

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 23, 2002—9:15 a.m. to 12:15 p.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) 4	(7) 3
(2) 1	(8) 4
(3) 3	(9) 1
(4) 2	(10) 2
(5) 4	(11) 3
(6) 3	(12) 4
	(13) 3
	(14) 1
	(15) 1
	(16) 2

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

Funding for technological research is necessary if endangered animal species are to be preserved. I am appealing to your committee to assist in this endeavor. Recently, I listened to a speech by Peter Tyson, who related how the leatherback sea turtle is being helped to endure through technology.

The use of conservation methods may be the only ^{option} ~~alternative~~ for the survival of the leatherback sea turtles. It is ironic that, although these turtles are sea animals, their chief threat is people. People often raid the turtles' land nests for eggs, they build houses or hotels over their habitat, and even kill them for their meat. Leatherbacks face other obstacles on the high seas. They are harpooned for meat or for the thick yellow oil in their bodies. Confusing garbage for jellyfish, they swallow and then choke on it. Many are also killed by fishing gear that snags and drowns them. On the half-mile stretch of Playa Grande, Costa Rica, though, scientists are using technology to discover effective methods for the conservation of these turtles.

Here on this beach, scientists work to gain knowledge that, until recently, was inaccessible. For example, using a

microchip identification tag the size of a grain of rice, they ^{have determined} ~~can determine~~ the egg laying cycle of the nesting females. Blood samples, measurements, and ultrasounds have also helped in understanding the female leatherback. The information acquired through these methods has ^{enabled} ~~helped~~ scientists to determine that nesting females tend to lay eggs five times between October and February. Technology is also imperative to educate the public. The internet, for example, is being used to inform people about these turtles and conservation methods.

The results of the use of technology in the case of these turtles have been positive. The Costa Rican government, in July of 1995, named Playa Grande and two other adjacent beaches a national park. Protection has been granted to the leatherbacks of the area. This could not have been achieved without the use of cutting edge technology. And the research could not have been done without funding.

Scientists can now answer many more questions ^{about} ~~the~~ ^{leatherbacks'} ~~leatherback's~~ ecology, physiology, and behavior. This knowledge, gained through technology needs

continued funding. Without this funding, the hopes of other species being aided, as the leatherbacks have been, seems impossible. Only through the funding of this technology, can substantial information be collected to aid in the conservation of other animals on the road to extinction.

Anchor Level 6–A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the speech through a thorough discussion of the threats to survival of the leatherback turtle and the scientific intervention being used to preserve the species. The response makes insightful connections between information and ideas in the speech and the task (<i>the research could not have been done without funding and This knowledge, gained through technology, needs continued funding</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of specific details to discuss the situation of the leatherback turtle, the use of technology, and the need for research and funding (<i>Without this funding, the hopes of other species being aided ... seems impossible</i>).
Organization	Maintains a clear and appropriate focus on the funding for the preservation of endangered species. The response exhibits a logical and coherent structure, moving from the need for funding technological research, to examples of how this process has been working with the leatherback turtles, then concluding with a reiteration of the need for continued funding. Skillful use of appropriate devices and transitions is evident throughout (<i>On the half-mile stretch ... though, and Here on this beach</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>It is ironic that, although and obstacles on the high seas</i>), with a notable sense of voice (<i>I am appealing</i>) and an awareness of audience and purpose (<i>Only through the funding ... can substantial information ... aid ... other animals</i>). Sentence structure and length are varied to enhance meaning, as evident in the conclusion.
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Advances in technology are greatly benefitting scientific research on endangered animals. New technology is being used to investigate physiological and behavioral aspects of endangered animals, so scientists and conservationists can help prevent the extinction of many threatened species.

The Leatherback Turtle, one of the oldest living reptiles on earth, is in grave danger of extinction. Since 1980, its population has plummeted by nearly two thirds! Recent studies in Playa Grande, Costa Rica, involving newly emerging technology, have helped to identify the mating season of the turtle, and are allowing scientists to encourage policies which will help the turtles avoid extinction.

Playa Grande, Costa Rica, is one of the largest Leatherback nesting grounds in the world. Scientists there have been using ultrasound imaging to discover whether or not a pregnant turtle laying eggs will come back later in the year to nest again. These findings are made possible by ~~combining~~ ^{combining} new technology ~~with~~ ^{with} scientific procedures. One of the most advanced pieces of technology at the researchers' disposal is the new microchip identification tag, which allows researchers to identify individual turtles they have marked previously. This kind of information is crucial to learning new conservation methods.

On Playa Grande and other nesting grounds, Leatherback turtles and their nests have long been targets of raids for their meat and eggs, considered a delicacy in some areas. In the sea, the turtles are

killed off by fisherman, both for their meat and their thick yellow oil. Leatherbacks also die from being caught in large fishing nets which ensnare and drown them, and ingesting plastic garbage which they mistake for jelly fish, causing them to choke. Researchers reported their findings to the Costa Rican Government, causing laws to be passed in 1995 that recognized Playa Grande and two other leatherback nesting grounds as National Parks and granting protection to the turtles under law. These measures were made possible by information gathered using new technology.

Although current technology is helping scientists with their research, there is still much to be done, and funding for new technology must continue. If a breakthrough in technology were to allow researchers to discover what happens to baby leatherbacks when they disappear into the ocean, better ways to safeguard the species would undoubtedly develop. Currently, the Internet is being used to educate the public about endangered animals and what can be done to preserve them, providing an inexpensive way of reaching thousands of people. These steps are only the beginning, though. If funding for emerging technologies used in research can continue, the possibilities are endless.

Anchor Level 6-B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the speech, discussing the research conducted in Playa Grande, and the resulting effects on the preservation of the leatherback turtle. The response makes meaningful connections between the speech and the task arguing that <i>if funding ... can continue, the possibilities are endless.</i></p>
Development	<p>Develops ideas clearly and fully, effectively using a wide range of details from the speech. The response discusses the turtle as endangered, citing the decrease in population and threats to its survival, then elaborates on various methods of technological research used in its preservation (<i>ultrasound, microchip, Internet</i>); although the information is not attributed to Peter Tyson.</p>
Organization	<p>Maintains a clear and appropriate focus on the <i>advances in technology that are greatly benefitting scientific research on endangered animals.</i> The response exhibits a logical structure, first introducing the leatherback turtle, then discussing its study, followed by what the future can produce, making skillful use of transitions (<i>Currently, the Internet is being used ... providing an inexpensive way.</i>)</p>
Language Use	<p>Uses language that is fluent and original (<i>involving newly emerging technology, to nest again, researchers' disposal, ways to safeguard the species would undoubtedly develop</i>) with an evident awareness of audience and purpose. The response varies sentence structure and length to control rhythm and pacing (<i>Recent studies...have helped...and are allowing scientists to encourage policies which will help...avoid extinction</i>). However, occasionally sentences lack parallelism and modifiers are awkwardly sequenced (<i>causing them to choke</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>fisherman</i> for "fishermen") and capitalization (<i>Leatherback</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language and conventions.</p>	

The most ancient living reptile, the Leatherback Sea Turtle, is in grave danger of extinction. According to Frank Paladino, a biologist, the global population has dropped by two thirds since 1980. What was once 115,000 nesting females is now 34,000. Advanced technology is ~~now~~ in use to help their conservation cause.

On a January night, on the Playa Grande of Costa Rica, Peter Tyson helped biologists use an ultrasound on a Leatherback Sea Turtle. As the large reptile (these turtles approach the size of dinosaurs) faced the sea and began to scoop out a pit in which to lay her eggs, scientists prepared the ultrasound probe. After she had laid about 100 eggs, the probe was used to determine if she would come back again this season to lay more.

This modern test was being used on an animal that has remained unchanged for at least twenty million years, perhaps even 100 million years. This advanced technology is used to explore aspects that have never been looked into before, such as ecology, physiology and behavior. The results of the testing help biologists to learn about the turtle and discover which methods of conservation may help.

Why are the Leatherback Sea Turtles in such danger of extinction? Their main threats come from humans. Each year, people raid their nests in search of their delectable eggs. Hotel construction has built over their natural habitat. Nesting females are killed for their meat. Out in the sea, the turtles are harpooned by fishermen for food or the natural oils in

their skin. The turtles have been drowned by fishing gear and choked by garbage.

Advanced technology has been used for many years to help understand the Leatherback Sea Turtles. Each year, a tape measure is used to determine each female's length and width. Recently, microchip identification chips have been injected into the shoulder of each female. When the turtle comes ashore to lay her eggs, a scanner is used to read the ID code. These turtles usually leave the water five times each season, from October to February, to lay their eggs. Scientists have proposed the identification of baby turtles before they enter the sea. By the use of a blood test and an ultrasound of the turtle's ovaries, biologists hope to determine the animal's egg laying cycles.

Scott Eckerd, a biologist, wants to fully learn the habitat of the Leatherback Sea Turtle in order to know where to protect the reptile. He also suggests using the Internet to inform the public of the turtle's plight, and to increase awareness. Wider scientific research can be used to protect the turtle's nesting ground, and perhaps restrictive fishing during the egg laying season when the turtles are near land.

Scientific research has certainly helped the cause of the Leatherback Sea Turtle. In July of 1995, the Costa Rican government declared Playa Grande and two other beaches national parks to protect the animal's habitat. This status was granted largely because of the research of Paladino's team. If advanced technology can help help one species so

much, couldn't it also be beneficial to other endangered species? For the welfare of these organisms, I am asking you to please provide funding for the use of technology in saving endangered animals.

Anchor Level 5-A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the speech by discussing the <i>plight</i> of the leatherback turtle and the need for advanced technology to preserve the species. The response makes explicit connections to the task, citing public policy changes resulting from the turtle research as an example of what can be done (<i>If advanced technology can help one species so much, couldn't it also be beneficial to other endangered species</i>).
Development	Develops ideas clearly and consistently, using a wide range of specific details to elaborate on the rapid decrease of the leatherback turtle population, the threats to their survival, and the technology used to aid in their conservation.
Organization	Maintains a clear and appropriate focus on the problems faced by the leatherback turtle and the ways technological research is ensuring its survival. The response generally demonstrates a logical progression, from the description of the leatherback turtle, to a plea for <i>funding</i> for the use of <i>technology in saving endangered animals</i> , although some internal inconsistency appears in paragraph 5 (<i>Scientists have proposed the identification of baby turtles</i>). Appropriate transitions are used (<i>According to, What was once, Recently</i>) to help maintain fluency and coherence, though the sentence concerning the tape measure is misplaced.
Language Use	Uses language that is fluent and original with evident awareness of audience and purpose as demonstrated by the use of the rhetorical question <i>Why are the ... extinction?</i> and in the concluding request for funding. The response varies sentence structure and length, moving skillfully from simple to complex sentences, to control rhythm and pacing.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>turtles ovaries</i>), parallelism (<i>to protect the ... nesting ground, and ... restrictive</i>), and grammar (<i>to protected</i>).
Conclusion: Overall, the response fits the criteria for Level 5 in all qualities.	

A subject that has come to my attention in the past year or so is the way technology can help to control and reduce endangered species in our world. This brings me to ~~my~~ ^{the} purpose of this letter. Members ~~of~~ of the National Geographic Society, a group of my colleagues and I need funds to advance our technological resources. Although you may think technology has nothing to do with animal conservation, I will bring to your attention a case I know of when it did.

On the beaches of Costa Rica, the leatherback turtle lays her eggs by the hundreds. Despite the quantity of these eggs, the species is close to extinction. However, with the work of some very dedicated biologists and the use of ~~at~~ advanced technology the extinction rate has begun to decrease. With this advanced technology, these scientists have been able to answer some very important questions. These questions have shown the scientists what it is we have to do to help save the leatherback turtle from extinction.

Some of the technology used are ultra-sounds and microchips. Each plays a significant role in giving information. For example, the ultrasound given by David Rostell showed the scientists that the turtle was going to return again a little later in the year. The use of ultra-sound on these leatherback turtles is so beneficial that it is one of the most common techniques used on them. Another significant technological device used by these scientists is an injected microchip. Although it is microscopic, this is ~~one~~ possibly one of the main reasons why the extinction rate has decreased. The micro chip has served the purpose

of identifying each turtle. By doing this biologists have learned that the turtles return as many as five times a year to lay eggs.

The information gained through the use of this technology is then used to figure out ways of conservation. For example, with the use of the microchip, the scientists are able to learn when the turtles will come on shore and because of this, boating restrictions can be proposed during these times. From the ~~the~~ technology used scientists have also been able to discover why ~~the turtles are~~ ^{and now} the turtles are threatened.

Their research has shown that humans and their activities are the main threats to the turtles. Whether it be stealing the eggs, building on nesting beaches, polluting their waters or hunting the ~~turtles~~ turtles, humans are the main cause of the "two thirds drop in population since 1980."

The battle against extinction is far from over for the leatherback turtle, however, with the technological advances that have been made in the past years we can help. The fight keeps going but with the further development of advanced technology, the end is in sight. Plans to use satellites to track the baby turtles have begun and who knows what can evolve from there. Along with the use of this technology, internet web-pages are being constructed as an "inexpensive

way to educate the people. This of course will lead to a new attitude about conservation of endangered species.

To offer you a last example of how technology has helped to reduce the rate of extinction of the turtles in Costa Rica, ~~I do~~ draw your attention to July 1995. At that time, due to the scientific research made possible by advanced technology, Playa Grande and three other nesting beaches were made into national parks.

Thank you for hearing my arguments and I hope you see how much technology can ~~not~~ help our efforts in fighting the war against extinction.

Anchor Level 5–B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the speech, discussing the situation of the leatherback turtle as an endangered species. The response makes clear and explicit connections between the speech and the task (<i>Although you may think that technology has nothing to do with animal conservation, I will bring to your attention a case I know of when it did</i>).</p>
Development	<p>Develops ideas surrounding the current problems facing the leatherback turtles and their possible solutions clearly and consistently, emphasizing the technology involved. The response makes effective use of a wide range of relevant and specific details from the text (<i>the species is close to extinction, With this advanced technology ... scientists have been able to answer some very important questions, Plans to use satelites ... have begun, Internet web-pages are being constructed</i>), but does not attribute ideas to a speech by Peter Tyson.</p>
Organization	<p>Maintains a clear and appropriate focus on the connection between technology and <i>animal conservation</i>. The response exhibits a logical sequence of ideas, moving from the identification of issues (<i>technology can help to control and reduce indangered species</i>) to their subsequent possible solutions (<i>For example, with the use of the microchip ... boating restrictions can be proposed</i>). Transitions are used effectively throughout (<i>Along with the use of this technology and draw your attention to July 1995</i>). The succinct conclusion restates the initial thesis.</p>
Language Use	<p>Uses language that is fluent and original (<i>The battle against extinction is far from over</i>) with an evident awareness of audience and purpose, though sometimes imprecise (<i>From the technology used, scientists have also been able to discover, The use of ultra-sound on these leatherback turtles is so beneficial, extinction rate</i>). The response exhibits some confusion in voice (<i>a group of my colleagues and I need funds</i>). Effective use is made of sentence structure with compound, complex, and simple sentences controlling rhythm and pacing.</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting errors in spelling (<i>indangered, steeling, satelites</i>) and punctuation that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language and conventions.</p>	

SINCE 1980 ALONE, the population of the leatherback turtles has dropped by two thirds. It has declined from 115,000 to about 34,500 nesting females. ^{However, attempts to save this endangered species} ~~SCIENTIFIC RESEARCH HAS PROVED THAT~~ ^{have met with recent success, through} CONSERVATION EFFORTS ~~THAT~~ HAVE BECOME MORE EASILY ACCESSIBLE AND MORE widely used due to the use of technology. I hope that you, the RESEARCH AND EXPLORATION COMMITTEE OF THE NATIONAL GEOGRAPHIC SOCIETY, will see that it is imperative that you help provide FUNDING FOR THE USE OF TECHNOLOGY IN SAVING ENDANGERED ANIMALS.

I recently attended a speech by Peter Tyson in which he spoke to us of the benefits of technology on CONSERVATION EFFORTS aimed at protecting the leatherback turtles. He ~~recently~~ spent time in Playa Grande, Costa Rica, in January, working with David Restil, Frank Paladino, and their colleagues. Tyson emphasized the use of ultrasound equipment in CONSERVATION EFFORTS. IN using the ultrasound, Restil could then decipher whether or not a particular female would be back again that year to lay another set of eggs. With the use of such modern technology we can now learn more and more about the ecology, ^{physiology,} ~~psychology,~~ and behavior of the animal little known to us, and in doing so learn better ways to help conserve the population of the fast depleting species.

Here on this half mile stretch of beach on Costa Rica's Pacific coast, technology enables scientists to study the leatherback sea turtles. They can answer many questions about this ancient, nearly 20 million year old animal. They can discover which conservation methods work best.

Another technological device, which may be the most effective and beneficial yet, is the microchip. This minute instrument, only about the size of a grain of rice, is implanted into the

shoulder muscles of female nesting turtles who come ashore on Playa Grande. ~~Scientists~~ ^{Scientists} can then track every turtle, each with their own identification number. They have proven that Playa Grande is the largest nesting colony for leatherback turtles on the Pacific Ocean. Because of this, ~~they~~ ^{Costa Rica has} come up with conservation methods such as restricting boating on Playa Grande shores during the months of October to February, the nesting season of the turtles. Scientists also use blood samples and ultra sounds of the turtle's ovaries to aid conservation efforts. The internet is also a means to inform many people inexpensively. Informing the public is a key role in the battle against extinction, according to Scott Eckert.

Because of research done by Frank Paladino and colleagues, a major step has been taken toward the conservation of these animals. In 1995, Costa Rica officials declared Playa Grande and two neighboring beaches national parks. This was all due to the use of technological advances in research of these turtles. With more technology and more funding we can work together to reverse the threat of extinction of many different species, and learn valuable information about our planet and its inhabitants.

Anchor Level 5-C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the speech, discussing the ways in which technological research is contributing to the leatherback turtle's survival. The response makes clear and explicit connections to the task, discussing the role of technology in the turtle's preservation to support a request for <i>more funding ... to reverse the threat of extinction of many different species.</i></p>
Development	<p>Develops some ideas more fully than others. The response describes some research procedures, using specific details from the speech (<i>ultrasound</i> and <i>microchip</i>), and elaborates on the resulting <i>conservation efforts</i>. However, while the response mentions <i>blood samples, ultra sounds of the ... ovaries</i>, and the <i>internet</i>, their uses are not explained, and the threats to the turtles' survival are not addressed.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>the use of technology in saving endangered animals</i>. The response generally exhibits a logical sequence through the use of internal transitions (<i>Because of this</i> and <i>This was all due to</i>). However, the introduction of paragraph 4 (<i>Another technological device</i>) does not flow logically from the preceding paragraph, and the abrupt introduction of Scott Eckert appears out of context.</p>
Language Use	<p>Uses language that is fluent and original (<i>efforts aimed, decipher, fast depleting</i>) with an evident awareness of audience and purpose (<i>you ... will see that it is imperative</i>). The response varies length and structure of sentences to control rhythm and pacing, as demonstrated in the introduction.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>emphasied</i>), capitalization, and agreement (<i>each with their</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and organization.</p>	

As the world approaches its 2000th birthday, the preservation of endangered species is a dilemma found all around the globe. Many provocative studies have taken place throughout the last few years involving the most modern technological equipment. Peter Tyson's speech about the studies done at the Playa Grande in Costa Rica is one such example.

Peter Tyson joined a crew of biologists in Costa Rica to administer an ultrasound to the leatherback sea turtle during its nesting period. These new technologies enabled scientists to investigate things they never could before. The leatherback sea turtle is the oldest reptile of its kind, close to 20 million years old. Does this species deserve to become extinct so that the next generation of children will not have a chance to enjoy the turtle's beauty? Frank Paladino, another biologist, states that the population of leatherback sea turtles has gone down two-thirds in recent years. Some causes for this drop in population is that people steal the eggs for a gourmet food, hotels and houses are constructed on their beaches, and many are harpooned by fishermen because of their meat and oil. Are these products really necessary for survival that we must kill innocent, endangered turtles until they are extinct?

Most scientists do not feel this way, and new technology is being tested all around the world's beaches just like at Playa Grande. One such experiment is inserting a microchip into the shoulder of every turtle that comes up to nest. Scientists can then scan them whenever a turtle comes up on the beach and can find out the most fertile time for laying eggs. Scientists have learned that the leatherback turtle lays eggs as many as five times in a nesting season. This study led to boating and fishing

being restricted during these peak times so that the turtles can hatch in a safe environment. However, scientists feel that in order to completely save them, we must find out what they do once they are in the water, and technology is not that advanced yet.

Although new technology can be very expensive, there are additional ways to help this species. Scott Eckert, a biologist, feels that informing the public about the problems facing the leatherback turtle and the measures that can be taken to solve these problems is extremely important. Education through the internet is an inexpensive and wonderful way to distribute information to ordinary people so that maybe they will help contribute to the effort.

The efforts of scientists at Playa Grande led to the Costa Rican government to set up a national park there in July of 1995. Hopefully, with the funding from your Research and Exploration Committee of the National Geographic Society, many more endangered species will have the opportunity to thrive in a safe environment.

Anchor Level 4-A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the speech, presenting Tyson’s information to illustrate the studies being done to preserve endangered species. The response makes mostly implicit connections to the task; however, in the conclusion, a clear connection is made, citing the results of the <i>efforts of scientists at Playa Grande</i> and then using this information to make a plea for funding to save <i>many more endangered species</i>.</p>
Development	Develops some ideas more fully than others. For example, the reasons for the decline in the leatherback sea turtle population and the importance of informing the public through the internet are elaborated using specific details from the speech, while the result of <i>inserting a microchip into the shoulder of every turtle</i> is developed through an overstatement (<i>This study led to boating and fishing being restricted</i>).
Organization	Maintains a clear and appropriate focus on the use of technological equipment to study endangered species. The response exhibits a logical sequence of ideas, occasionally using appropriate devices and transitions within paragraphs (<i>the population ... has gone down Some causes for this drop</i>) and between paragraphs (<i>Are these products really necessary ... Most scientists do not feel this way</i>).
Language Use	Uses appropriate language (<i>As the world approaches, constructed on their beaches, there are additional ways to help this species</i>) with an awareness of audience and purpose. The response attempts to use a variety of sentence structures, including rhetorical questions, but with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>dilemna, provocative, fisherman</i> for “fishermen”, <i>Commitee</i>), agreement (<i>scientists to investigates</i> and <i>causes...is</i>) and proofreading (<i>led to ... government to set up</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

It is very important to save endangered animals no matter what the cost.

One animal that is going extinct is the most ancient living reptile alive today and that is the leatherback sea turtle. The leatherback turtle has been around anywhere from ~~20~~^{twenty} million to one hundred million years. Funding from you, the committee is very important because even though there is a lot of equipment for research now, it can always be improved. Most of the research on the leatherback sea turtle takes place in the largest leatherback nesting colony in Playa Grande, Costa Rica. An ultrasound is done on each nesting mother to see if she will return later to lay more eggs. Information about the Ecology, Physiology, and Behavior of the leatherback is now evident thanks to extended research. They need your help because a researcher, Frank Palladino, says that the leatherback population has gone down two-thirds from one hundred and fifteen thousand to thirty-four thousand five hundred since the 1980's. One thing that you could do is prevent ~~the~~ people from raiding nests, building houses and hotels over nests on the beach, ~~and~~ harpooning them for oils and littering. You could also restrict boating and fishing during nesting months to try to yield the growth of the population. If you would like anymore information on leatherback turtles that I haven't given you, there are many web

sites on the Internet dedicated to sea turtles.
 Thank you for your time and I hope that
 my information persuades you to fund sea turtle
 research before it's too late.

Anchor Level 4-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech, discussing the importance of the research conducted on the leatherback sea turtle. The response makes implicit connections to the task (<i>Funding from you, the committee is very important</i>).
Development	Develops some ideas, such as the declining population of the leatherback sea turtles and the ways to protect these turtles from the threats posed by humans, using specific details from the speech, while other ideas are less well developed. For example, the research being conducted on Playa Grande is limited to a single detail (<i>ultrasound is done on each nesting mother</i>) and the <i>Ecology, Physiology, and Behavior of the leatherback</i> is mentioned but not developed.
Organization	Establishes an appropriate focus on saving endangered animals, but then narrows this focus to soliciting funding for sea turtle research. The response exhibits a rudimentary structure consisting of a brief introduction, a lengthy second paragraph containing several ideas that do not always flow logically, and a brief conclusion that addresses the committee.
Language Use	Uses appropriate language (<i>Information ... is now evident</i>) with some awareness of audience (<i>I hope that my information persuades you</i>), although the direct requests for conservation efforts reveals some confusion in purpose (<i>One thing that you could do is prevent people from raiding nests, building houses ... over nests ... harpooning them ... and littering</i>). The response occasionally makes effective use of sentence structure and length.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>anymore</i> for “any more”), punctuation (comma omission), paragraphing, and usage (<i>going extinct</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

Dear Research and Exploration Committee,

I am writing this letter to persuade the committee to provide funding for the use of technology in saving endangered animals. I have heard the story of Peter Tyson's trip to the sandy beach Playa Grande in Costa Rica. His story The Passage was very informative. I learned that the leatherback sea turtle is the largest and most ancient living reptile and it is on the road to extinction.

While Peter Tyson was on his trip, he had the advantage of watching a leatherback lay her eggs. While she was laying them, they did some technological testing. They did an ultrasound that made it possible to see if she would be coming back any time soon, to lay more eggs.

Scientists also record the mother's length and width. They also implant ~~the~~ a small microchip tag, the size of a piece of rice, into the shoulder muscle. They do this so when a leatherback comes onto the shore it can be scanned with a handheld scanner to read its ~~code~~ ID code.

The biggest problem is that these amazing leatherbacks are becoming extinct. People raid their nests for eggs, they kill nesting females for their ~~eggs~~ meat.

The fishermen kill them for their thick yellow oil. The turtles are in danger of being tangled in fishing lines, or choking on plastic garbage which they mistake for jellyfish. Because of all these problems, the global population has dropped by $\frac{2}{3}$. Today there are only 34,500 nesting females recorded.

I think it is important to inform the people of our world to protect the animals of the sea. They can learn about sea turtles such as the Leatherback on the internet. Informing people is the best way to protect them.

I also think it is important to get more technological equipment, in order to find out more about the turtle. It would be very interesting to know what happens to the leatherbacks after they are born and enter the ocean, and to track how many come back to the beach to nest. We could

learn all this with technology.
 If we had more funding for the use
 of technology in saving endangered
 animals, think of how much more
 we could learn. For the good of
 all endangered species, please
 consider our request.

Anchor Level 4-C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech, citing Peter Tyson’s experience in Playa Grande, threats to the leatherback turtle’s survival, and technological procedures used in its preservation. Connections to the task are mostly implicit (<i>If we had more funding ... think of how much more we could learn</i>), but occasionally unclear (<i>His story <u>The Passage</u> was very informative</i>).
Development	Develops some ideas more fully than others. The response describes <i>technological testing</i> being done on the turtles, explains the ways their existence is threatened, and suggests ways extended technology could yield more information, using specific and relevant details from the speech. However, the use of the <i>microchip tag</i> is not fully explained, and changes in public policy resulting from research are not addressed.
Organization	Maintains a clear and appropriate focus on the need for <i>funding for the use of technology in saving endangered animals</i> . The response generally follows a logical sequence of ideas, but contains some internal inconsistency and transitions are occasionally abrupt or repetitive (<i>The biggest problem is, I think, I also think</i>).
Language Use	Uses language that is basic (<i>coming back any time soon</i> and <i>They do this so when</i>) with an awareness of audience evident in the salutation and opening paragraph. The response relies on numerous sentences beginning with or including the pronoun <i>they</i> , which lack a clear antecedent.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>Committee</i> and <i>writing</i>), comma usage, grammar (<i>lying</i> for “laying”), and pronoun reference (<i>Informing people is the best way to protect them</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

There is a strong need for your committee to provide funding for the use of technology in saving leatherback turtles. Leatherback turtles are the most ancient reptiles alive. These large animals are from 20 million to 100 million years old, and are on the road to extinction. The population of these leatherback turtles have dropped by two-thirds since 1980. The population has gone from 115,000 to 35,500.

The causes for the rate of dying leatherback turtles vary. Some have been snaggged by fisherman for their thick yellow oil, as others are killed by items such as plastic garbage floating around the ocean. Other reasons include people raiding the nests for eggs, or people building houses and hotels over their nesting grounds. Sometimes they even kill nesting females or fisherman harpoon them confusing them with jelly fish.

Though scientists have investigated many aspects of ecology, biology, and physiology, and have answered many questions regarding the leatherback turtles, many questions are still to be answered. However many of these questions must wait until further breakthroughs of technology.

Playa Grande, which was in July of 1995 declared one of Costa Rica's three National Parks, is in need of greater help to learn how to increase efforts in conservation of these turtles. If information becomes more well known about the leatherback turtles, restriction may be placed on boating or fishing during certain ~~at~~ months if needed.

Anchor Level 3-A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech, discussing the situation of the leatherback turtles. The response makes superficial connections between the speech and task, appealing to the committee in the first sentence, and later explaining that the <i>many questions ... still to be answered ... must wait until further breakthroughs of technology</i> ; however, the response concentrates almost entirely on the problems facing the leatherback turtle.
Development	Briefly develops ideas about the leatherback turtle, discussing the population decline and its causes, using some details from the text, although references are occasionally vague (<i>killed by items such as plastic garbage</i>) or unjustified (<i>harpoon them confusing them with jellyfish</i>). The use of technology in saving endangered species, and the need for more funding are mentioned, but lack development.
Organization	Establishes but fails to maintain a focus on <i>funding for the use of technology</i> . The paragraphs following the introduction exhibit a logical sequence of ideas, explaining the decline in leatherback turtle population and efforts to maintain its habitat; however, these ideas are not clearly linked to the initial focus.
Language Use	Uses appropriate language (<i>The causes for the rate of dying leatherback turtles vary</i>), with some awareness of audience and purpose as demonstrated in the introduction. The response exhibits some attempt to vary sentence length, making use of simple, complex and compound sentences, but with uneven success.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>regaurding</i> and <i>furthur</i>), punctuation (missing commas), agreement (<i>population ... have</i> and <i>fisherman harpoon</i>), and proofreading (<i>reptites</i> and <i>wail</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language and conventions.	

Technology is the wave of a new begining. Technology is becoming one of the biggest things today. Technology has helped save many endangered animals from becoming extinct, but we need more investors and funding to be able to continue saving animals such as the leather back sea turtle.

The leather back sea turtle is becoming an endangered species. Frank Palidino, biologist, states that in 1980 the leather backs had declined from 115,000 to about 100,000. Thanks to technology and people like Frank Palidino, we have been able to preserve the leather backs. Frank Palidino has been studying the leather back on a sandy beach in Costa Rica known as Playa Grande.

Playa Grande was at one time a regular beach. Now it and two neighboring beaches have become National Parks to help preserve the leather backs. Scott Eckerts helped bring this about by studying there patterns of laying eggs and travels. He also noted that even in the sea the leather back isn't safe. Fisher men catch them in there fishing nets, some people harpoon them for there oil in the flesh, and the turtle mistakes trash as jelly fish and try to eat it and dies. Not to mention the boats that run them over during leaving season.

This is why we need funding and your help so we can help keep the leather backs alive. David Rosso is uses technology by putting micro chips in there shoulders to study the migration habits and to scan them when they come back to shore to lay again. So please consider in helping us fund an organization to preserve the leather back sand to get new technology to track them and help them survive.

Anchor Level 3-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech (<i>The leather back sea turtle is becoming an endangered species</i>). The response makes an initial connection between the text and the assigned task in the introduction (<i>we need more investors and funding to be able to continue saving animals</i>), but then concentrates on funding for preserving only the turtles.
Development	Develops ideas briefly to illustrate results of technology (<i>Scott Eckerts helped bring this about by studing there patterns of laying egg's and travels</i>) and existing threats (<i>Fisher men catch them in there fishing nets</i>), although the reference to the number of existing turtles is incorrect, and the assumption that the turtles have been preserved is unjustified.
Organization	Establishes but fails to maintain an appropriate focus on endangered species in general. The response exhibits a rudimentary structure; however, diverse ideas are contained within paragraphs disrupting the flow of ideas (<i>David Rosso is uses technology by puting micro chips in there shoulders to study the migration habits</i>).
Language Use	Relies on basic vocabulary (<i>Technology is ... Technology is ... Technology has</i>), but with some awareness of audience and purpose (<i>This is why we need ... your help</i>). The response exhibits some attempts to vary sentence structure or length for effect, but with uneven success (<i>Not to mention the boaters that run them over during laying season</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>beging, boilogist, presurve, studing, puting</i>), grammar (<i>is uses and mistakes ... and try</i>), usage (<i>there for "their"</i>), and apostrophe use (<i>egg's</i>) that occasionally hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Providing funding for the use of technology in saving endangered animals such as leatherback turtles would greatly benefit the turtle chance of survival. Even if the leatherback turtle is the most ancient animal, it is also on the road to extinction. Biologists are making new technology in sea animals if the Research and Exploration Committee of the National Geographic Society would aid in funding for technology, there won't be or can cut down on the main chief threats. On land eggs and turtles are killed for food. On high seas death threats such as fishermen kills leatherback turtles for food and their thick oil. Floating trash chokes turtles, also fishing lines, snags the turtles and drown them.

So far we have used an inexpensive way the internet to inform people on the situation of leatherback turtles. Boating and fishing should be restricted when leatherback turtle are nesting or nested on shore. In order to help keep the leatherback turtle species around for another couple of years, we can start with protecting their nests. The research at Playa Grande evaluate which technologic devices are needed so we can educate the public. With the Committee funding assists there would be better use of technology in saving leatherback turtles.

Anchor Level 3-C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the speech, discussing threats to the survival of the leatherback turtle. The response makes mostly superficial connections to the task, citing the need for funding to save the turtles from extinction. Other connections to the task are unclear (<i>Biologist are making new technology in sea animals if ... Committee ... would aid in funding</i>) or unwarranted (<i>research ... evaluate which technologic devices are needed</i>).</p>
Development	<p>Briefly develops the ideas of threats to the turtles and protection of their nesting sites, using some details from the speech (<i>eggs and turtles are killed for food and Boating and fishing should be restricted</i>). The response mentions technology, but does not use details from the speech to elaborate on this idea, other than a reference to the use of <i>the internet to inform people</i>.</p>
Organization	<p>Establishes an appropriate focus on <i>providing funding ... in saving endangered animals</i>, but narrows the focus to concentrate on funding to save leatherback turtles. The response exhibits a rudimentary structure, but includes numerous inconsistencies, shifting from the need for technology, to death threats in paragraph 1, and presenting unconnected ideas in paragraph 2.</p>
Language Use	<p>Generally relies on basic vocabulary, with little awareness of audience and purpose (<i>funding for technology ... can cut down ... threats</i>). The response occasionally uses language that is imprecise (<i>death threats such as fishermen</i>) or redundant (<i>main chief and nesting or nested</i>). The response attempts to vary sentence structure and length with uneven success.</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>chockes and speices</i>), comma usage, agreement (<i>turtle chance, Biologist are, snags ... and drown, research ... evaluate</i>), and usage (<i>funding assists</i>), that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

I am writing to you to ask you for help on the behalf of the leatherback turtle. The leatherback turtles are the most Ancient animals since 20,000 year or 100 million years, but the population dropped to about $\frac{2}{3}$ since 1980, your help comes in by helping give us money to Buy equipment to help the - turtle back more often by getting instruments that will be able to show where their off to and what happens to them in the Sea. with your help we can make the population of turtle back increase. All I am asking you to do is help us with some funding for the use of technology in saving endangered animals.

Anchor Level 2-A

Quality	Commentary
	The response:
Meaning	Conveys a somewhat confused understanding of the speech, identifying leatherback turtles as <i>the most Ancient animals</i> , then inaccurately alluding to the species as <i>turtle back</i> . Connections between the speech and task are unclear (<i>helping give us money to Buy equipment ... to help the turtle back more often</i>).
Development	Is largely undeveloped. The response hints at ideas from the speech, using some details (<i>population dropped to about $\frac{2}{3}$ since 1980</i>) but references are frequently vague (<i>to show where their off to</i>).
Organization	Suggests a focus on asking for funding to help the leatherback turtle. However, the single paragraph, consisting of mostly unconnected ideas, does not present a cohesive argument.
Language Use	Uses language that is imprecise (<i>since 20,000 year or 100 million years</i>), although demonstrates some awareness of audience and purpose. The brief response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting errors in comma usage (resulting in a lengthy run-on sentence), capitalization (<i>Ancient</i> and <i>Buy</i>), word omission (<i>helping give</i>), agreement (<i>Since 20,000 year</i>), and usage (<i>their</i> for “they’re”), that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

This essay to persuade the committee National Geographic to provide funding the technology saving endangered animals. I am listing reasons for the technology to be important. A leatherback turtle is a ancient reptile. Because fisherman and water pollution turtles are killed and mistaken garbage for jelly fish which chocks them. The population is decreasing ~~for~~ from these actions. They fish for oil in the turtle.

Because these actions their is a threat of being extinction. Buy use ultrasound tests and chips implated on there shoulder biologist learn about the turtles. The national society can give money to stop this extinction. Testing at Playa Grande prove this statements to be true. Another ~~her~~ source of technology is the internet. You learn about the turtles.

These reasons why I beleive the society supports biologist. Give them the equiptment to prevent extinction for the leatherback turtles. Research help biologist know more. In coclusion I steel that we needs to do stuff befor it gets to late.

Anchor Level 2-B

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the speech, asserting that <i>testing at Playa Grande prove this statements to be true</i> in reference to the reasons for the population decrease in the leatherback sea turtle. The response alludes to information from the speech, but connections to the task are unclear (<i>These reasons why I beleive the society supports biologists</i>).</p>
Development	<p>Is largely undeveloped. The response hints at ideas from the speech (<i>listing reasons for the technology to be important and their is a threat of being extinction</i>), but references to the text are frequently vague or incomplete (<i>Another source of technology is the internet and Research help biologist know more</i>).</p>
Organization	<p>Suggests a focus on persuading the committee to provide funding for technology to save endangered animals, and suggests some organization, moving from purpose, to dangers faced by turtles, and then returning to the need for funding. However, details are frequently out of sequence, disrupting the logical flow of ideas.</p>
Language Use	<p>Uses language that is imprecise (<i>chips implated on there shoulder and we needs to do stuff</i>). The response demonstrates some awareness of sentence structure, however, errors in syntax undermine coherence (<i>Because fisherman ... which chocks them</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>esay, endagered, aminals, resons, chocks, Buy</i> for “by”, <i>their</i> for “there”) pronoun reference, agreement (<i>this statements and we needs</i>), and word omissions that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Dear Research and Exploration Committee of National Geographic Society

Your Science teacher has asked ^{class} me to write a paper on that benefit endangered animals about use of technology in saving of endangered animals. I listen to a speech by Peter Tyson that move me to write this letter.

This letter showed me how scientist try to protect leatherback turtles by using technology and computer play a big part in the saving leatherback turtles. Scientist use small microchip to find the turtles the internet is to spread the word about leatherback turtles. Every year scientist weigh and measure the turtles.

The found them on the island of Playa Grande. It is island about 1/4 mile long. It has become a nation park within the years.

The turtles were around 20 million they are one of the old species of turtles around today and if we do not protect them they will not be around for very much long. Human are there great enemies.

Anchor Level 2-C

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the text (<i>Scienist use ... micochip to fid the turtles</i>). The response alludes to information from Peter Tyson’s speech, but some connections to the task are unclear (<i>This letter showed me</i>) and unwarranted (<i>Your Science treach has ask studend</i>).</p>
Development	<p>Is incomplete, hinting at ideas of using technology <i>to protect leatherback turtles</i>, but references to the text are vague, as in the description of Playa Grande, and the brief mentioning of the age of the leatherback turtles.</p>
Organization	<p>Suggests a focus on the <i>use of technology in saving of endangered animals</i>, but fails to maintain it. The response lacks organization, first addressing the <i>Research an Exploration Committee</i> and then re-stating the situation in paragraph 1. Although paragraph 2 demonstrates a sequencing of ideas that is somewhat logical, the final paragraph of the response lacks both coherence and organization.</p>
Language Use	<p>Uses language that is imprecise (<i>they with not with not be around</i>). The response reveals little awareness of sentence structure and contains several run-ons.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>sciencist, safing, cumupter, internt, mesure, there</i> for “their”), grammar (<i>has ask</i> and <i>I listen</i>) and punctuation, that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Dear Committee

The leather truttle is in danger and if we don't help it will die. The people should care for creatures and not just the human creature but more animals. We can buy a machings or use the innernet to show what they are and we need sientis to put chips to save the turtle sholders. We are people and we need to help the sientis who they can help the truttle to live.

Thank you for reading my letter and I hoping you lisen and help the creatures and the truttles.

Anchor Level 1-A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding (<i>truttle is in danger</i>). The response makes little connection between the speech and task (<i>we need to help the sientis</i>).
Development	Is minimal, with no evidence of development beyond a few confusing references to the speech (<i>We can buy a machings or use the innernet to show what they are</i>).
Organization	Suggests a focus on saving the turtle but lacks organization. The response consists mostly of brief unconnected statements, although some structure is suggested by the first and last sentences.
Language Use	Is minimal, using language that is often incoherent (<i>we need sientis to put chip to save the turtle sholders and who they can help the truttle to live</i>).
Conventions	Is minimal, making assessment of conventions unreliable. The response exhibits numerous errors in spelling, grammar, and usage.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

In this I ask the Reserch Exploration Committee National Geography Society provide funding at safeing endangered animals. It is dying like the dinosors who live along ago became extincked for use up land and the ~~couldent~~ suport ~~the~~ dinosores anywers they people took trees to build hotels and hoses so there wasent anywers for dinosores in earth or plants for animals to eat ~~becuse~~ becus the people took there food and used the river for there water so you need provide funding for the turdels can make eggs to grow turdels. Don't do what you do to dinosores.

Anchor Level 1-B

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding. The response asks the committee to provide funding for endangered animals, however the single reference to <i>turdels</i> is unclear.
Development	Is minimal. The response demonstrates no evidence of developing ideas from the speech, but relies mostly on one confusing sentence about the causes of extinction of the dinosaur.
Organization	Shows no focus beyond the initial sentence. The response, which consists of three unrelated sentences, shows no evidence of organization.
Language Use	Is minimal. The response uses language that is frequently incoherent (<i>became extincked for use up land</i> and <i>they people took trees to build hotels and hoses</i>).
Conventions	Is minimal, making assessment of conventions unreliable. The response exhibits frequent errors in spelling, punctuation (causing a lengthy run-on sentence), grammar, and usage.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

We live in a world, parts of which are disappearing as we go about our daily business. Many species of animals are in grave danger of extinction. Our oldest link to the past is the leather back sea turtle which has existed on this earth for at least 20 million, possibly even a hundred million years. This tie to the past faces the threat of extinction. Through the help of man and technology we may be able to save this species and preserve this important link to the past ancient times.

On Costa Rica's Pacific Coast is a half mile long beach known as Playa Grande. This beach is the nesting ground for the leatherback turtle. Here, the female turtle lays her eggs, about 100 at a time. Scientists like David Rostal have discovered through the use of a microchip's identification tag implanted in the turtle's shoulder, that this turtle may come back as many as five times in a season to lay more eggs. Although it would seem remote because of the amount of egg laying being done, that this ancient creature ^{could} be facing extinction, this unfortunately is true. The population of leatherback turtles has dropped by two thirds since 1980. Today there are only about 34,500 female leatherbacks in existence.

The causes for their disappearance are varied. Sadly, the main threat comes from man. Fishermen harpoon the turtles for their meat and the oil ^{contained} in their flesh. Turtles are also in danger of becoming ensnared in fishing lines and dying a torturous death. Plastic garbage bags washed out to sea are mistaken for jellyfish and consumed by these giants, some again resulting in ^{a painful} death. Eggs are taken from the nest to be eaten as a delicacy.

The good news is that through the use of sophisticated technology and information sent out through the internet, it is possible to stop the destruction of the turtles and to restore their populations. The information gathered by scientists in places like ~~Antarctica~~ Playa Grande can be used to restrict fishing during egg laying season and to educate people about this ancient link to our past that otherwise would be virtually unknown to us.

Funding is needed for the technology to study and save endangered species. I am asking ~~the~~ your committee to provide this crucial funding. If we destroy the past, how can we possibly hope to learn how future species can survive. I ask you to continue ^{funding} the work begun by scientists using modern technology in places such as Playa Grande. There are many animals today facing extinction. The leatherback turtle serves to illustrate the many problems occurring throughout the animal kingdom. Our planet desperately needs your help if ~~animals~~ ^{species} such as the leatherback turtle are to survive.

In the world today there are many different species of animals in danger of becoming extinct. There is hope of saving these animals through the technological study of ecology, physiology, and behavior specifically related to these animals.

Funding for the technological study of endangered species is very important. One case in which this sort of research has worked is on the beaches of Costa Rica in the Pacific Ocean. Scientists in Costa Rica have determined through their research at Playagrande and surrounding neighboring beaches are the nesting grounds for female leatherback turtles. Through the use of low and high tech instruments scientists were able to determine how many eggs the female turtles lay and when they will be coming back to lay their eggs again. The main instrument in determining this was the ultrasound machine. It looks like a desktop computer and did not interfere with the natural egg laying cycle of the female leatherback. Through their studies at Playagrande the scientists determined what kinds of conservation needs must be taken in order to keep the leatherback turtle from becoming extinct.

Some of the measures that need to be taken are to restrict the use of recreational fishing and boating around leatherback nests during the months the females come ashore to lay their eggs. Another measure that needs to be taken is to limit the amount of turtles killed for their meat, oil, and eggs. Another way these turtles are being preserved is by government intervention. Costa Rica's government agrees that the most prudent way to preserve these turtles is to protect their nesting grounds and everyday environment. So Playagrande and surrounding beaches were made national parks.

Scott Eckert, a biologist said, "One of the best ways to educate the public is by using the internet." On the internet you can post many facts about the turtles and the methods used to study them.

Part A - Practice Paper B

like the "microchip identification tags" and the blood sample taken from their ovaries. Hopefully these methods will help further the preservation of the leatherback. This is ~~crucial~~ critical because since nineteen eighty the population has dropped by two thirds.

On the future study of this species and other this technology appears to help more efficiently preserve a particular species.

A speech by Peter Tyson showed that within the past few years certain animals have become endangered due to many preventable circumstances. One example is the leatherback sea turtle.

The leatherback sea turtle is one of the most ancient animals, around for nearly 100,000 years, and it is one of the biggest of its form. The leatherback is one of many endangered animals that may go into extinction, that of which may be prevented. Despite the latest technology, the population of these sea turtles has dropped by $\frac{2}{3}$ since 1980 due to their killings for their eggs, meat, oil, and pollution of the oceans, and houses or hotels being built over their nesting grounds.

In his speech, Peter Tyson tells us of David Rostell, Frank Palidino, and other biologists and scientists that have tried to show that technological advancements can help to increase conservation measures taken to help protect these animals. These advancements let us "investigate aspects of ecology, physiology, and behavior of leatherbacks." A couple high tech ways of exploring these animals are an ultrasound, which allows us to tell when or if the female will return to lay another batch of eggs, also a microchip, the size of a grain of rice, that is inserted into the turtle's shoulder helps us to answer questions of mating and laying eggs. Another way of informing the public of conservation

precautions that may occur is the internet. Scott Edneral is concerned with letting the general public know of ways to safeguard nesting environments by way of the internet, one of the most inexpensive ways to inform thousands of curious people.

Playa Grande, the beach from which most of this information was produced, in Costa Rica has been safeguarded along with two other beaches. These beaches have been titled as national parks. Because of Paulino and his colleagues none may have ever ventured to Costa Rica to find that Playa Grande is one of the largest nesting habitats for leatherback sea turtles, therefore many of the measures and precautions may have never been taken.

According to Tyson, October thru February is when the greatest amount of eggs are laid by leatherbacks, why can't precautions be taken during these months on other nesting grounds at other beaches such as less, or no boating near the shores of these beaches.

Peter Tyson has proved in his speech that technological advancements can spread awareness among many ~~ff~~ people and countries. What can we do to prevent our world's animals from endangerment?

In the overview on the leather back turtles by Peter Tyson based on his observation and ~~se~~^{research} is a very important topic about why we should help the turtles from extinction.

The leather back turtle is one of the longest and oldest reptiles alive. They have been around since and before dinosaurs for some 20,000 to 100,000 million years. Do to the humans on the half a mile long beach of Playa Grande on the coast of Costa Rica they have dropped two thirds of their population since 1980. Humans on the land of Playa Grande capture and eat the eggs after being hatched and they kill the adult turtles for their meat. Out at sea harpooners kill the turtles for their yellow oil in their meat and to eat them. The turtles also get tangled up in the nets of the fishermen and drown on the garbage that is in the water thinking that it is food. Due to the expensive research on the leather back turtles Peter Tyson has gotten lots of information about them. Like their length, weight, and where they are located before coming to shore. But we still need fundings to help pay for the micro chips being placed in the shoulder of these huge reptiles, and for the equipment on the ~~research~~^{research} on their travel. Mr. Tyson needs help from the community to stop killing the turtles so that the population can rise and not become extinct. There are still more questions to be asked about the turtles, like where do the baby's go after they sink under the waves, where do adults go after they lay the eggs, and much more. Due to research Mr. Tyson and his partners say that during the laying season which is October to February, the leather

back turtle can lay up to five times on the sandy beaches of Pologranda. This means that Costa Rica during these months should restrict boaters and fishers from this half a mile area where they stay. But Mr. Tyson cannot do all this work by himself he needs help so if Costa Rica can help by declaring Pologranda and other neighboring beaches a nation park for the leather back turtles, so can't you, just finding information on the internet is a start they can go further.

Mr. Tyson has done a lot of research on leather back turtles and need help. If you don't like what you have heard about what the turtles are going through then go to the internet start to help.

I believe you as the committee of the National Geographic Society should understand why funding for technology is important of the endangered animals and I think you should give funds for technology of saving endangered animals.

The leather turtle came assure to lay eggs and the turtle lay ~~200~~¹⁰⁰ eggs at once.

Leather turtles are ancient reptile animals and this reptiles is the largest since the dinosaurs left.

I hope I persuade you to helped animals. Scientist take sampels of their ovaries to determine about there eggs.

They past a scanner to identified the animal.

I feel as science student you can able to help this endangered animals.

The internet is distributing information among this endangered animals.

Endangered animals need as much help as the next one.

I hope I tryed to make you understand ~~the~~ about give money for endangered animals.

Practice Paper A–Score Level 5

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

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 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning and language.

Practice Paper D–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it somewhat weaker in language.

Practice Paper E–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.

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

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

- 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.

Recently, a number of local teenagers have suffered on-the-job injuries. Fortunately, their injuries were not life-threatening. However, these incidents raise an interesting question: Are our teenagers ~~more~~ especially accident-prone, or are teenagers in general likely to be injured at work?

According to the National Center for Health Statistics, in 1996 the injury rate for 15- to 17-year-olds was 4.9 per 100 full-time-equivalent workers, compared to all workers over 16, for whom the rate was 2.8. Interestingly enough, workers under 16 had fewer injuries than teens over 16. Therefore, kids from 16 to 18 have more injuries than their younger siblings, but far fewer than adults. What's going on here?

Authorities aren't sure, but it's likely that the sharp ^{federal} limits placed on workers under 16 (in terms of hours and types of work) result in less exposure to dangerous situations. Older teens, however, may work longer hours, increasing the opportunity for accidents to happen. Furthermore, both the teens and their employers may consider the teens mature and able to handle situations which, in fact, they are not prepared for.

Interviews with young workers reveal some startling facts. ~~Although~~ Many young workers are exposed to dangerous situations such as working with chemicals, case cutters, food slicers, box crushers, or ~~ladders~~ ladders. Some reported working alone at night. Clearly, all of these situations are dangerous; some of them are illegal.

Another factor in workplace injuries for teenagers is simply the kinds of jobs they hold. Adolescents tend to be

hired by grocery stores, hospitals, and nursing homes. These places have higher injury rates for all workers — they are simply more dangerous places in which to work. Adolescents generally work in low-level jobs that offer little in the way of benefits, promotion, or skill-building. These jobs offer little security, erratic hours, and low pay. These same characteristics are associated with jobs that are more dangerous than those with more positive characteristics.

A key factor in the high rate of workplace injuries among teenagers can be found in a survey of teenagers being treated in emergency rooms for job-related injuries. A majority of those injured reported that they had received no safety training at all. That revelation makes sense when you ~~ex~~ examine the types of injuries that occur.

In New York and five neighboring states, two of the most common causes of injuries were "fall on same level" and "overexertion in lifting." If you connect that information with ~~an~~ ^{an} understanding of where kids work, you can begin to see a pattern. In New York, for example, 34% of the injuries ~~to~~ took place in "eating and drinking places," and 32% of the injuries took place in "grocery stores." These are places where people are likely to be lifting heavy trays, boxes, and equipment. These are also places where spills occur, making floors treacherous. If workers had training in how to

lift heavy objects, and how to avoid spills, they could prevent many injuries.

Employers can take measures to prevent injury to their young workers. It is important for employers to provide appropriate supervision for all young workers. Although teenagers are reliable and eager workers, they are still inexperienced and need guidance. Teenagers are often over-confident and reluctant to ask for help. Supervisors must see to it that young workers are trained in the safe use of equipment and shown how to follow procedures that will prevent accidents such as falls. Then, supervisors must constantly check to see if the young employee is actually following those procedures. They should make it clear that failure to follow all the safety rules ~~is~~ may result in the loss of a job.

Anchor Level 6-A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents, using ideas about laws, work environment, job types, and training to draw the conclusion that <i>employers can take measures to prevent injury to their young workers</i>. Despite the misstatement that older teens' injuries are <i>far fewer than adults</i>, the response makes insightful connections between the documents and the task through the use of summarizing statements (<i>If workers had training in how to lift heavy objects and how to avoid spills, they could prevent many injuries</i>). The response also shows sophisticated interpretation of the table by explaining that the increased likelihood of injury is inherent in the typical workplaces of teens (<i>These are places where people are likely to be lifting heavy trays, boxes, and equipment</i>).</p>
Development	<p>Fully develops the possible causes of teen injuries at work, using specific and relevant details from the text (<i>Adolescents generally work in low-level jobs that offer little in the way of benefits, promotion, or skill-building</i>) and the table (<i>In New York, for example, 34% of the injuries took place in "eating and drinking places," and 32% of the injuries took place in "grocery stores"</i>). The response also synthesizes the documents' information to propose employer prevention measures such as providing <i>appropriate supervision for all young workers</i>, training <i>in the safe use of equipment</i>, and <i>procedures that will prevent accidents such as falls</i>.</p>
Organization	<p>Maintains a clear focus on factors affecting teen injury rates. The logical sequencing of ideas, from the high rate of injury to detailed explanations of key factors to suggestions for promotion, is subtle and sophisticated. Coherence is achieved through the subtle use of not only transitional words (<i>Furthermore</i> and <i>These same characteristics</i>), but also complete transitional sentences connecting paragraphs (<i>Authorities aren't sure, but it's likely that the sharp Federal limits placed on workers under 16 ... result in less exposure to dangerous situations</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>That revelation makes sense, making floors treacherous, What's going on here?</i>). The response uses effective sentence structure to enhance meaning (<i>Clearly, all of these situations are dangerous; some of them are illegal</i>) and to demonstrate awareness of purpose (<i>Although teenagers are reliable and eager workers, they are still inexperienced and need guidance</i>). The imprecise use of <i>siblings</i> and the ending of a sentence with <i>prepared for</i> do not detract from the overall sophistication of language use.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, correctly using pronouns (<i>for whom</i>), a semi-colon, and a dash.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Do you currently have a part-time job, or are you considering getting one? If so, there may be a few things you should consider a little more carefully. There are going to be dangers associated with every job, no matter what your age, but the occurrence of work-related injuries is much higher among adolescents than adults.

Throughout New York and neighboring states, the types of work injuries suffered by children under 18 are very similar. Most of these injuries occur in eating and drinking places and grocery stores (table, p. 8). These injuries include falls, overexertion in lifting, burns, and injuries caused by equipment. These injuries often land the teen in the emergency room, and if serious enough, result in a long stay in the hospital, many missed days of work, and days absent from school. In the worst cases, these injuries could also leave permanent damage. Such was the case of the 16-year-old boy who was seriously burned by hot grease while working at a fast food restaurant. He was left with scars all over his body. (National Academy Press, p. 6).

Studies have examined the reasons for the high rates of injuries among teenagers (4.9 per 100 full-time equivalent workers aged 15-17 in 1996, compared to 2.8 for all workers). Some factors may be found in the children themselves. Their inexperience, developmental characteristics, and their need to balance work and school immediately put them at a greater risk for injury (National Academy Press, p. 10). Furthermore, studies show that there is a serious lack of training

for adolescents. Many report little or no health and safety training and very little on-the-job training. Associated with this is the fact that when a company is short staffed, managers may have an adolescent perform another job, one that he is not properly trained for.

You may wonder about child labor laws. Weren't those put in place in order to protect teenagers from hazards at the workplace? Yes, they were, but that doesn't mean that these laws are always followed. Certain machinery, such as food slicers, are not supposed to be used by anyone under 18. However, in a Massachusetts survey of 300 working teenagers, 19% reported using them. Furthermore, these adolescents were also using chemicals and being placed in situations that may be considered too dangerous.

Dangerous situations are not the only problem. Many teens are also scheduled to work unusually late, early, or long hours. When these are combined with their school load, teens may feel fatigued, putting them at a greater risk for injury. Also, many are left alone at their job. Without a supervisor, the teen is at a greater risk. In fact, 80% of injuries occur during this time (National Academy Press, 7).

There are a number of things employers can do to help make sure no injuries occur at their workplace. These include making sure every new employee has adequate training and is not assigned to do a job that he hasn't been formally trained in. ~~Also~~ IF

an employer also watches the teen's hours to make sure he is not overdoing it, it will help ensure safety. This requires a more personal approach, which will also help the atmosphere of the workplace. Most importantly, employers must make sure there is a person present to supervise the adolescent's activities.

So, after hearing all this, wouldn't taking a closer look at a part-time job be a good idea?

Injuries can occur out there and it's necessary to do everything you can to prevent that from happening to you or someone you love. Make sure all laws are followed and dangerous situations are avoided.

Anchor Level 6-B

Quality	Commentary
Meaning	Reveals an in-depth analysis of the documents by discussing <i>work-related injuries, reasons for the high rates of injuries and things employers can do to help make sure no injuries occur</i> . The response makes insightful connections by relating the types of injuries detailed in the table to consequences, then calling for the reader to <i>do everything you can to prevent that from happening</i> .
Development	Develops ideas fully and clearly, using relevant details from the chart regarding types of injuries, and where they commonly occur as well as specific details from the text regarding child labor laws, risk factors, and preventive measures employers can take.
Organization	Maintains a clear and appropriate focus on why and how to prevent teen work-related injuries. The response exhibits logical structure and coherence through skillful use of transitions (<i>In the worst cases, Such was the case, Furthermore</i>) and clear topic sentences (<i>Dangerous situations are not the only problem</i>).
Language Use	Uses appropriate language that is fluent (<i>injuries often land the teen in the emergency room</i>). Varied sentence structures are used effectively. For example, a rhetorical question about the purpose of child labor laws introduces a discussion of specific violations.
Conventions	Demonstrates control of the conventions.
Conclusion: Overall the response best fits the criteria for Level 6, although it is somewhat weaker in language.	

Whether at a restaurant, grocery store, hotel, hospital or department store, working teens are seen in many occupations now. However, the abundance of adolescent workers does not show the whole story. Teen workers are known to be at a higher risk of workplace injury than adults — injuries which can cause missed school in addition to missed work. Certain factors contribute to the rising risk of adolescent workplace injuries; identification of these causes can aid in the formation of "preventative efforts."

One very general factor involved in work-related injuries is the type of job which young-workers find available to them. Grocery stores, health facilities, agriculture, and places to eat are large adolescent-employers. Unfortunately, these vocations often have high all around injury rates. In New York, for example, 32% of injuries in children under 18 which result in days away from work are in grocery stores. Industries like grocery stores are characterized by certain qualities which also are factors which raise the risk for adolescent injury. Low chances of promotion, frequent re-hiring, little safety training, lack of need

of skill application or caution, low security, and unstable pay and hours are all factors credited with raising injury risk because teens are more likely to become negligent and there is little to help or prevent them from doing so.

Jobs which attract teens must, therefore, work to change those qualities which raise the risk of work-related teen injury. Employers must try to create an atmosphere which makes teens care about what they are doing — making them more careful not to mess up, and lowering the risk of injury. Promotions and security and stable pay and hours are important to retain in a workplace with teens.

The second general factor which leads to work-related teen injury is the environment in which teens work. Inadequate supervision is apparent from a study which showed that adolescents were supervised only 12% of their working time. Adolescents also reported that a majority never received safety or health training on the job. Finally, inappropriate job assignments are being reported — including high-school students reporting that they had used

box crushers and food slicers even though they are both illegal under the age of 18.

Efforts to reduce injuries caused by those factors (fifteen percent of New York teen injuries resulted from equipment or objects) must be made on the part of the employer — although in many cases, negligence on the part of the employer caused the injury. Child labor laws concerning equipment and hours must be enforced.

Although difficult for an employer, teen workers must also be closely supervised when working equipment or at night.

Finally, on the job training is imperative.

Although work-related teen injuries are a risk, identifying factors which increase the risk can help employers reduce injuries. On the job training, increased supervision, adherence to child labor laws, appropriate assignments and the possibility of promotion can all help reduce teen risk of work injuries.

Anchor Level 5-A

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents and the task by discussing conditions that lead to workplace injuries to teenagers and the steps that employers should take to address them.</p>
Development	<p>Develops key ideas from the text clearly and consistently, combining statistics from the table with details about the kind of jobs teenagers tend to hold (<i>Industries ... characterized by certain qualities ... which raise the risk for adolescent injury</i>) and information about problems on the work site (<i>Inadequate supervision, lack of safety or health training, inappropriate job assignments</i>).</p>
Organization	<p>Maintains a clear focus on workplace injuries to adolescents and possible <i>preventative efforts</i> by employers. The response has a logical structure, with each of its two parts describing one category of qualities or events that lead to injuries and then suggesting possible remedies by employers. Coherence is achieved by skillful use of transitions within paragraphs (<i>However, for example, Finally</i>) and between them (<i>One very general factor, The second general factor, Although</i>).</p>
Language Use	<p>Uses language that is generally fluent (<i>Whether at a restaurant, grocery store, hotel, hospital or department store, working teens are seen in many occupations</i>), although occasionally colloquial (<i>careful not to mess up</i>). Sentence structure and length are varied, not always with complete success, but sometimes effectively combining ideas (<i>Teen workers are known to be at a higher risk of workplace injury than adults—injuries which can cause missed school in addition to missed work</i>).</p>
Conventions	<p>Demonstrates control of the conventions with very few errors. The response correctly uses a semicolon and a dash.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization and conventions.</p>	

All jobs have occupational hazards. While this may be true, sometimes these hazards can be prevented. Due to a lack of experience and training, teenagers with jobs are often victims of on-the-job injuries. Lack of supervision, no formal training and violations of child labor laws play a part in teen work injuries. If a training course, as well as harsher penalties for child labor law violations, were implemented, teen injuries would, at the very least, decrease.

Teenagers in the typical "teen jobs" can easily be involved in work-related accidents. Such was the case when, as reported by the National Academy Press, a 16-year-old cook in a fast food restaurant got second and third degree burns on his body after spilling hot grease. Unfortunately, this is not a unique situation. Supervisors often leave their young, inexperienced employees alone. Also, in these jobs, teens are handling certain dangerous substances and chemicals, which is strictly forbidden by child labor laws. This carelessness on the part of the supervisor and/or employer has led to a startling total of teen work-related injuries. As the table shows, over a thousand teen work injuries occurred in New York alone.

The solution to these problems are simple. First, teens should go through a basic training course after being hired, wherein they are educated on the importance of workplace safety, are taught the proper safety regulations, and are informed that if they disobey the regulations frequently, they will be fired. Another step to make the workplace safer for teens is to post a list of the basic

safety regulations where all employees can see it.

An additional solution is the implementation of inspections to make sure no child labor laws are being violated. Just as health inspectors examine the cleanliness of a kitchen, inspectors should examine what teens are being made to handle and how often the teens' supervisor is present. Also, if there is a violation of the child labor laws, the penalty should be more severe. The place of business should be closed down until the supervisor in charge has taken a course on the importance of workplace safety and passed a "surprise" inspection.

In order to combat teen injury in the workplace, basic training, as well as awareness of safety regulations and inspections to prevent violations of child labor laws must be made mandatory.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by concisely discussing the preponderance of teen work-related injuries and specific solutions to the problem. The response clearly connects the information regarding work environment (<i>This carelessness on the part of the supervisor</i>) to suggestions for improved safety (<i>a “surprise” inspection</i>).</p>
Development	<p>Clearly develops key ideas, using specific and relevant details from the text and table about teen work injuries (<i>a 16-year-old cook in a fast food restaurant got second and third degree burns</i>) and ways to prevent them (<i>the implementation of inspections to make sure no child labor laws are being violated</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on proposing ways to prevent <i>occupational hazards</i>. The response outlines two solutions which are then developed in that order with logical movement from one point to the next (<i>Also, if there is a violation of the child labor laws, the penalty should be more severe</i>). Coherence is achieved through the skillful use of transitions within paragraphs (<i>Such was the case</i> and <i>Another step</i>) and between them (<i>An additional solution</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>victims of on-the-job injuries</i>) but not sophisticated (<i>Supervisors often leave their young, unexperienced employees alone</i>). The response consistently uses sentence length variety and parallel structure effectively (<i>wherein they are educated ... are taught ... are informed</i>).</p>
Conventions	<p>Demonstrates control of the conventions with only occasional errors in agreement (<i>The solution to these problems are simple</i>) and spelling (<i>cleaniness</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.</p>	

Money must truly be the root of all evil. Why else would you teenagers slave away ~~their~~^{your} youth working for minimum wage? Earning a buck ~~is~~ is not easy, but no one should be subjected to the dangers of such workplaces. ~~as~~ These jobs are havens for injuries; however, so many students in this school ~~put~~ tolerate all the trouble. Enough is enough, as I am writing to ~~say~~ discuss teenagers' work-related injuries and suggest some ways employers can help to reduce these injuries.

~~Re~~ Ruefully enough, these accidents appear endless in the workplace. For example, the occupational injury rate for 15- to 17-year-olds ~~is~~^{was} 4.9 out of 100 full-time-equivalent workers in 1996, according to the National Center for Health Statistics. Also reported was an injury rate of 2.8 per 100-full-time-equivalent workers ~~per~~ for all teenagers ~~over~~~~the~~ 16 years of age and older. What these statistics mean is that teenagers are becoming hurt too often. In fact, according to the table entitled "Work injuries and illnesses involving days away from work for children under the age of 18 - New York and neighboring states" New York has the highest estimated frequency of 1,060 accidents and or ailments. Thus, our own state is the leader in workplace injuries. Nevertheless, statistics are never quite severe enough. Imagine how painful it must be to suffer second or even third degree burns from some oven or appliance at work. What about falling or cutting yourself? Clearly these accidents involve far more ardent pain than you might think at first. Even more dreadful ~~is~~ are the effects of such a misfortune, as teenagers might have to miss not only work, but school as well. Once again, New

York holds the record in median days away from work with a value of six. Thus, despite these harshly horrifying statistics about teenagers' work-related injuries, youth all over the country keep endangering themselves.

Because of the icy facts about the chilling reality regarding such accidents, one logical question comes to mind; what should employers do to help reduce these injuries? One way to curve this jagged line of on-the-job mishaps is to simply give teen employees less responsibilities and less hazardous tasks. Also, better job training could easily be provided to aid the matter at hand. Out of 180 students interviewed in California, few had received any lectures regarding job safety from anyone at school or their workplaces. Likewise, 54% of the 14 to 16 year olds treated in hospital emergency rooms for occupational injuries admitted to have never received safety training. Maybe if these young individuals had been informed they would not have ended up so critically hurt. In addition to more profound training, supervision of young people on the job should become a more intrinsic matter, as the average teen employee only spent 12 percent of his or her time in the presence of a supervisor. Another way to help lower the rate of teen injuries at work is to cut their shifts down to lower amounts of hours. Less hours amount to less exhaustion, and this decrease in fatigue can only benefit teenagers. ~~Also,~~ Likewise, no one that young should have to work alone late at night. One last example of how ~~employers~~^{employers} can help out their ^{teen} workers is by commanding them to perform

the job or jobs they were hired and trained to work. Therefore, if someone were hired ~~to~~ as a cashier, he or she should never have to cook or clean in some business. On a whole, there is no limit to the numbers of ways to lower the number of teen injuries at work.

Everyone needs money and makes sacrifices in order to obtain it; however, nobody should give up their safety in the process. Work related injuries ~~for~~ teenagers ~~are~~ is a serious issue that can only be understood through ~~the~~ knowledge of the causes. Thus, in order to reduce such accidents, employers must be willing to eliminate the causes. I hope this article has informed you all about the issue of teen workplace issues as well as some methods to control it. Acting upon the knowledge is up to you.

Anchor Level 5-C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents by discussing the causes of teen work-related injuries and asserting that employers should help to reduce these injuries by giving <i>teen employees less responsibilities, better job training</i> , improved supervision, and fewer hours. The response explicitly connects statistics in the documents to the necessity for employers to be <i>willing to eliminate the causes</i> of injuries by relating the statistics to a teen's <i>pain and misfortune</i> .
Development	Clearly develops key ideas, using supportive statistics from both the text (quoting the occupational injury rate for teens) and from the table (<i>New York has the highest estimated frequency</i>). The response offers relevant suggestions for reduction of injury (<i>better job training and cut their shifts down</i>) and explanations of benefits (<i>Less hours amount to less exhaustion</i>).
Organization	Maintains an appropriate focus on what employers can do to help reduce on-job injuries for adolescents. The response begins by showing the seriousness of the problem, then lists possible actions by employers. Ideas are linked by transitional words and phrases (<i>For example, Also reported, Thus, Likewise, In addition to</i>).
Language Use	Uses appropriate language (<i>no one that young should have to work alone late at night</i>), although attempts at sophisticated vocabulary sometimes result in imprecision (<i>ardent pain and profound training</i>) or ineffective hyperbole (<i>harshly horrifying, icy facts,... chilling reality</i>). Sentences are sometimes used effectively (<i>Everyone needs money and makes sacrifices in order to obtain it</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in usage (<i>Less hours</i>) and grammar, but also using semicolons correctly.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language.	

Several local teenagers have been injured while working part-time jobs. Typical teenage jobs should not be ~~assumed~~ ^{assumed} safe. Many children and teenagers are working in hazardous conditions that put them at risk for health and safety problems on the job, and changes need to be made.

Studies show remarkable numbers of occupational injuries. In New York an estimated 1,060 injuries and illnesses occurred while working. These incidents ~~occurred~~ ^{happened} most frequently in eating and drinking places. ~~This area is the area~~ these high statistics are the result of teens handling dangerous items ~~from~~ hot grease, large machinery and unstable ladders to pesticides and other toxic chemicals. ~~Even with~~ child labor laws, ~~young workers are faced~~ ^{However,} with these dangerous conditions. The rates of occupational injuries ^{alone} do not provide all the information.

There are many consequences for the injured adolescent, including missed days of school, ~~that they~~

Federal child labor laws are not enough to prevent these incidents, ~~stronger~~ ^{stronger} restrictions need to be imposed.

One way to decrease the number of incidents is by improving the work environment. Recent evidence shows that young workers do not receive adequate health and safety training at work. It is essential for the employee to be aware of his or her surroundings, and the dangers of what they are

working with. Another way to improve the working environment is by ~~limiting~~ limiting the number of hours teenagers work. With less time on the job they'll have less exposure to these dangerous situations ~~when~~ ^{while} ~~work~~ going to school and having a long work schedule, many teens become fatigued on the job, and this increases the chance of injury.

Too many teenagers are getting injured on the job. By identifying the problems involved in the workplace, many of these problems can be preventive, and the number of incidents will therefore decrease.

Anchor Level 4-A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents in a discussion of workplace injuries incurred by adolescents. The response links information from the text and the table by using details from the text as examples of accidents occurring in the workplaces listed in the table, connecting this material to the task by listing changes in the work environment that would help reduce injuries. However, the response does not specify that the employer is the person to make the changes.</p>
Development	<p>Develops some ideas more fully than others. The description of possible accidents includes items from the table and specific details from the text, but the discussion of the consequences of accidents cites only <i>missed days of school</i>. The paragraph on preventive measures expands on the need for <i>adequate health and safety training</i> and <i>limiting the number of hours teenagers work</i>, but only touches on child labor laws; it does not refer to other important changes such as increased supervision and care in switching job assignments.</p>
Organization	<p>Maintains a clear focus on the need to reduce hazardous working conditions for teenagers, although the response does not state clearly who should be responsible for the needed stronger measures. The first section of the response covers the number and nature of the on-job injuries; the second describes some steps that can be taken to help prevent them.</p>
Language Use	<p>Uses language that is generally appropriate. Sentence length varies as does sentence quality. Sentences range from being relatively ineffective (<i>It is essential for the employee to be aware of his or her surroundings, and the dangers of what they are working with</i>) to being precise and effective (<i>With less time on the job they'll have less exposure to these dangerous situations</i>).</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>occured</i>), grammar, and comma usage that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

"Work may be an integral part of the lives of many children and adolescents, but how safe is the workplace for children?" This is a question that has posed many other questions and limitless discussions. However, something must be done to prevent adolescents from being injured or hurt "on the job".

Statistics show that many adolescents are being injured, working with dangerous materials, and constantly are put into safety risks when they are on the job. "... 50% used case cutters, 37% used ladders, 19% used food slicers and 13% used box crushers... 12% reported working alone at night."

Perhaps inexperience, fidgeting, school and sports, immaturity and lack of sleep contribute to a greater risk factor of an injury. Regardless of the reasons, adolescents are being injured seriously enough to miss work and days of school. In the graph provided we can clearly see the amount of time pulled from a work.

Measures must be enacted to prevent the job related injuries that adolescents are confronted with. Job training must be required and effective. If safety training is required, injuries will be prevented. One

of 14-16 yr. olds who were seriously injured, 54% had no safety training.

Adult supervision must be present also. Some 80% of work-related injuries were suffered when no supervisor was on the job.

As I before mentioned, fatigue may be a factor of work related injuries. Employers should avoid the working hours of the early morning and late at night for adolescents.

Another perhaps effective method might be to restrict young people from lifting, being around hot grease or machinery, as the graph shows us that these elements lead to injury.

Job skills training, health and safety training are a must. Adolescents are being injured more and more "on the job". Effective methods must be enacted to prevent young workers from serious injury or health dangers.

Anchor Level 4-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the text by discussing the risk factors leading to injury and methods of prevention. The response makes implicit connections between the documents and the task by quoting and paraphrasing information that supports the position that <i>something must be done to prevent adolescents from being injured or hurt "on the job."</i></p>
Development	<p>Develops some ideas (the need for safety training) more fully than others (fatigue as a factor). Specific details (<i>50% used case cutters and 54% had no safety training</i>), although relevant, are not elaborated. A brief reference to the table adequately connects <i>lifting, being around hot grease or machinery</i> to potential causes of injury.</p>
Organization	<p>Maintains a clear and appropriate focus on work dangers and prevention methods through the use of transitions (<i>Regardless of the reasons</i>) and topic sentences (<i>Adult supervision must be present also</i>). There is a logical sequence of ideas, moving from risk factors to prevention measures (restrictions on young people's use of materials), although inconsistencies occur. For example, the phrase <i>as I before mentioned</i> is inaccurate inasmuch as fatigue has not been previously mentioned as a factor.</p>
Language Use	<p>Uses appropriate language with an awareness of purpose (<i>Job skills training, health and safety training are a must</i>). Sentences vary somewhat in structure, but are sometimes ineffective due to imprecision in word choice (<i>Methods must be enacted</i> and <i>Employers should void the working hours</i>) and placement (<i>Another perhaps effective method</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional spelling errors (<i>health, immaturely, adolescences</i>) and the consistent misspelling <i>safety</i>, none of which hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Teen Injuries: In the workplace?

Most often, if a teenager chooses an after school or weekend job over sports, their parents are relieved.

Playing basketball, baseball, softball, or soccer could really injure you. But if you're just making change at the local McDonald's, what's the worst that could happen, a paper cut, right? WRONG! Teen's inexperience, long hours & lack of training could prove to be fatal. In fact, maybe it would have been better if you had laced up your cleats, after all.

The most common places of teen employment, the jobs that are said to be the easiest & safest, such as grocery stores & nursing homes, actually tend to have some of the highest injury rates for workers of any age. In fact, of all of the injuries of those under 18 in the workplace, in 2014 alone, 32% of them occur in grocery stores, & another 34% in eating & drinking accommodations. A study done by The National

Center for Health Statistics has even stated that the injury rate (age 15-17) is 4.9 out of every 100. But why is this—this happening? Many of you may say that it's just laziness by the person & that's as far as it goes. However, much of this is actually brought on by the employer.

If the employer does not ^{provide} through the proper training, have the proper supervision, or health training, it may prove harmful, or even fatal, to

the unsuspecting teen just out to make some money.

"Identification of the factors that place children & adolescents at risk... is essential for developing effective preventive efforts." Since we cannot pinpoint 1 direct cause, though, there can be no one solution. However, to try to increase safety, we must demand more reasonable hours & the proper training. If you feel uncomfortable doing any 1 job, ask for a different assignment. We must take the first steps, because we hold the power.

Anchor Level 4-C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by discussing why <i>it would have been better if you had laced up your cleats than made change at a local McDonald's</i> due to the frequency of injuries in <i>the most common places of teen employment</i> . The response makes implicit connections (<i>There can be no one solution</i>) between causes of injuries (improper training and supervision) and suggestions to increase safety (<i>demand more reasonable hours & the proper training</i>).
Development	Develops ideas briefly, using some details about jobs that <i>tend to have some of the highest injury rates</i> and that <i>much of this is actually brought on by the employer</i> . The response alludes to information from the table (<i>In NY alone, 32% of them occur in grocery stores</i>) which is then not elaborated. A statement about <i>laziness</i> as a cause of injuries is unsupported by evidence from either document.
Organization	Generally maintains a clear focus on teen injuries in the workplace, although the sports comparison is not maintained. The response is logically sequenced with an introduction comparing sports to jobs followed by an explanation of the problem and recommendations for increasing safety.
Language Use	Uses appropriate language with some awareness of audience (<i>We hold the power</i>) and purpose (<i>Teen Injuries: In the Workplace?</i>). Sentence structures vary. Questions (<i>But why is this happening?</i>) are followed by somewhat successful longer sentences (<i>If the employee does not provide the proper training, ... it may prove harmful, or even fatal, to the unsuspecting teen</i>) though the first sentence of the second paragraph is notably unsuccessful.
Conventions	Demonstrates partial control, exhibiting occasional omissions (<i>injur</i> and <i>such [as] grocery stores</i>) and errors in grammar (<i>a teenager ... their parents</i>) and punctuation (<i>Teen's</i>) and the consistent misuse of the ampersand that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

The injuries that teenagers face during work hours are serious. How can we prevent them.

Most teenagers like myself work after school to buy things they want so that they don't have to ask their parents for money or to help pay some bills in their household. Just because you're working part time to make a little pocket money, that doesn't mean you have to work in a non safe environment.

In New York where I am from 34% from 1,060 teenagers are injured in common places such as Eating and drinking stores and restaurants. And in the 34%, 15% of the injuries occurred with a teen worker caught in or compressed by equipment or objects. Also in New Jersey 27% of Grocery store injuries occurred just slipping or falling on something wet or greasy.

There are ways to prevent teenagers from injuries in the work place. First off, teenagers should receive better training and more of it. Also, some teenagers are not mature enough to handle certain portions where they work. The Manager or owner should evaluate the worker and

give them a job they can do properly, thro there should be wet sign on the floor when needed and Machinery should be safety approved.

Eventhough injuries will occur in the work place, their are way to prevent some injuries. I just hope business own and managers will read my article and make sure their businesses are safety approve and suitable for teenage workers

Anchor Level 3-A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, but misinterprets the table (<i>And in the 34%, 15% of the injuries occurs with a teen worker caught in or compressed by equipment</i>). The discussion of teen injury, although brief, uses the inaccurate interpretation of material in an effort to connect to the task. There are clear and original suggestions for injury prevention including <i>owner should evaluate the worker and give them a job they can do properly</i> and <i>Machinery should be safety approved</i> .
Development	Develops ideas briefly using some details (number of injured teens in NY) from the documents. The response discusses teen injury occurrences (although the statistics are inaccurate) and lists several injury prevention suggestions (<i>teenagers should receive better training and more of it</i> .) Little detailed explanation is provided to support these suggestions.
Organization	Establishes an appropriate focus on teen injury and prevention but digresses into motives for teen employment. The rudimentary structure does refocus on the task by putting key ideas (injuries and suggestions for improvement) in separate paragraphs with the thesis (ways to prevent injuries) reiterated in the conclusion. There are some irrelevancies (<i>In New York where I am from</i>).
Language Use	Uses appropriate language with evident awareness or purpose (<i>Even though injuries will occur in the work place, their are way to prevent some injuries</i>), but less awareness of audience, (<i>I just hope business owners and managers will read my article</i>). Sentence structures are occasionally effective.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>resturants</i> and <i>recieve</i>) and the use of homophones (<i>your</i> for “you’re” and <i>their</i> for “there”) and haphazard capitalization, none of which hinders comprehension.
Conclusion: Overall the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

Several local teenagers have been injured while working in part-time jobs. There are several major reasons why these injuries take place.

One major reason is the lack of health and safety training for workers. Safety training may reduce injuries and acute illness among young or inexperienced workers. In recent studies it is evident that young workers do not receive adequate health and safety training at work.

About half of young workers report no training was provided. Before employing young workers companies should go through and train them so they will know how to do their job and in turn decrease injuries.

A second major reason for workplace injuries is the lack of adult supervision.

Only a small percent of teenage workers spend their time in the presence of a supervisor. One survey found that 80 percent of work-related injuries suffered by adolescents occurred when no supervisor was present.

Also the work schedule plays a part in the likeness of injuries. Some work schedules, such as those involving long or unusually late or early hours, may contribute to fatigue in adolescents, and

fatigue is associated with an increased likelihood of injury.

The employers can avoid these mishaps if they give adolescents a workable schedule and provide adult supervision the whole time.

The last major thing that cause injuries is the assignment of youths to jobs other than the ones they were hired to perform. Adolescents end up doing things they weren't trained for and in turn cause injuries.

Businesses and other employers can avoid of these injuries by just following some simple rules and practice. What would you rather do, spend more money for accidents or keep all of your employees safe by following some common rules? The choice is yours.

Anchor Level 3-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, but makes no mention of the table. The response makes explicit connections between information in the text and the assigned task, suggesting ways in which <i>employers can avoid these mishaps</i> .
Development	Develops some ideas more fully than others. Although the response uses details from the text concerning training, supervision, and scheduling, it does not use information from the table concerning types of injuries and workplaces where they occur.
Organization	Maintains a clear and appropriate focus on the causes of workplace injuries and how employers can help prevent them. Ideas follow a logical sequence: the statement of each cause is followed by a brief discussion and then by a recommendation.
Language Use	Relies on basic vocabulary. Sentence structure varies somewhat, but with uneven success (<i>Before employing young workers companies should go through and train them so they will know how to do their job and in turn decrease injuries</i>). The response relies heavily on language copied from the text.
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation and spelling (<i>likiness and likihood</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 3 and 4, it remains at Level 3 because it addresses only one document.	

Teenagers' work-related injuries and illnesses are becoming more frequent. More and more teens are being injured in the work place. It is clear that a lot of jobs are not considering the safety and health of their workers, especially teens. A lot of teen jobs are not assumed to be safe, most of the times they are not.

Recent studies show us that in general, teens are being injured more than younger adolescents. They are not given the proper training. Other times teens are given other jobs to do, instead of the one that they are trained and ready to perform. A lot of other teens are not only getting more hazardous jobs but they are getting longer hours and are less supervised. Because of this older teens are being hurt with more serious injuries. Teenaged work-related injuries are due because of lack of experience, maturity and self control. Young workers are getting a lot of jobs requires little on-the-job training, a limited application of skill, a large amount of hours, that are not certain, and little benefits. Most jobs with these description involves in more injuries for teens. Within the work place the atmosphere in which most teens are working, most of the time are inappropriate.

Within the workplace there are numerous ways employers can help reduce the amount of injuries that happen to teens. For example an improved requirement for job opportunities, will not only improve a persons ability to do the job right but it will allow teens with

better skills to get the job. A limit should be placed on how many hours teens should work. While working teens should be more informed about job safety. They also should have more supervised work place. Because one survey found that 80 percent of injuries suffered by teens within the work place, occurred without the supervisor presence. Jobs that are related to teens should improve training and more experience. With safety training injuries might be reduced. A lot of the workers who are injured for example are the ones who are inexperienced.

All of these factors should be mandatory and if not by the boss or supervisor at least by the workers. All factors should be put into consideration when requiring a safe work place.

Anchor Level 3-C

Quality	Commentary
Meaning	Conveys a basic understanding of the text and task, discussing causes of injuries and ways employers can help reduce the amount of injuries. The response makes only superficial connections between the text and the task (<i>All factors should be put into consideration when requiring a safe work place</i>). There is no reference to the table.
Development	Develops ideas briefly, using details from the text about <i>teens...getting more hazardous jobs...working longer hours with less supervision and with safety training injuries might be reduced</i> . The idea of an improved requirement for job opportunities remains undeveloped.
Organization	Establishes but fails to maintain a focus on <i>teenagers' work-related injuries</i> . The response exhibits a rudimentary structure, listing injuries, causes, and employers' assistance.
Language Use	Uses language that is imprecise (<i>injuries are due because of, little benefits, Jobs that are related to teens</i>) and shows little awareness of audience. Sentences are often ineffective (<i>Young workers are getting alot of jobs requires little on-the job training</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>alot, proform, motourity, their</i> for "there"), capitalization, and punctuation.
Conclusion: Overall the response best fits criteria for Level 3, although it is somewhat weaker in language use and conventions.	

Several local teenagers have been injured while working in part-time jobs. I have decided to write a feature article for the school newspaper in which I discuss teenagers' work-related injuries and suggest some ways employers can help to reduce these injuries.

In this passage I will discuss teenagers' work-related injuries and suggest some ways that can reduce these injuries. Many teenagers are injured working in the kitchen, from serious burns, cuts, and slip and fall. Young workers who faced hazard on the job has a greater risk in balancing up with school and job. To reduce these injuries they should restrict non-experience workers in working ^{on} in the kitchen or any hazardous jobs. They should have safety training before working. Teens who are under 18 years old should work fewer hours than adults.

Anchor Level 2-A

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the text, stating <i>teenagers are injured working in the kitchen, from serious burns, cuts and slip and fall</i>, but making no reference to the table and omitting key ideas (contributing factors and statistics).</p>
Development	<p>Is incomplete, hinting at ideas about restrictions on inexperienced employees, <i>safety training</i> and limiting the member of hours teens under 18 should work. The response does not address information in the table.</p>
Organization	<p>Establishes an appropriate focus on the causes and possible corrective action for work-related injuries of teens, but provides insufficient evidence to maintain this focus. The response exhibits a rudimentary structure beginning with a statement of purpose, then giving one example of injury, and providing a few possible solutions.</p>
Language Use	<p>Uses language that is imprecise (<i>Young workers, who faced hazard on the job has a greater risk in balancing up with school and job</i>) and reveals no awareness of audience. The response relies on language copied from "The Situation".</p>
Conventions	<p>Exhibits occasional errors (<i>workers ... has</i>) that do not hinder comprehension. However, the response provides an unreliable assessment of conventions as it presents minimal original language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization and weaker in language use and conventions.</p>	

Several local teenagers have been injured while working in part-time jobs. "The National Center for Health Statistics reports an occupational injury rate for 15- to 17-year olds of 4.9 per 100 full-time equivalent workers in 1996." The amount of injuries reported from young adolescents compared to older adolescents were far lower. This is because the younger adolescents have less working hours as required by law. Many injuries that take place in a large amount of children are mostly the employments of hospitals, grocery stores, and nursing homes. "One survey found that 70% of work-related injuries suffered by adolescents occurred when no supervisor was present." Another reason for the injuries is working at night. Robberies and assaults take place late at night.

Anchor Level 2-B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents. The response relates some teen injury information (quoting the injury rate statistics), but makes no recommendation for injury prevention and does not allude to the table.
Development	Is largely undeveloped, hinting at reasons for higher teen injury rates, but failing to elaborate on them.
Organization	Suggests a focus on teen work-related injuries. The response lacks organization since most of the sentences, although related to the main concept of injuries, are random text selections with no connections. An apparent transitional phrase (<i>Another reason</i>) does not function as a transition in context.
Language Use	Uses language that is imprecise. Sentences are often flawed (<i>Many injuries that take place in a large amount of children are mostly the employments of hospitals, grocery stores, and nursing homes</i>). The response relies heavily on language copied from the text.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>occured</i>) and usage (<i>less working hours</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits criteria for Level 2, although it is somewhat stronger in conventions.	

Several local teenagers become injured while working part-time jobs. The percentages are becoming higher and higher. There are ways employer's can help to reduce the injuries to teenagers.

Workplace injuries are said by both the national and state levels found older adolescents to have more injuries than the younger adolescents. The Federal child labor laws and many state laws have strong restrictions on the work that can be performed by teenagers under the age of sixteen. This made younger workers be working in less hazardous work places. Another reason older adolescents have work injuries are the limits on their hours of employment, so they simply have less exposure to situations in which they could be injured.

Frequent work related injuries occur in eating and drinking places and grocery stores. The chart shows that the injuries occur with falling is the most frequent event that occurs. They found that incidence of occupational injuries and illnesses are associated with work

structures and negatively associated with on-the-job training.

There are ways to reduce the work related injuries. They considered essential component of comprehensive occupational health-and-safety programs. This may reduce injuries to young or inexperienced workers.

There are several local teenagers that become injured in their part-time jobs. They had programs show to reduce the injuries and illnesses to help inexperienced adolescents

Anchor Level 2-C

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the documents. The response alludes to child labor laws, but errs in asserting that older adolescents have less exposure to hazardous situations than younger adolescents. The response accurately interprets falling as <i>the most frequent event</i> , but omits key ideas and makes no specific suggestions to reduce injuries.
Development	Is largely undeveloped. References to the documents are often irrelevant, such as an unacknowledged quotation (<i>considered essential component of comprehensive occupational and health-and-safety programs</i>) offered as a way to reduce the work related injuries.
Organization	Suggests a focus on ways to reduce teenagers' workplace injuries, but lacks organization. For example, an observation about the frequency of falls is followed by, but not logically connected to, a sentence about undefined <i>work structures</i> and <i>on-the-job training</i> .
Language Use	Uses language that is often imprecise (<i>They had programs how to reduce the injuries and illnesses to help inexperienced adolescents</i>) or copied from the text.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>employer's can help</i>) and spelling (<i>adolescents</i> and <i>injured</i>) that do not significantly hinder comprehension.
Conclusion: Overall the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Teenager work injuries are a big problem in society today. Everyday more and more teenager's get injured, and it's not funny.

To stop teenager's from getting hurt in the workplace there are many things people can do. They can fire every teenager there is so they will not get hurt or they can do things like setting up classes they have to pass before they can get hired.

Everyone must get involved. If no one does then people are going to get hurt more and more until people join in and do thier part.

Anchor Level 1-A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding consisting of a personal response without reference to the documents. Although the response asserts that <i>Everyday more and more teenager's get injured</i> , no connection is made between this statement and the documents.
Development	Is largely undeveloped. Suggestions for preventive measures are illogical (<i>fire every teenager</i>) or vague (<i>Everyone must get involved</i>). There are no references to the text or the table.
Organization	Lacks an appropriate focus but suggests some organization by stating <i>teenager work injures are a big problem in society today</i> , then offering <i>things people can do</i> and finally calling for people to <i>join in and do thier part</i> .
Language Use	Relies on basic vocabulary (<i>big problem</i> and <i>get hired</i>) with little awareness of audience. Sentence structures vary with uneven success.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>thier</i> and <i>injures</i> for "injuries") and punctuation (<i>more teenager's</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because it makes no reference to the documents.	

Several local teenagers have been injured while working in part-time jobs. As part of a project for your health class, I have decided to write a feature article for the school newspaper in which I discuss teenager work-related injuries and suggest some ways employers can help to reduce these injuries.

According to the reading, work may be an integral part of the lives of many children and adolescents, but how safe is the workplace for children? There are many teenagers who got injured while working. According to the reading there was a 16-year-old crew cook in a fast food restaurant who got injured while working.

Anchor Level 1-B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding of the text and makes no reference to the table. The task is acknowledged but not addressed.
Development	Is minimal, consisting of a repetition of "The Situation" and a single short paragraph concerning teenagers' work-related injuries.
Organization	Suggests a focus on teenagers' work-related injuries but provides too little development to sustain this idea. Suggests some organization, following a general statement about <i>many teenager who got injure</i> with a specific reference to a <i>16-year-old crew cook</i> . Sentences copied from the text are presented in an order different from the order in the original.
Language Use	Is minimal and relies largely on language copied from the text and "The Situation".
Conventions	Is minimal, providing too little original work to make assessment reliable.
Conclusion: Overall the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Work may be an integral part of the lives of many children and adolescents, but is not necessarily safe; despite child labor laws that are intended to protect children from hazardous conditions, many young workers face preventable health and safety hazards on the job. Work-related injuries for teens are caused by three main facets: inadequate or no safety training, dangerous working conditions, and frequent violations of Child Labor Laws. If these could be reversed, merely providing minors with adequate safety training and information for their jobs, making the workplace safer and enforcing Child Labor Laws, adolescents would be getting injured a lot less on the job.

If on the job injuries could be traced to three factors, they would be inadequate safety training, dangerous working conditions and frequent violations of Child Labor Laws. Today, the lack of safety training for jobs causes many accidents. When teenagers who were hospitalized for on the job training, "54 percent of the respondents reported no safety training at all." The chart shows that virtually all of the injuries at the workplace were caused by falling, overexertion, et cetera, all of which are due to the carelessness and mistakes of the adolescents. Most of the remaining injuries are caused by unsafe working conditions. A few examples of this are open chemicals and slippery floors. There was a 16 year old pushing a barrel hot hot grease out of a restaurant when he slipped and the grease poured on him, resulting in second and third degree burns. The rest

of occupational injuries result from Child Labor Laws being broken. Teen workers are constantly being overworked, above their maximum possible hours and physical limits. They also have been operating machinery which are restricted to them. While teens, these accidents won't get fixed by simply feeling sorry, action must be taken and these problems fixed.

In order to combat occupational injuries, there needs to be more education and safety training for jobs, and a reinforcement of safety and Child Labor laws. As previously noted, many work related injuries are due to careless mistakes or improper procedure on the part of the employee. Had they received sufficient training for such activities as lifting, operating machinery, et cetera, the probability for these accidents would be greatly reduced. What is needed is mandatory safety classes for all jobs. Unsafe working conditions, however, also boast a good deal of on the job injuries. Such hazards as open chemicals and machinery account for the majority of these injuries. According to the chart, 13 percent of injuries in New York result from contact with some substance. Also from the chart, 13-15 percent of injuries in New Jersey and New York happen from some sort of machinery. Health inspectors do not visit work sites often enough to catch all these problems. So in response, there needs to be an increase in health inspectors and their total number of visits. Last

but not least, the frequent violations of child labor laws result in many avoidable injuries. One instance of this violation is minors working over their set amount of hours.

The article says this "may contribute to fatigue in adolescents and fatigue is associated with an increased likelihood of injury." In other words, these child labor laws need to be enforced much more than they are now. Even though it is easy to see the development of these problems, it is not so easy to see and implement the remedy.

Work is definitely an important part of teenagers' lives, but is unfortunately also a dangerous one.

These injuries due to insufficient safety training, hazardous working conditions and violations of child labor laws need to be shown to the public. Also, countermeasures need to be taken against them with equal fervor.

As you may already know, many local teenagers have been injured while working at their respected part-time job locations. These injuries which occur, occur for a many number of reasons and occur in all areas, not just our neighborhood. As a result, we will discuss these work-related injuries and even make some suggestions that you can tell your employer in order to reduce the risk of getting injured.

Although you may think that your workplace is very safe, according to a study done about work injuries and illness for children under the age of 18, annually here in New York there are 1,060 injuries which occur. Also, the median days of work missed is six. Many people don't believe that this is many days to miss but if your missing work then your probably missing school as well and six days of school is a great amount, especially during mid-terms.

The work-related injuries occur for a great many number of reasons. One reason that the injuries occur is because employers break the child labor law. According to a survey given to 300 Massachusetts high-school students, 19 percent used food slicers and another 13 percent used box crushers. This may not sound like a big deal but "child labor laws prohibit individuals under the age of 18 from operating either food slicers or box crushers. As you can see, if the federal government feels these are possible dangers to young workers, then when employers allow their workers to use these there is going to be a risk involved.

Another reason why work-related injuries occur is because of the lack of safety training. "Studies of adult workers

suggest that safety training may reduce injuries and acute illness among young or inexperienced workers." (National Academy Press) In another survey given to 14-16 year olds in emergency rooms for occupational injuries, 54 percent reported [not having received] safety training at all. (NAP)

As you can see, most work related injuries are caused by employers ignorance. There are many easy solutions that can limit the amount of workplace injuries. Two easy things that employers can do are, abide by the child labor laws and give new workers a safety training course. Until employers smarter up, the work place injuries which occur to teens will continue to be great

What ways employers can help to reduce teenagers' work-related injuries? Teenagers has been injured a lot over the past years. Employers should help their teenage employees to reduce injuries. In the article "Workplace Injuries" explains the injuries, type of jobs and the environment in the workplace of a teenager. And in the table "Work injuries and illnesses involving days away from work for children under 18 - New York and neighboring states" shows the frequencies of events and the frequent places that injuries occurs in children under 18.

In the article, most of the accidents occurs when the employers was not trained enough. Some accidents occurs when there wasn't any safety training in the working place. And some occurs when there is not enough people working and other needs to help and give them more responsibility. Like in a fast-food restaurant, a teenage cashier needs to help cook, and that cashier was not trained to cook, he/she could get into some serious accident, like burning or something. To reduce these accidents the employers should train the teenage employees enough to work in the work place and the employers should supervise.

In the table shows that ⁱⁿ most of the stats shown on the table, the most common injuries to young workers are caused by falls. The percentage of falls in Connecticut is 24%, 28% in New Jersey, 13% in New York, 25% in Pennsylvania and 27% in Vermont. These accident can happen a lot when a teenager is not cautious enough. To help these falls, the employers could have signs on the wall that says "careful, cautious."

Employers can do a lot

Readers of the school newspaper need to know about teenagers' work-related injuries. What I mean by that is many teenagers who work get injuries by box cutters, slicing machines, etc. So if your manager of a store and you going to hire a person of 16 years of age younger or less than 18 should chose responsible machinery for the teens.

Some way employers can prevent injuries is by not allowing a person under 18 to use dangerous machinery.

For instance a 16-year old boy had 2nd & 3rd degree burns by grease, at that age he shouldn't have been touching dangerous work equipment like that.

Many teenagers under 18 have part-time jobs. Many workplaces are hazardous to the children and adolescents. So many injuries are occurring that may leave serious damage to the individual. Things must be done to reduce so many injuries.

Some injuries occur because these teenagers are taking over shifts if someone decides not to show. Some of these shifts are worked by adults such as; cooks^{and} cleaning as in using chemicals. Chemicals are a huge safety hazard in a workplace, especially to children under 18. Teens under 16 don't have a higher risk at these dangerous places because they have less working hours.

Anyone who starts a job, must be trained before working a machine or using something that may hurt them. In the text, The Work Environment, in line 60-62, "Studies of adult workers suggest that safety training may reduce injuries and acute illness among young or inexperienced workers." (Nation Academy Press) Every workplace should have trainers. Also, a supervisor should be present at all times. About 80 percent of work-related injuries were because there was no supervision. Many shifts that are late night could also be a risk-factor, due to robberies.

According to a chart, in the United States there are more injuries due to a fall. In Connecticut and New York, frequent cases are in grocery stores that has 33% and the next place with most injuries is in eating and drinking places, that is the restaurants or food courts at the malls.

In order for injuries to decrease, work places must be aware with the age of people who are doing a certain work and there must be a person supervising at all times in case of an emergency.

Practice Paper A-Score Level 5

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

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 2

Conclusion: Overall the response best fits the criteria for Level 2 in all qualities.

Practice Paper E-Score Level 3

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