please contact me. I would be delighted to offer more suggestions or to help plan any fitness programs. I hope you will consider the information I've provided you with. Thank you, you.

Anchor Level 5-A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of both documents, identifying and discussing the physical fitness components and noting that the after-school program <i>should help to develop all or most of the components</i>. The response makes clear and explicit connections between documents and task by recommending <i>soccer, field hockey, swimming and skating to improve aerobic fitness as well as body composition and muscular endurance</i>.</p>
Development	<p>Develops ideas clearly and consistently. The response uses relevant textual quotations (<i>aerobic fitness is “the ability to do moderately strenuous activity over a period of time”</i>) and specifies nine activities from the table that promote particular components of physical fitness.</p>
Organization	<p>Clearly maintains the focus established in the first paragraph (<i>I would like to offer ... some possible suggestions</i> [to keep students strong and healthy]). Ideas are logically sequenced, with paragraphs identifying and defining physical components. Recommended activities are presented in the second to last paragraph. Appropriate transitions are used throughout (<i>The second component</i> and <i>The fifth and final</i>).</p>
Language Use	<p>Uses language that is generally fluent (<i>To help strengthen the heart and lungs, I would suggest both high- and low-impact aerobic exercise routines</i>) although occasionally imprecise (<i>a shorter amount of time</i>) or colloquial (<i>a fun activity</i>). Varied sentence structures help control pacing. For example, a short sentence (<i>There is a big difference between the two</i>) provides both emphasis and transition.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting only occasional errors in spelling (<i>firts</i> for “first”) and usage (<i>the information I’ve provided you with</i>). A modified quotation from the text appropriately uses quotation marks, ellipses, and brackets but misplaces the left bracket, fails to use ellipses to indicate an omission after <i>flexibility</i>, and misplaces the period (<i>“Flexibility permits freedom of movement .. [.and] makes you less prone to many injuries”</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

I have been informed that you will be offering an after-school physical fitness program. I would like to offer some suggestions on which activities should be included in this program, keeping in mind the components of physical fitness. "Physical Fitness," by the Consumers Union, and the table "Fitness Ratings for Popular Activities" are the two sources from which I took my information.

Before choosing the activities that will make up the program, it may be helpful to discuss the components of physical fitness. First, aerobic fitness is a major component. This is your ability to do semi-strenuous activities over a certain amount of time, and it shows how well your heart and lungs are able to handle the body's demand for oxygen during strenuous or somewhat strenuous activities. Aerobic exercise, that is, exercise that is done at a steady pace and makes you breathe heavily, is the most important part of physical fitness. Second, the proportion of body fat to muscle is important. This is called body composition. Women should have between 20 and 25 percent body fat, and men should have between 15 and 20 percent. The best way to lose excess fat is "to eat less and

exercise more," as stated in "Physical Fitness." Another fitness component is ~~the~~ muscular strength, ~~another component~~ which is your ability to use your maximum amount of force. "Physical Fitness" says that the best way to build muscle is to "overload your muscles gradually." Muscle endurance, another component, goes hand in hand with strength. It is your ability to do something over and over again or hold a position for a long period of time. Lastly, flexibility is important, as well. Flexibility is when you have the ability to move a joint in every possible way, utilizing the "full range of motion and elasticity of the muscle." Flexibility is important because it ~~p~~ helps prevent muscle injuries (strains, tears, and pulls). You will not retain flexibility if you do not stretch often.

An activity which I think will develop aerobic fitness is running or jogging a mile in ~~one~~^{twelve} minutes. The table rates it as one of the best activities that you can do to develop this area. Another option is playing field hockey, or even walking briskly. "Physical Fitness" states that you should exercise for 20 to 30 minutes at 60 to 85 percent of your maximum heart rate at least three times a week in order to strengthen your heart and lungs

and build up your aerobic fitness. Swimming 55 yards in one minute would strengthen your body composition, as well as build muscle. Building muscle is the best way to ~~lose~~ lose fat because it takes so much energy for your body to work muscle. The table gives swimming an excellent rating on this aspect of physical fitness. Weightlifting (according to the table and "Physical Fitness") is the best way to build muscle strength. The text states that the best way to build up strength is to start out with lighter weights and work up to heavier ones gradually. ~~Weightlifting~~ ^{Weightlifting} ~~the best way to build up strength~~ you should start out doing six to eight repetitions of an exercise and work your way up to two or three sets. When you can do that find a heavier weight and do the same thing. Endurance can be increased by playing soccer, according to the table. A group game of soccer will keep them ^{participants} running, building up endurance in the process. Another option that will help build endurance is swimming 20 yards in one minute. Finally, yoga is a great way to increase flexibility. Participants in the program could also try ballroom dancing to stretch muscles. "Every ~~well-known~~ fitness routine should include some stretching," states the consumer

Union in "Physical Fitness" If all of these activities are put together, they would contribute to ~~the overall~~ a well-rounded, exciting fitness program.

I hope you will consider my suggestions as you plan ~~your~~^{the} activities for your upcoming program. I think that they will greatly benefit you and those involved in the program. Thank you for your time and patience.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the text and table, first identifying and explaining the five components of physical fitness, then connecting the documents to the task by suggesting various activities to promote each component (<i>running or jogging for aerobic fitness, swimming for body composition, weight-lifting for muscle strength, soccer for endurance, and yoga for flexibility</i>). The response reveals occasional errors in understanding the text; for example, the response asserts that aerobic fitness is <i>a major component</i> rather than "the most important" as the text states.</p>
Development	<p>Develops ideas clearly and consistently, paraphrasing the definitions and descriptions of the components from the text and supporting recommendations for activities with information from both documents (<i>The table gives swimming an excellent rating on this aspect of physical fitness</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on physical fitness and the specific activities recommended. Ideas are logically sequenced, with activities grouped according to their key component. Transitions are used appropriately (<i>Before choosing, First, Another</i>).</p>
Language Use	<p>Uses appropriate language with a sense of purpose (<i>Another option that will help build endurance is swimming</i>). However, the awareness of audience shifts from <i>you</i> as the director to <i>you/your</i> as the unspecified reader, then back to <i>you</i> the director (<i>as you plan the activities</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting only occasional errors, such as the use of <i>which</i> for "that" in a restrictive clause (<i>an activity which I think will develop aerobic fitness</i>), an inconsistency in tense (<i>If all of these activities are put together, they would contribute</i>), and missing indentations resulting in some overlong paragraphs.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.</p>	

After learning of your decision to implement an after-school physical fitness program, I felt it my responsibility to discuss certain aspects/components of physical fitness, ^{with you,} in hopes that you choose a "well-rounded exercise program" to improve the health and general well-being of the student participants.

Before selecting the types of fitness activities you will install, it is necessary that you understand the five basic factors upon which physical fitness is based. In order to achieve a successful program, with maximum results, it is imperative that the program consists of aerobic fitness, techniques for healthy body composition, muscular strengthening activities, an outlet to increase muscular endurance, and methods to improve flexibility.

Aerobic fitness, or "the ability to do moderately strenuous activity over a period of time", is perhaps the most important factor of a high-performance physical fitness program. It strengthens not only your overall body functioning, but also your entire cardiovascular system. ^{we} In order to maintain "conditioned" bodies, I'd like to

recommend that your student participants be supplied with, instructed in rope jumping activities, ^{soccer, and high/low impact exercise routines.} based on recent fitness ratings, which I have attached to this letter, you will see that these basic activities provide a high-standard of excellence in aerobic fitness.

In maintaining a healthy body composition, one must avoid/prevent the acquisition of "excess" fat. In order to achieve an acceptable proportion of fat to bone and muscle, it is necessary to focus on fitness activities concerned with weight loss. By "eating less" and exercising more, one can almost be guaranteed results within as little as a few weeks. I have found that by again implementing high and low impact exercise routines, which are extremely helpful in almost every aspect of physical fitness you will not only provide a guaranteed weight loss system, but you will also save money on supplies. Other inexpensive fitness activities to consider include racewalking, jogging/running, calisthenic circuit training, and soccer or field hockey.

Muscular strength, or the body's ability to "exert maximum force" and ^{muscular} endurance, the ability to repeat a movement many times, are essential to sustain in order to produce an effective fitness program. The best way to increase both of these physical fitness components involves the overloading of your muscles gradually. The smartest option in compiling a list of program necessities would be to include activities that will focus on both of these factors. That is why I recommend the installation of a mini-weightlifting center. If your students can efficiently build both strength and endurance, however expensive this center may be, it will overlap in producing positive results in every area of physical fitness. Jogging at a 7min/mile pace will also help in this area.

The last aspect to focus on includes methods to improve flexibility, which will ultimately, besides from permitting freedom of movement, prevent the sustainment of many exercise-related injuries. By instilling flexibility through stretching into every one of your program's activities you will be

assuring your participants the use of their maximum potentials. Measures should be taken to provide either a yoga or karate instructor to promote flexibility and agility. Your ^{weight-}lifting center, ^{I previously recommended,} is also a very good idea in maintaining flexibility.

Anchor Level 5-C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents and makes explicit connections between the documents and the task through a discussion that integrates definitions of the five components of physical fitness and appropriate recommendations for activities for each component.
Development	Develops ideas clearly and consistently. The discussion of each component includes both a definition and a description of that component as well as suggestions for activities, drawn from the table, that promote that component. For example, the definition of aerobic fitness is followed by the observation that <i>it strengthens not only your overall body functioning, but also your entire cardiovascular system</i> and then by the recommendation that students be <i>instructed in rope jumping activities, soccer, and high/low impact exercise routines.</i>
Organization	Maintains a clear and appropriate focus on the five components of fitness and the activities that promote those components. Ideas are logically sequenced, beginning with an introduction to <i>certain aspects/components of physical fitness</i> , then discussing each component separately. Transitional devices are used appropriately (<i>Before selecting, not only ... but also, The last aspect</i>).
Language Use	Uses language that is generally appropriate, sometimes fluent, but sometimes imprecise. For example, the response often includes imprecise word choices within otherwise successful complex sentence structures (<i>By instilling flexibility through stretching into every one of your program's activities, you will be assuring your participants the use of their maximum potentials</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>acheive</i> and <i>participants</i>), usage (<i>asides</i> for "aside"), and punctuation (<i>a high-standard of excellence</i> and the frequent inappropriate use of the slash) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

I have heard that you are considering starting a physical fitness program and want to convey to you my ideas. I think it is a wonderful idea to encourage physical fitness because it is a very important thing for people to incorporate into their lives. It is especially important for kids to know how to be physically fit so that they can be so, for life, like most things, it's good to start early.

Regular exercise, according to text, is a "vital component of overall health." It is proven that exercise can promote a sense of well-being, improve physical and mental health, relieve stress, provide a sense of accomplishment, and improve self-esteem. I can't think of one negative effect of physical fitness.

"Exercise" is really a vast word. There are many things incorporated in exercise that deal with physical fitness. Aerobic fitness is the ability and strength of a person's lungs; ~~that is how well they supply~~ it reflects how well they supply your body with oxygen during exercise. Body composition is the proportion of fat to bone and muscle. Muscular strength is the ability to exert maximum force. Muscular endurance is the ability to repeat a movement many times. Finally flexibility is the ability to move a joint through its full range of motion. Aerobic fitness, body composition, muscular strength, muscular endurance, and flexibility are all important factors in overall physical fitness.

Aerobic fitness ~~is~~ is the most important of those five components, as you can never really be in shape ~~until~~ until your heart and lungs are in shape. However it is important to have a well rounded exercise

routine that stresses all five components. I have taken the liberty to research activities which I think would be a good idea to have in our physical fitness program.

I think it would be a good idea to have a basketball program because basketball is "very good" with aerobic fitness, body composition, muscle endurance, and flexibility, according to the table. From my own experience, I think it is a lot of fun as well. Cross country skiing would also be an excellent choice for our program as it is "excellent" with aerobic fitness, body composition, and endurance.

Because both of those activities are lacking a bit in the area of muscle strength, ~~and~~ it may also be a good idea to have weight lifting as an option. I would also like to see volleyball incorporated because the other activities are rather high impact, so there can be a more "laid back" option.

I don't think I can express how important I really think being physically fit is. Thank you for considering my ideas, and certainly thank you for starting a program for physical fitness.

Anchor Level 4-A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents by defining the five components of physical fitness, indicating that aerobic fitness is <i>the most important</i> and why, and suggesting activities that could promote achievement of all five. The response makes clear and explicit connections between the documents and the assigned task by presenting information from the table as results of <i>research</i> on activities that <i>would be a good idea to have in our ... program</i>.</p>
Development	<p>Develops some ideas more fully than others, using specific and relevant details from the documents. <i>Aerobic fitness</i> is discussed fully in the third and fourth paragraphs: <i>basketball is "very good" with aerobic fitness and cross country skiing would also be an excellent choice for our program as it is "excellent" with Aerobic fitness</i>. However, other physical fitness components and activities are not as fully developed.</p>
Organization	<p>Maintains a clear and appropriate focus: <i>I ... want to convey to you my ideas and many things ... in exercise ... deal with physical fitness</i>. The response exhibits a logical sequence beginning with a program commendation, then moving to exercise benefits (<i>sense of well-being</i> and <i>improve self esteem</i>), continuing with activity recommendations, and concluding with program praise. Internal consistency is lacking in the discussion of volleyball as a more <i>"laid back option."</i></p>
Language Use	<p>Uses appropriate language that indicates understanding of purpose (<i>it is a wonderful idea to encourage physical fitness</i>) and audience. The response contains many long sentences, but with uneven success. Word choice is occasionally imprecise (<i>a vast word</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>releive, incorporated, and excelent</i>) and punctuation (<i>However it is important and through it's full range</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.</p>	

Physical fitness is very important in our everyday lives. When people exercise regularly they are known to be healthier. These are the five components ~~types~~ of physical fitness: Aerobic fitness, body composition, muscular strength, muscular endurance, and flexibility.

Someone's aerobic fitness shows their ability to do strenuous activity over a period of time. It shows how well your heart and lungs work. Body composition is how much of fat to bone and muscle a body has. According to the passage on "Physical Fitness" - "acceptable rates are about 15 to 20 percent body fat for men and about 20 to 25 percent for women." Excess fat has been linked to many diseases: heart disease, gallbladder disease, diabetes, ^{and} high blood pressure. Another component is muscular ~~strength~~ ^{endurance}. This simply means the ability to repeat a movement many times. Muscle strength is your ability to exert maximum force. The last component is flexibility, the ability to move a joint through its full range of motion of the muscle.

There are several activities people can do to achieve the feeling of one's best overall physical fitness. According to the chart (table) - "Fitness Rating for Popular Activities" - doing aerobic exercise programs ~~are~~ excellent to achieve aerobic fitness and it's very good for body composition, and for flexibility. Some excellent activities to achieve muscle strength are the following:

rowing, weightlifting, racewalking, and sprinting. Yoga, aqua stretching, ballet, ballroom dancing, and Karate are excellent activities to do to achieve high quality flexibility. Other activities people might enjoy participating in are, hiking, basketball, swimming, volleyball and basketball.

Physical fitness makes a person look and feel their best. If people can exercise at least three times a week they will feel better about themselves. I've enlisted only a few activities that can provide you with physical fitness. There are many more.

Anchor Level 4-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of both documents by accurately interpreting the table, identifying <i>rowing, weightlifting, racewalking, and sprinting</i> as building muscle strength, and by stating definitions of the physical fitness components. The response makes an explicit connection between the documents and the task in a brief discussion of what the chart indicates about <i>aerobic exercise programs</i>; it also connects the two implicitly by recommending a group of activities for flexibility and further activities as ones <i>people might enjoy</i>.</p>
Development	<p>Develops some ideas more fully than others by recommending multiple activities to develop flexibility and muscular strength (respectively, <i>Yoga ... karate</i> and <i>rowing ... sprinting</i>) but suggesting only one activity (<i>aerobic exercise</i>) to improve aerobic fitness and body composition, and none to promote muscular endurance.</p>
Organization	<p>Maintains a clear and appropriate focus on the components of physical fitness and suitable activities from the table. The response exhibits a logical sequence of ideas, first listing the components, then defining them, and then indicating relevant activities. However, the response is not consistent in that it does not list activities that promote each component, nor does it list the components promoted by the list of activities <i>people might enjoy</i>.</p>
Language Use	<p>Uses language that is generally appropriate for the audience and purpose, although the use of <i>you</i> and <i>your</i> (<i>your heart, your ability, and can provide you with</i>) detracts somewhat from a sense of audience. The response contains occasional flaws in sentence structure, such as <i>body composition is how much of fat to bone and muscle a body has</i>.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in pronoun agreement (<i>Someone's aerobic fitness shows their ability</i> and <i>people can do ... one's best</i>), subject/verb agreement (<i>doing aerobic exercise programs are excellent</i>), and spelling (<i>gullbladder</i> and <i>its</i> for "it's") that do not hinder comprehension. A colon is incorrectly used in one sentence (<i>Other activities ... are: hiking, basketball</i>) but correctly used in two other sentences. The response does not use quotation marks when quoting phrases from the definitions in the text.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

"Regular exercise is a vital component of overall health." Having an after school physical fitness program is very beneficial to the health of students. Many popular activities make great after school exercises.

There are five basic components of physical fitness: aerobic fitness, cardio-respiratory endurance, body composition, muscular endurance, and flexibility. Each of the above five components should be used for a well-rounded exercise program.

Aerobic exercise works your heart and lungs harder than normal which provides your muscles with the oxygen they need. Some good aerobic activities are bicycling, cross-country skiing, hiking, ice hockey, rowing, soccer.

Body composition is your bones, muscles and fat. Fat is not such a bad component. Men need about 15-20 percent of fat and women need about 20-25 percent to function. However too much fat may cause heart disease (heart attack) diabetes, gallbladder disease and high blood pressure. Some good activities to control body composition are field hockey, race walking, and jogging.

Muscle strength and endurance can only be increased by a gradual overload of your muscles. Free weights or weight machines are good ways to work your own body weight.

When starting out a person should begin with less weight and gradually increase. Good activities for muscle strength and endurance weight lifting and ballroom dancing

Flexibility is the final component of a balanced exercise. "Your flexibility depends on the condition of your bones—endone ligaments and muscles." Many injuries such as muscle pulls, strains and tears could be less likely to occur if a person is more flexible. Stretching improves flexibility. Yoga, Karate, and ballet are the best activities to improve flexibility.

Anchor Level 4-C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of both documents by identifying and discussing the components of physical fitness and identifying activities from the table that provide them. The response makes connections between the documents and the assigned task that are clear and at times explicit (<i>Many popular activities make great after-school exercises</i>).</p>
Development	<p>Develops some ideas more fully than others, with the discussion of body composition being almost twice the length of the discussion of aerobic fitness. The response uses specific and relevant details from the documents (<i>a person should begin with less weight and gradually increase</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>Each of the above ... components should be used for a well-rounded exercise program</i>) and exhibits a logical sequence of ideas: support for program, component identification, and activity recommendations. Organization is somewhat inconsistent in the second paragraph, when the response lists four components and then refers to <i>the above five components</i>.</p>
Language Use	<p>Uses appropriate language with some awareness of audience and purpose, saying such a program is <i>beneficial to the health of students</i>. The response occasionally makes effective use of sentence structure (<i>Muscle strength and endurance can only be increased by a gradual overload of your muscles</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in comma usage and spelling (<i>soccor</i> and <i>stretching</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

An after school fitness program would help increase a person's health in many ways. The exercise program would help people mentally, physically and emotionally. The program would help the way a person feels about themselves and also help play a role in relieving stress.

Physical Fitness has a different definition to each individual. To become fit, there are five basic components. The first is Aerobic fitness or cardiorespiratory endurance. This is an exercise which has a lot to do with using oxygen. Aerobic exercise helps strengthen the heart and lungs. The second is body composition. This is the knowledge of the body being made up of muscle, bones and fat. There is a certain amount of fat and muscle that should be contributing to the health of a person. The third is muscular strength. This ~~is~~ muscular strength is the strength to lift and endure the muscles. The fourth is muscular endurance. The endurance is the same but to use lighter weights. The last is flexibility. Flexibility is the ability to move the joints and muscles into full range. Some activities that should be added to the after school

Program are exercise routines
 also bicycling, jogging, row
 machines and swimming.
 All these activities all help
 in aerobic fitness, body composition,
 muscle strength, muscle endurance
 and flexibility.

These are some activities which
 should be used in the after school
 fitness program. The components
 of the workout help a person's
 body and their daily life

Anchor Level 3-A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text and table, although the response reveals some confusion between muscle strength (<i>to lift and endure the muscles</i>) and muscle endurance (<i>The endurance is the same but to use lighter weights</i>). The response draws connections between the activities listed (<i>Bicycling ... and swimming</i>) and the five components of physical fitness by listing them together, but gives no specific information on why each activity should be included in the after-school program.
Development	Develops ideas briefly, mentioning <i>exercise routines</i> without explaining or describing them. The response includes some details from the text to define and describe the physical fitness components, but it does not expand on them or on the recommended activities.
Organization	Maintains a clear and appropriate focus on physical fitness and the table of activities, and exhibits a logical sequence of ideas, moving from listing benefits of <i>an after school fitness program</i> to discussing the physical fitness components and proposing <i>some activities</i> . The response concludes by reemphasizing the effects of the program on the student's physical and overall well-being.
Language Use	Relies on basic vocabulary (<i>increase a person's health and has a lot to do with</i>), with little awareness of audience or purpose. The response contains some ineffective sentences (<i>To become fit, there are five basic components</i>) and imprecise word choices (<i>This is the knowledge of the body</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>phsically and flexibility</i>), capitalization (<i>Fitness, Body, and Muscle</i>), and agreement (<i>a person feels about themselves and move the joints and muscles it's full range</i>) that occasionally hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.	

Physical fitness is a vital component of overall health. Taking responsibility of your health will help promote overall well-being. The outcome of exercising can help relieve stress, provide a sense of personal accomplishment, and even improve self-esteem. There is no single definition of physical fitness. What you think that exercise is varies with what other people may think exercise is. There are five basic components or types of exercise. They include: Aerobic fitness or Cardiorespiratory endurance, Body Composition, muscular strength, muscular endurance, and flexibility.

Activities such as rope jumping, Ballet, and various sports should be acknowledged in the after-school program to provide children with an adequate amount of exercise for a strong, healthy body. These and various other activities should be provided in your after-school program in order for children to maintain an adequate amount of exercise each day. This will improve the child's endurance as well as muscular strength and flexibility.

Anchor Level 3-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the documents, listing the five components and the benefits of physical fitness for <i>overall well-being</i> and suggesting <i>rope jumping, Ballet, and various sports ... be acknowledged in the after-school program</i>. The response exhibits confusion about the meaning of “physical fitness” and “exercise,” and the first paragraph uses the terms interchangeably (<i>There are five basic components or types of exercise</i>). The response makes a single connection to the task, stating that <i>these, and various other activities should be provided in your after-school program</i>.</p>
Development	<p>Is largely undeveloped, naming the five components, listing <i>rope jumping</i> and <i>Ballet</i> without explanation of specific benefits, and referring vaguely to unnamed <i>various sports</i> and <i>other activities</i>.</p>
Organization	<p>Establishes a focus on physical fitness as <i>a vital component of overall health</i>. The response exhibits a rudimentary structure (the importance of physical fitness, the <i>five basic components</i>, and recommendations for activities), although inconsistencies occur. For example, the first paragraph discusses physical fitness and exercise without clearly connecting them, and the idea that <i>What you think exercise is varies with what other people may think</i> is irrelevant.</p>
Language Use	<p>Uses language that is imprecise (<i>The outcome of exercising can help relieve stress</i>) and occasionally copied directly from the text. The response reveals little awareness of how to use sentences to achieve an effect, repeating an idea verbatim in the second paragraph (<i>an adequate amount of exercise</i>).</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in capitalization, spelling (<i>adequet</i> and <i>exercise</i>), and missing commas (<i>These, and various other activities should be provided</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and weaker in development and language use.</p>	

Dear director,

There are five main ^{Basic} components to physical fitness. It is important to stress each individually. Some are similar in ways and others are different. Some factors ~~of~~ are controlled by the person and some by the teacher. Body Composition and flexibility are two examples of components.

Aerobic fitness is slightly hard work done for a longer period of time. It builds endurance and shows how well your heart and lungs are. Muscular endurance is similar to Aerobic fitness. The only difference is that muscular endurance works more on muscle than rather than the heart and lungs like Aerobics. Another important thing that plays an important role in fitness is Body Composition. That's how much fat you have compared to bone and muscle.

There are many different exercises that match with each fitness component. When choosing exercises, try to provide a variety of the physical components. Low impact or High impact Aerobics provide a good range of the components. Jogging or running is a very effective exercise that doesn't require thousands of dollars in equipment. Swimming and aqua stretching together they are an excellent source of exercise. Another option is to hold football for the boys and ballet or rope jumping for the girls.

There are many exercises that can suit each individual. Each one affecting different physical fitness components. They all are effective, some more than others. Choosing the best ones and the most efficient is important.

Anchor Level 3-C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of both documents, stating that there are <i>five main Basic components</i> of physical fitness and that <i>many different exercises ... match with each fitness component</i>. However, the response exhibits a flawed comprehension of some of the five components: whereas the text shows a similarity between muscular strength and muscular endurance, the response claims that <i>muscular endurance is similar to Aerobic fitness</i>. The response makes a few connections between the documents and task. Although there is no mention of an after-school program, the response refers to <i>choosing exercises</i>, the cost of equipment, and activities specifically for boys and girls.</p>
Development	<p>Is incomplete, providing information about <i>aerobic fitness, muscular endurance, and Body Composition</i>, with no reference to muscular strength or flexibility. The response indicates vaguely that the identified activities <i>provide a good range of the components</i>, giving no specifics about the ratings given by the table. The response does, however, give some guidelines about practical aspects of activity selection: it names two forms of exercise that don't <i>require thousands of dollars in equipment</i>, and it suggests some activities whose primary appeal might be to girls and one (<i>football</i>) that might appeal primarily to boys.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus, saying that <i>there are five ... components to physical fitness</i>, but discussing only three. The response exhibits a rudimentary structure: sequential paragraphs of introduction, component identification, listing of exercises, and conclusion.</p>
Language Use	<p>Relies on basic vocabulary and reflects some awareness of the audience in reference to cost of equipment. The response consists largely of short sentences, with little success in its few attempts to vary sentence structure (<i>the only difference is that muscular endurance works more on muscle Rather than the heart and lungs like Aerobics</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>individually, slighty, and effecting</i> for "affecting"), punctuation (<i>show's how</i>), and capitalization (<i>Low impact or High impact Aerobics</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and stronger in conventions.</p>	

To Whom it may concern :

This letter is just a reminder of how important exercise is to our lives. To stay in shape exercising regular is a vital component of a overall health. Exercising requires the responsibilities of your health. Suggestions of exercising are sensible exercising which promotes well being besides mental, physical and emotional health. Exercising provides the individual with physical and mental improvement. Activities can also contribute to exercise such as rope jumping, and rowing,

I feel that adding these sports as after school activities can embody the student to have high self-esteem for themselves. Besides, these activities can promote the student to good health.

So please take these suggestions seriously.

Thank - you

Anchor Level 2-A

Quality	Commentary
Meaning	The response: Conveys an inaccurate understanding by suggesting some benefits of exercise (<i>promotes well being</i>) but failing to identify the components of physical fitness. The response alludes to both documents but connections to the task are unclear. For example, it is not clear whether the statement <i>activities can also contribute to exercise such as rope jumping, and rowing</i> is meant as a recommendation.
Development	Is largely undeveloped. The response hints at ideas about the benefits of exercise, but references to the documents are vague (<i>Exercising provides the individual with physical and mental improvement</i>) and repetitive. Although the response mentions rope jumping and rowing, those activities are not further discussed.
Organization	Suggests a focus on the importance of exercise, but lacks organization. The first paragraph consists largely of a random list of vague benefits of exercise. Although this paragraph ends with what may be a recommendation to include rope jumping and rowing, the following paragraph resumes the list of benefits.
Language Use	Uses language that is imprecise and redundant (<i>activities can embody the student to have high self-esteem for themselves</i>). Sentences are often flawed (<i>Suggestions of exercising are sensible exercising which promotes well being</i>) or ineffective.
Conventions	Demonstrates partial control, exhibiting occasional errors in grammar (<i>exercising regular</i>) and the use of commas (<i>such as rope jumping, and rowing,</i>) that do not hinder comprehension. Spelling is generally correct, and a colon is used appropriately (<i>To whom it may concern:</i>).
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Physical fitness is high property of staying healthy. These are the physical fitness programs that are ^{program} offering to the After school program. Aerobic fitness, Body Composition, Muscular endurance, Muscular strength, and flexibility.

One of reason you should pick this programs is Aerobic Fitness. Aerobic means "using oxygen". Then reason you need Aerobics is because give oxygen to the muscles which is needed. Without Aerobics there is no other work out. "To improve aerobic fitness and strengthen your heart and lungs, you need to choose an aerobic exercise program."

Another fitness training is Body Composition. Body composition what necessary and unnecessary fat needed for the body. "Your body needs a certain amount of stored fat to function properly". Another is Muscular strength. I would suggest that people choose this for your after school program.

Muscular strength teaches you how to use weight and pump muscle to the full extent.

Anchor Level 2-B

Quality	Commentary
Meaning	<p>The response: Conveys an inaccurate understanding of the text and task, confusing the components of physical fitness with activities offered in <i>the After School program</i>, identifying <i>Body Composition</i> as <i>Another fitness training</i>, and appealing to the audience to <i>pick this programs</i>. There is no reference to the table.</p>
Development	<p>Is largely undeveloped, naming the five components and providing definitions that are incomplete (<i>Aerobic means “using oxygen”</i>), unjustified (<i>Without Aerobics there is no other work out</i>), or vague (<i>Body composition what nessessary and unnessary fat needed for the body</i>).</p>
Organization	<p>Lacks an appropriate focus. The first paragraph presents an unclear combination of ideas about health, physical fitness, the after-school program, and the five components (which are not identified as such). After the first paragraph, the response suggests some organization, clustering ideas about aerobic fitness, then body composition, and finally, muscular strength.</p>
Language Use	<p>Uses language that is imprecise (<i>fitness is high property of staying healthy</i>). Sentences are often flawed (<i>I urging suggest that people choose this for your after school program</i>) or ineffective.</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in punctuation, capitalization, and spelling (<i>Phyiscal, nessessary, certian</i>) that hinder comprehension. Paragraphing is generally appropriate, although the final paragraph separates two sentences about <i>Muscular strength</i>.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

I'm really glad that you, Mr. Principal, have made the decision to open a fitness after-school program. I think that your points are very interesting; all ~~the~~ of them were true and I think that we need it too.

Most of the people know about exercises, but there are only a few that really make them, with this program everyone will be strong enough to do well the physical exercises and this will also be a good anti stress for the students.

The only one recommendation for you, is to put in practice at first, I mean, all of your points are given very good enough, to make the people go to the program, your table helps a lot too, but, who knows, maybe some people won't like it and that's why I think you should first put it in practice.

Again, I'll tell you that I'm glad for this program I hope everybody like it. Congratulations!

Anchor Level 2-C

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding. The response alludes to <i>your table</i> without specifying any activity and mentions <i>exercices</i> and <i>antistress</i> (ideas that may have come from the text) but does not address the components of physical fitness. The recommendation that the principal <i>first put it in practice</i> is not connected with any information in the documents, and its meaning is not clear.
Development	Is minimal. The response consists of repetitive affirmations (<i>I'm really glad; your points' are very intresting; I hope everybody like it</i>), a vague statement of implied benefits (<i>everyone will be strong enogh to do well and a good antistress</i>), and an irrelevant and confusing recommendation.
Organization	Lacks an appropriate focus but suggests some organization. An opinion stated in the introduction is repeated in the conclusion (<i>I'm glad for this program</i>), and separate paragraphs discuss the benefits of the program and a recommendation to the principal.
Language Use	Uses language that is imprecise (<i>people know about exercices, but there are only a few that really make them</i>). Sentences are generally ineffective. Word order is often inverted (<i>a fitness after school program</i>) and structure is generally flawed. For example, paragraph 3 consists of a single long and rambling sentence.
Conventions	Demonstrates emerging control, exhibiting frequent errors in punctuation (commas used in place of periods result in run-on sentences throughout) and spelling (<i>intresting</i> and <i>fisical</i>) that hinder comprehension. A semicolon is used appropriately in the first paragraph, and the left-justified, skipped line format is appropriate for a letter.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and development and stronger in conventions.	

I think that we should have an after school program fitness center because I think it will keep kids off the streets and give them a place to go if they do not want to stay at home. Some of the components that should be included in this physical fitness center should be an indoor track where they can go. A pool if they want somewhere to go and cool off. For the people who like to play games they can put in a game room for people to relax after a tough workout. Some gymnastic equipment would be good, like mats, a springboard, a pommel horse, some parallel bars, maybe a high bar. A few mirrors to check your form. Also, I think that they should put in a wrestling mat for the people who like wrestling, and the people who want to get better.

This would be a good physical fitness center. It would have something for everybody. Every student would want to participate. You could work out a lot, or just a little. It's your choice.

This is why I think a physical fitness center should be added.

Anchor Level 1-A

Quality	Commentary
Meaning	<p>The response: Provides no evidence of understanding of the documents, referring to neither text nor table. The response conveys minimal understanding of the task by suggesting <i>componets that should be included in this physical fitness center</i> but misinterprets those components as equipment (<i>an indoor track, A pool, gymnastic equipment</i>).</p>
Development	<p>Is minimal in terms of evidence from the documents. The response briefly develops the idea of <i>componets that should be included</i> with a series of exercise-related equipment and occasional statements of purpose (<i>A few mirrors to check your form</i>). However, the response makes no reference to either document. Although <i>a pool</i> is suggested as a place to <i>cool off</i>, swimming is not mentioned. Activities alluded to in the response (<i>gymnastics and wrestling</i>) are not drawn from the documents.</p>
Organization	<p>Lacks an appropriate focus, misinterpreting components as equipment, but suggests some organization. An introduction expressing approval of a fitness center is followed by a list of recommended equipment, then by an extended statement of the general benefits of the center.</p>
Language Use	<p>Relies on basic vocabulary (<i>they should put in a wrestling mat for the people who like wrestling</i>). The response shows some awareness of purpose (<i>we should have an after school program fitness center</i>), but reveals little awareness of how to use sentences effectively. Sentences are often short and simple (<i>This would be a good physical fitness Center</i>) or fragmentary (<i>A pool if they want somewhere to go and cool off</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting a single misspelling (<i>componets</i>) and occasional errors in comma usage that do not hinder comprehension.</p>
<p>Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because it makes no reference to the documents.</p>	

The director of after-school programs wants to offer a physical fitness program. I have decided to write a letter to the director in which I discuss components of physical fitness and recommend activities that should be included in the after-school physical ^{fitness} program.

According to the document, "Physical Fitness". Any kind of regular exercise is a vital component of overall health. Fitness is not simply a matter of good genes. It is important taking good care of your health. Exercise program can help promote overall well being physical health is only but mental and emotional health as well. Aerobic fitness is the ability to do moderately strenuous activity over a period of time. It see how your heart & lungs working in your body with oxygen when doing exercise. Body composition is the proportion of fat to bone and muscle. Muscular strength is the ability to exert maximum force, when lifting heavy weight. Muscular endurance is to repeat a movement many times like lifting weight 20 times or hold it up for five minutes. Flexibility is to move a joint through its full range of motion and elasticity of the muscle. These are the five basic components of physical fitness.

According to the table, "Fitness Ratings for Popular Activities." The Aerobic exercise routine the low-impact & high-impact are excellent

Anchor Level 1-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides minimal evidence of understanding, correctly identifying and defining the five components of physical fitness but consisting largely of sentences copied from the task and text. Although the response alludes to both documents (<i>According to the document, "Physical Fitness" and According to the table</i>), the lack of original interpretation precludes any clear connection between the task and documents.</p>
Development	<p>Is largely undeveloped. The five components are defined using unacknowledged quotations from the text but remain otherwise unelaborated. The sole reference to the table indicates that aerobic exercise routines <i>are excellent</i>, but that excellence is not explained.</p>
Organization	<p>Lacks a focus beyond that copied from the task (<i>discuss components of physical fitness and recommend activities</i>) but suggests some organization, with separate paragraphs for the task, the text, and the table. Information from the text is presented in the same order as it appears in the original.</p>
Language Use	<p>Uses language that is predominantly copied from the task and text. Sentences that are not copied are largely incoherent (<i>It see how your heart + lungs working in your body with oxygen when doing exercise</i>).</p>
Conventions	<p>Uses minimal original language, making assessment of conventions unreliable.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in development and organization.</p>	

A successful physical fitness program must include five basic components. These are aerobic fitness, body composition, muscular strength, muscular endurance, and flexibility. A program which includes a balance of these components will insure physical, emotional, and mental health. Each of the components require unique exercises in order for our bodies to become fit.

Aerobic fitness is exercise that uses oxygen and is good for the heart and lungs. This is the most important component because without just working on our lungs and heart we cannot get our bodies in shape. Therefore aerobic fitness is the foundation for exercise.

According to the text,

some exercises that are good for aerobic fitness are basketball, aerobics, hockey, jogging, jump rope, soccer, skating, and walking.

Body composition is another basic component. Our bodies need fat, but excess fat is dangerous to our health. The best way to lose fat is to combine a healthy diet with regular exercise. Exercises such as aerobics, hockey, soccer, walking, and

Jump rope can help burn fat.

Muscle strength and ~~compliance~~ ^{endurance} need to be increased gradually. ~~Exercises~~ Weight lifting, an anaerobic form of exercise, soccer, karate, and jogging can increase strength and endurance.

When lifting weights one should start with less weight and slowly increase the weight.

Flexibility, the last and second most important component includes yoga, ballet, ballroom dancing, karate, and aerobics. The importance of flexibility is in order to avoid pain after exercise one should stretch their muscles.

If these exercises are combined and used regularly one's overall well-being will be increased. This exercise can help relieve ~~the~~ stress, improve physical health, and improve self-confidence.

Physical fitness plays a major role in everyone's health. The more fit a person is, the healthier he or she will be. Someone who is physically fit is less prone to heart disease, diabetes, gallbladder disease, and high blood pressure. In addition, those who follow an exercise program feel good about themselves and have a more pleasing appearance than those who prefer to neglect aerobic activities. It is important that young adults today are aware of the benefits of exercise so that they may become healthier and stronger.

There are five components of physical fitness. They are aerobic fitness, body composition, muscular strength, muscular endurance and flexibility. Aerobic fitness is defined as the ability to do moderately strenuous activity over a period of time. Body composition deals with the proportion of fat to bone and muscle. Muscular strength is the ability to exert a maximum force while muscular endurance is the ability to repeat a movement many times. And, lastly, flexibility

is the ability to move a joint through its full range of motion and elasticity of the muscle.

The most important component of any physical fitness program is aerobic exercise. This type of exercise forces the heart and lungs to exercise themselves more strenuously than usual, thereby building ^{on} their strength in the process.

^{yet} Many people begin an exercise program ^{not for their health but} to be rid of the fat their bodies possess ~~and to eliminate~~

~~it~~ ^{yet} it should be known that there are certain amounts of fat that the body needs in order to function properly. ~~It is~~

~~It is~~ Males need about 15 to 20 percent of stored body fat ^{within them} whereas females are required to have 20 to 25 percent. Any excess fat should be eliminated to avoid health complications. To do this, one should begin to eat less and exercise ^{more often}.

Through exercise muscular strength and endurance are increased as well. To build on these components in particular, one should begin to do 8 to 15 repetitions using moderate weights, later increasing the size of the weights.

so that they are heavier than those previously used

Flexibility may also be worked upon by stretching regularly, especially before exercising. Doing this will help to prevent muscle pulls, strains, and tears.

For your fitness program, I am suggesting that you include the following activities:

1. Low and High impact aerobic exercise routines
2. Racewalking
3. Weightlifting
4. Soccer
5. Yoga

Low and High impact aerobic exercise routines work very well in satisfying the need for aerobic exercise.

Racewalking burns fat, weightlifting builds muscle strength, soccer builds muscle endurance and yoga improves flexibility.

Of course, these are only a few of the many activities which enable one to work the body into shape. I do, however, hope that you will consider the activities which I have provided in the above list to be a part of your program.

Physical fitness is an extremely important aspect of everyday life that many people neglect. Regular exercise is essential to ~~everyone's~~ everyone's health and a good fitness program will give you good physical, mental and emotional health. Lack of exercise has been linked to several health problems including high blood pressure, low self-esteem and an abundance of stress. All of these problems could be solved if an after-school program was implemented to encourage students to exercise so they can look and feel their best.

In order to design an after-school physical fitness program, one must examine the five basic components of physical fitness. The first is aerobic fitness or cardiorespiratory endurance. Aerobic exercise is the most important component of a fitness program because it reflects how well your heart and lungs work to supply your body with oxygen during exercise. Body composition is the second component of physical fitness. Excess of fat can lead to several health problems including heart disease, diabetes and high-blood pressure. The best way to lose fat is to eat less and exercise more. It is important to have a combination and also to strengthen muscle which helps you lose weight. The ~~third~~^{and fourth} component is muscular strength and endurance which can be

accomplished by overloading your muscles gradually. This can be done by following a weight training program. It is important to remember to begin with less weight and gradually increase it. ~~muscle strength is also an important~~ Flexibility is the fifth component. This depends on the condition of your bones, tendons, ligaments and muscles. Flexibility is important because it permits freedom of movement and is less prone to major injuries.

There are many exercises that can be helpful in accomplishing the five components. For example bicycling, field hockey, hiking and playing soccer are all wonderful activities for aerobic fitness. Bowling, jogging and swimming are good for body composition. Rowing is a terrific exercise for both muscle strength and endurance while karate is a wonderful activity for flexibility.

If you want to offer a physical fitness program to the students, it should consist of a well-rounded exercise routine. There are different parts of the body that need to be worked out. After going through information about physical fitness, I have some recommendations for the program.

First and foremost, the students must stretch their muscles. This is very important to do before you work out because some muscles such as the hamstring, might become tight because you are not using that part of the body, and the body can become very sore.

There are different kinds of exercises that they can do.

Aerobic exercises are very good for your heart and lungs. You work at a slow and steady pace. It is not to get you very tired, it is mainly used to get a healthy heart and lungs. I recommend ~~breathing 15-20 mph~~ an aerobic exercise routine, jogging or running, and rope jumping.

Body composition is important in being healthy. The body does need a certain percent of body fat depending on the person. Recommend dieting to those who want to lose weight. Some exercises for body composition are aerobic exercise routines, soccer, swimming, jogging, and race walking.

Muscular strength and endurance is also important in maintaining a healthy body.

Part B— Practice Paper – D

The best way to do this is to follow a weight-training program. Obviously lifting weights, whether it be free weights or weight machines for endurance.

Flexibility is important because it helps to improve the condition of your bones, tendons, ligaments, and muscles. Ballet is a good workout. Also: karate and yoga.

Dear Director,

I heard about you wanting to offer a physical fitness program in your after-school programs and I am for that 100%. I believe it does a great deal for us because everyone wants their body to look good and be in shape. I believe most people would take advantage of this opportunity. What you should have in this physical fitness program is a number of exercises and things to keep your body in shape. There should be routines each day. First day you should start out w/ aerobics then the next day work on body composition, then muscular strength, then muscular endurance, and the last day is flexibility. So basically just have that daily routine.

Practice Paper A—Score Level 4

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

Practice Paper B—Score Level 5

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

Practice Paper C—Score Level 4

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

Practice Paper D—Score Level 3

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

Practice Paper E—Score Level 2

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