

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, June 18, 2003—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) 2	(7) 2
(2) 1	(8) 1
(3) 3	(9) 4
(4) 2	(10) 3
(5) 4	(11) 4
(6) 3	(12) 3
	(13) 1
	(14) 2
	(15) 3
	(16) 4

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	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 audience awareness of purpose and 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.

Freshmen, does the thought of public speaking make you panic? How about the thought of hosting a little dinner party? I'll bet that's considerably less frightening. According to Jane Tully, a professional speech writer, the two examples have more in common than you may suppose.

For instance, try considering the audience you've been asked to address as you would consider a group of prospective dinner guests. Ask yourself, "How many will be coming? Are their tastes similar, or diverse? How can they best be served?" Perhaps your "guests" would enjoy humor, or maybe historical anecdotes. Consider employing "entertainment" as a video, an illustration, or song. Don't neglect participation. A question and answer period is a popular adjunct to a speech. Beware of unintentionally insulting or embarrassing your audience. Make every "guest" feel welcome. Most importantly, don't underestimate the ~~importance~~^{value} of brevity. To quote Mrs. Tully, "Keep it moving, and keep it short, or you'll lose them."

You may also make use of the dinner party analogy when it comes to writing your speech. Decide to "use only the best ingredients". Be sure your information is, first and foremost, accurate. Then spice it up with tidbits that interest and amuse. Keeping your audience in mind, decorate the content of the speech to please them. According to Mrs. Tully, any effort you spend locating audience-specific details is almost guaranteed

worth your while).

However, while you're busy decorating your speech, be careful to maintain your integrity of focus. Pare off any tangential ideas that may lead listeners away from the main idea, the one thing you want them to remember. According to Mrs. Tully, if in doubt, pare some more.

So when, freshmen, in the course of your high school years you are asked to give a speech, remember these little dinner party hints. You'll be surprised with the feast you'll come up with, and how much your audience will enjoy.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, adopting Tully's <i>dinner party analogy</i> to explain the process of speech writing. The response makes insightful connections between the text and task (<i>How can they best be served, decorate the content of the speech to please them, maintain your integrity of focus</i>).</p>
Development	<p>Develops ideas clearly and fully, using a wide range of specific details from the speech to discuss the importance of audience (<i>Are their tastes similar, or diverse</i>), content (<i>Decide to "use only the best ingredients"</i>), and focus (<i>Pare off any tangential ideas</i>) in speech preparation.</p>
Organization	<p>Maintains a clear and appropriate focus on speechwriting advice, beginning with an introduction intended to make speechwriting <i>less frightening</i> to <i>Freshmen</i>, followed by three cohesive discussions, and ending with an effective conclusion. The response maintains coherence through skillful use of appropriate devices (repetition of <i>Freshmen</i> in the introduction and conclusion) and transitions (<i>According to Jane Tully, For instance, However</i>).</p>
Language Use	<p>Uses language that is precise and engaging (<i>a popular adjunct</i>), with a notable sense of voice (<i>I'll bet that's considerably less frightening</i>), and awareness of audience and purpose (<i>try considering the audience you've been asked to address</i>). The response varies structure and length of sentences to enhance meaning (paragraph 4).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

The purpose of our high school's English Classes is to foster effective communication techniques. In order to graduate from high school each student must be able to read, write, listen and speak effectively. To speak effectively one must master the techniques of speech writing.

According to Jane Tully, a professional speech writer, creating a speech is much like preparing a meal for guests that you wish to impress. Her analogy has three primary components, awareness of which will help the amateur speech writer immensely.

The first is "know who's coming to dinner." This means that in order to communicate effectively with an audience there are five basic questions the speech writer must answer. These answers will affect the construction (of the speech) and, eventually, the success.

A speech writer needs to know the size, the age range, and the gender of the audience. When writing for a large audience, the speech writer must infuse the speech with entertainment. The age range of the audience affects the anecdotes and supporting materials that will enable listeners to internalize material. Teenagers and octogenarians have different tastes in almost all areas of life. Likewise the support materials that will work differ with the gender of the audience. Though many today entertain a unisex approach to

writing, the reality is that stories about football are likely to be more appealing to a male audience. So consider whom you are writing for.

Ms. Tully's second suggestion is "use only the best ingredients". Just as a meal tastes best when the best ingredients are used, a speech needs unique information. This means research. The unique piece of supporting material may not be readily available. Through careful research one might find that a rare periwinkle is used to cure childhood leukemia. This interesting fact could be used to link interest in the environment to the life-saving work of the Leukemia Society. As a speech writer, take time to search for unique material. Also feel free to add quotations and humor. All of these will aid the audience in retaining the speech's message.

Ms. Tully's third suggestion, "concentrate on the main course", deals solely with the message of the speech. All material in the speech must contribute to the main idea of the speech. All else should be jettisoned, even if it is material that took hours to find. Ask, "what is the one thing I want the audience to remember?"

Once you have an answer focus on that concept. Asking this question will also help you to pare the speech to a manageable length of about 20 minutes.

Anchor Paper – Part A—Level 6 – B

As a beginning speech writer consider audience, unique material, and a strong central focus. These considerations will yield a masterful product.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the text, stating that <i>according to Jane Tully ... creating a speech is much like creating a meal for guests that you wish to impress</i> . The response makes insightful connections to the task by effectively incorporating Tully's ideas as supporting material, pointing out that <i>Tully's analogy has three primary components, awareness of which will help the amateur speech writer immensely</i> .
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant details from the text to elaborate on the three aspects of Tully's analogy (<i>A speech writer needs to know the size, the age range, and the gender of the audience; a speech needs unique information; All material in the speech must contribute to the main idea</i>).
Organization	Maintains a clear and appropriate focus on mastering <i>the techniques of speech writing</i> . The response presents a logical structure, beginning with an introduction establishing the purpose of the text (<i>to foster effective communication techniques</i>), followed by three cohesive discussions, each relating to a key idea from the speech, and ending with an effective summary conclusion. Coherence is maintained through skillful use of transitions (<i>The first, Likewise, Ms. Tully's second suggestion, as a beginning speech writer</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>All else should be jettisoned and yield a masterful product</i>) with a notable sense of voice and awareness of audience and purpose (<i>Asking this question will also help you to pare down the speech to a manageable length</i>). The response skillfully varies sentence structure and length to control rhythm and pacing.
Conventions	Demonstrates control of the conventions exhibiting occasional errors.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

As an incoming high school freshman you probably feel one of two ways towards the subject of effective speech writing. One, you believe you simply cannot write speeches and have no desire whatsoever to do so or two, you've always found speech writing difficult and far too overwhelming but do in some part of your soul, wish you could master the skill. I'm sure most of us could say nearly the same thing about preparing a meal. If you've never cooked before, there may be a sudden flash of anxiety and helplessness as you stare helplessly at the directions. However, if you're willing to try, speech writing can be much less painful if you follow the recipe step by step, just as you would the first time you were left on your own to make dinner. Gene Tully, a professional speech writer, believes there are three basic steps to writing a speech. First, she says it is important to know your audience. She uses the extended metaphor of throwing a party and making them dinner to illustrate her points. In the same way, one would want to know

you was coming to their dinner party, a speaker wants to grow their audience, so he or she can choose a meal or subject matter everyone will enjoy. When writing your speech, use jokes, stories and anecdotes that will relate and reach all members of the audience. The more people who will be hearing the speech, the more it is necessary to "grab" their attention or, as Tully warned, they will begin to "feel anonymous and out of place. If possible, try to find out the age and gender as well before writing the speech.

The second step in the process or the "recipe" is to "use only the best ingredients". This means you must have courage, don't be afraid to learn new things and add an "exotic twist" to your speech. It will make your speech much more captivating if you find new or unusual facts that will keep the listeners awake. If you were cooking a dinner, you wouldn't want your guests to think the food was bland. Some things are better with a bit of spice. It shouldn't make up the whole speech or meal, it is what the audience will remember.

Therefore, whenever possible, be sure to use quotes, anecdotes, and any other little "tidbits" of info which may be the one thing that made one of your listeners finally fully understand your idea.

Last, but definitely not least, important, is to "focus on the main course." There is always one thing that stands out on the dinner table above all the rest. It is essential to have a central idea which "listeners can take home," as Tully said. All illustrations and stories must relate to your message and in some way reinforce the idea you are hoping to convey to the audience. Tully suggests that we "drop things that don't relate to the main point." Also, keep your speeches as short as possible. "We can only eat so much in one sitting." Most people do not eat french fries with lasagna, so remember not to add stories for the sake of having them, even if they are fascinating. We all know both french fries and lasagna are delicious, but not when they're together.

If no one has yet to master

The Art of Cooking or Speech writing,
 do not feel frustrated, after all,
 we are not asking you to make
 a Thanksgiving dinner from a pot of
 boiling water. That would be
 impossible. All you need is a main
 idea and then Jane Tully's simple
 3 step recipe and you will no
 longer feel lost and hungry in
 the world of cooking or speech writing.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, using Tully's <i>extended metaphor of throwing a party</i> to explain the <i>three basic steps to writing a speech</i> . The response makes clear and explicit connections to the task by relating the preparation necessary for a dinner party to speech preparation (<i>The second step in the process or the "recipe" is to "use only the best ingredients"</i>).
Development	Develops ideas clearly and consistently. The response uses relevant and specific details from the text to elaborate the importance of knowing your audience (<i>use jokes, stories and anecdotes that will relate</i>), carefully selecting material (<i>add an "exotic twist"</i>), and having a central idea (<i>All illustrations and stories must relate to your message</i>).
Organization	Maintains a clear and appropriate focus on <i>the subject of effective speech writing</i> established in the introduction. The response exhibits a logical flow of ideas through the use of appropriate transitions (<i>First, The second step, Therefore, Last</i>).
Language Use	Uses language that is generally fluent and sometimes original (<i>you've always found speech writing difficult and far too overwhelming, but do in some part of your soul, wish you could master the skill</i>), with evident awareness of audience and purpose. The response varies sentence structure and length to control rhythm and pacing (<i>If you were cooking a dinner, you wouldn't want your guests to think the food was bland. Some things are better with a bit of spice</i>).
Conventions	Demonstrates partial control of the conventions, with occasional errors in spelling (<i>tibits</i>), punctuation (<i>courage, don't and meal, it</i>), agreement (<i>speaker ... their and quotes, anecdotes ... may be the one thing</i>), and pronoun reference that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

If you want to become an effective speechwriter, you have to know and understand the basic techniques. First, you should follow ~~the~~ three simple steps to get the hang of it. Otherwise, you're going to feel "down in the dumps" when you're first ~~assigned~~ speech is assigned because you just won't be able to hack it without these three easy ~~one~~ steps. Now, just follow me.

First of all, you have to know who you are talking to. What I mean by that is: "Is it a group of teenagers or elder people?" or "Is it ~~a~~ ~~an~~ an enormous audience, or just a small classroom full of people?" ~~or~~ or "all male, all female, or a mix of both?" This is why you should be prepared. You don't want to be in front of your audience telling jokes your friends would understand, but have the elder folks asking: "What's that supposed to mean?" or "Why did he/she say that?" Humor is an important entertainment value that you should offer, but just try to use some with a ~~a~~ broad appeal. The size of the audience you're speaking to also counts. Large audiences tend to "drift off" because the people feel unnoticed. To stop this from happening, try to tie in some audio visuals or interesting facts to make it interesting. My last piece of advice in this area is to keep it moving and keep it short, because you don't want your topic to become boring or dull and have your audience sit through it for ~~and~~ what seems like forever because it just drags on.

~~But~~ the next step is to ~~and~~ research the speech ~~that~~ you could always learn something new that supports your topic. Once you have found all the information, "spice it up" ~~by~~ and add an "exotic twist," perhaps by adding in interesting points and facts. Using good quotes ~~to~~ adds "zest" to your paper, but at the same time, make sure the quote or quotes don't change the direction of your subject. Illustrations or stories even help you to reinforce your message and at the same time help the

audience relate to the topic. Following this step will help make the speech memorable.

Last, but not least, have a main focus to tie the speech together. Tying the speech together can be cutting things out too. For example, if something, like a joke or quote, doesn't fit in your speech even if it's interesting, get rid of it. Try to keep it around 20 minutes or so because people will get tired of hearing ~~it over~~ information over and over again. A quote that you should definitely have in the back of your mind at all times while you write or prepare for the speech is "If your audience remembered only one thing, ~~what~~ what would you want it to be?"

Well, those are all the pointers I have for ~~improving~~ becoming an effective speech writer. Just remember the three simple steps: 1. Know the audience, 2. research the speech, and 3. have a main focus. If you follow these steps, you will survive speechwriting.

Anchor Level 5 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text, advising beginning speechwriters to <i>follow three simple steps to get the hang of it</i> . Connections between the text and task are generally explicit (<i>1. Know the audience, 2. research the speech, and 3. have a main focus</i>).
Development	Develops ideas clearly and consistently. The response uses specific and relevant details from the text to elaborate on the importance of knowing <i>who you are talking to</i> , researching the speech, and having a main focus.
Organization	Maintains a clear and appropriate focus on the <i>basic techniques</i> necessary to write an effective speech. The response exhibits a logical sequence of ideas through the use of appropriate transitions (<i>First of all, The next step, Last</i>).
Language Use	Uses language that is generally fluent, although occasionally imprecise (<i>Humor is an important entertainment value</i>) and colloquial (<i>hack it</i>). The response shows evident awareness of audience and purpose (<i>If you want to become an effective speechwriter, you have to know and understand the basic techniques</i>) and varied sentence structure and length control rhythm and pacing.
Conventions	Demonstrates control of conventions exhibiting occasional errors in spelling (<i>reenforce</i> and <i>definitely</i>) and confused punctuation (<i>mean?</i> , or <i>“Why”</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in meaning.	

Speech writing is an art that everyone should try to learn. Public speaking can help you advance throughout life if you work hard at it. A major part of public speaking is being able to write a good speech. Jane Tully is a professional speechwriter that gave a speech about her profession.

Any speech must have a purpose. You are going to want an audience and a topic to speak about. Jane Tully compares a speech to a party. She says that the speaker is like the host, the people in the audience are the invited guests, and the speech is a hearty food for thought. This is a great example of how you can compare your ideas to something that almost anyone can relate to.

Tully says the speechwriter is the caterer, and writes for the speaker when the speaker is too busy or just cannot write a good speech. Using the idea of the party, you need a good recipe for your "meal." Tully has what she calls a three step recipe for a great speech. First, you need to know what kind of group you are speaking for. If the group is small you can easily keep the audience engaged by using eye contact. If it is large, you will have to keep them involved. Tully says that in a large audience a listener may feel anonymous and may not stay focused on the speaker. She says that a speaker must add entertainment value to keep the audience aware of the topic. Use visual aids and keep the speech short and interesting. Audiences may lose interest in the speaker after about twenty minutes. The last thing you need, as a speaker or

Speechwriter, is to have your audience fall asleep right in the middle of your speech. If it gets too long, break it up. The age and gender of a group also matter. If you tell a joke that appeals to young men to a group of women, it may not work out very well. By knowing who is coming, you can use supporting information that will help to get your point across to the audience.

The second step in this recipe is to use only the best ingredients. New food can add flavor to your meal. By using a couple of little known facts you can make your speech interesting. Tully uses a story to put this point across. She had written a speech for a man from National Geographic that was receiving an award from the Leukemia Society of America. She says that she will go out of her way to learn a little known fact, and she did for this gentleman. She learned about a small tropical periwinkle plant that is used to save ninety-five percent of children with leukemia. This helps to show how National Geographic was dedicated to helping others. By adding things to your speech, you can give it substance and make it worth listening to. This leads to the third part of the recipe: Stay on the main course. If you use too many things that have nothing to do with your topic it will detract meaning from your speech. Tully says the first question you should ask is, "If your audience remembers only one thing, what would you want it to be?" You must take this into consideration when preparing to write your speech. By staying on this idea you can keep the speech short and still keep it interesting. The last thing to remember

about good speechwriting is that no matter how interesting a fact is, if it doesn't pertain to your idea do not use it.
 Great speechwriting is a gift. Some people can do it naturally. But for those who can't, by following Jane Tully's ideas on speechwriting anyone can create a good and inspiring speech.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, comparing a speech to a party, a speechwriter to a caterer, and giving Tully's <i>three step recipe for a great speech</i> . The response makes explicit connections between the text and the task (<i>you need to know what kind of group, use only the best ingredients, stay on the main course</i>).
Development	Clearly develops each step of Tully's recipe, using specific and relevant details from the text. The response explains the importance of knowing audience size, age, and gender; using <i>little known facts</i> to add interest; and staying focused to <i>keep the speech short and ... interesting</i> .
Organization	Maintains a clear and appropriate focus on learning <i>to write a good speech</i> . The response maintains a logical sequence of ideas through the use of appropriate transitions (<i>First, By knowing who is coming, The sencond step, This leads to the third part</i>) though the inclusion of <i>the third part</i> in a paragraph which begins <i>the second step</i> detracts from structural consistency.
Language Use	Uses language that is generally fluent with evident awareness of audience and purpose (<i>The last thing to rembember about good speech writing is ... if it doesn't pertain to your idea do not use it</i>). The response varies sentence structure and length to control rhythm and pacing.
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>audiance, catorer, apeals, recieving, gentelman, lukemia</i>) and occasional errors in usage (<i>for for "to", to for "too", and for "an"</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

"I'm too scared, I can't do it", the words of yours truly when I was a freshman, and was asked to speak in front of class. ~~Now~~ These days speechwriting is no 'biggie', I'm as cool as the other side of the pillow, and believe it or not you'll be the same way, too. Once I learned these new techniques to writing a speech, I was like a preacher on a typical Sunday morning. And to help you become the speechwriter I am today, I will share my techniques with you, so listen up.

Now as you progress into high school, you will be organizing parties for you and your friends. This is kind of like organizing a speech, but your friends in this case is the audience. You want everyone to go home saying, "That was the best party I've ever been to", ~~and~~ that's how you want your audience leaving, "that's the best speech I've ever heard". So first of all, you need to know who is in the audience, and how big it is. If the audience is small, they will be easier to keep their attention, but if you have a large audience, they tend to lose their sense of focus, and fall asleep, so to keep their eyes open, you should include humor into the speech, and add audio or visual displays, especially if the speech is over 20 minutes, that's when people tend to lose all attention.

Know your age range. If you are talking to little kids, add humor, and cartoon-type audios, things they are interested in. If your audience is older, and more mature, you still can add humor, but on a higher level. ~~and~~ The grammar is a huge deal, you need to have a more extensive vocabulary as the age range increases. The gender of your audience is

also important to your speech. If the majority of the audience is male, include a sports or entertainment theme, but if it is mixed use something everyone will enjoy. If you really want to keep your audience listening, provide them with a fact that they would never know, something that amazes them.

Most important of all is the main focus of the essay. Keep your speech clear at all times, don't drift off at any point, or your audience may drift off. Don't include any inappropriate points or ideas, this will help you keep it to under 20 minutes. Your main goal is to make sure every person in the audience knew the main focus, this can be done with a question and answer session at the end.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, comparing <i>organizing parties</i> to <i>organizing a speech</i> , and making generally explicit connections to the task (<i>you need to know who is in the audience and provide them with a fact that they would never know</i>). Some connections, however, are implicit (<i>Most important of all is the main focus</i>).
Development	Develops some ideas more fully than others. The response discusses the importance of knowing your audience and adapting your materials to suit them, using relevant details from the text. However, the importance of adding interesting facts is mentioned but not developed. The response attempts to develop advice on keeping your material focused, but ideas are not clearly explained (<i>don't drift off ... or your audience may drift off</i>).
Organization	Maintains a clear and appropriate focus on speech writing techniques, and generally exhibits a logical sequence of ideas, occasionally making effective use of transitions (<i>Once I learned, Now as you, Most important of all</i>), although the response contains some internal inconsistency, (diverse ideas are combined without transitions within paragraphs 3 and 4, and the lengthy introduction is unbalanced by the abrupt conclusion).
Language Use	Uses language that is generally fluent and original (<i>I'm as cool as the other side of the pillow and I was like a preacher on a typical sunday morning</i>), although occasionally imprecise (<i>audience leaving, they will be easier to keep, focus of the essay</i>). The response exhibits a notable sense of voice and an evident awareness of audience and purpose. Sentences are generally varied effectively.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (using comma splices), grammar (<i>friends ... is and goal is ... knew</i>), and usage (<i>techniques to, too for "to", into the speech</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning and language use.	

Welcome freshmen, a lot of you think you know everything already but you will quickly find out that high school requires you to attain many more skills. For instance, speech writing sounds simple, but done improperly can leave you feeling foolish on that stage. Take the time to read this article carefully because this seasoned veteran is going to open up your eyes.

First and foremost ~~be aware of whose coming~~ make your speech stand out, appealing, and easy for the listeners to take in. Following the basic recipe for successful speechwriting can easily attain this goal. First of all, know whose coming, knowing the size group should greatly change the structure of your speech. If it is a smaller audience, it is easier to keep their attention and eye contact. Your speech can be more right to the point with a small sized audience. When speaking to a larger audience, it is for easier ~~to~~ lose their attention, they are more likely to drift off and feel anonymous. ~~With~~ With this type of audience, more entertainment value is needed. Use audio and/or visual support, as well as stories and humor. Remember, don't ~~get~~ get carried away, keep it short and sweet or you will lose your audience. Also knowing the age group of the audience goes hand in hand with knowing their gender. These factors affect the ~~speeches~~ humor and the images you should portray to the audience. For example, ~~don't tell a joke~~ you wouldn't

tell a joke to your grandmother that you would tell to your peers.

Second, use your best ingredient. What that means is to be different and spice it up, use little tidbits of vital information. Make your stories interesting at the same time easily connected by the listener to the main point of your speech. Stories enable the listener to pay attention and understand you better. Also add in a few unusual facts that will have the audience saying "Wow I did not know that." Finally, the last ingredient for a successful speech is to focus on the main course. You want the audience to leave the auditorium with this idea hammered in ~~in~~ their heads. All the support techniques, audio and visual aids, stories, and humor should all be centered around this main idea.

Remember freshmen, you're speaking to humans. Don't put them through what you would want to go through. Keep your speech 20 minutes or less, any more and ~~the audience will~~ you will lose the audience's attention. Most of the information you gather should be left out of your speech if it is not related to your main idea. Remember, a person can and/or wants to hear so much at one sitting.

Good Luck, Freshmen.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, discussing techniques for writing in terms of Tully’s <i>basic recipe</i> , including <i>know whose coming</i> , <i>use your best ingredience</i> , and <i>focus on the main course</i> . Connections to the task are explicit (<i>knowing the age group of the audience</i> , <i>knowing their gender</i> , <i>be different and spice it up</i>).
Development	Develops some ideas more fully than others. The response clearly explains the importance of knowing your audience and keeping their interest, using relevant details from the text (<i>Use audio and/or visual support</i> , <i>keep it short and sweet</i> , <i>you wouldn’t tell a joke to your grandmother</i>), but the discussion of focusing on the main idea is less well developed.
Organization	Maintains a clear and appropriate focus on successful speech writing techniques. The response exhibits a logical sequence of ideas through the use of transitions (<i>First of all</i> , <i>Second</i> , <i>Finally</i> , <i>Remember</i>).
Language Use	Uses language that is generally appropriate, although sometimes imprecise (<i>Following the basic recipe for successful speechwriting can easily attain this goal</i> and <i>knowing the size group</i>) with evident awareness of audience and purpose. The response makes effective use of sentence structure.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>drif</i> and <i>ingredience</i>), punctuation (comma use and end punctuation), capitalization (<i>they</i> , <i>don’t</i> , <i>Luck</i> , <i>Freshmen</i>), and usage (<i>whose</i> for “who’s”, <i>your</i> for “you”, <i>hammered in their heads</i> , <i>your</i> for “you’re”) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.	

There are often times when you may get bored or tired of hearing a speech when it is being told. In most matters, it is not your fault you lose interest. It can be the speaker's inability of keeping an audience's attention. Here is a handy handbook to prevent you from putting an audience to sleep without getting your main idea across.

Tips from a professional speechwriter, Jane Tully can be very relevant to writing your speech. Jane's view is to look at it as, "making a speech is like giving a party." The audience being the guests and the speech being the meal. This meal has to be so appealing it will make the guests want more. Interesting ideas is always the key. You as a speaker is like a "verbal caterer" whose priority is to have something extra to stand out. A great way of preparing a speech is to know what type of audience is coming. If the audience is small it should be rather easy to gain full attention. On the other hand if the audience is big people will start to feel "anonymous" and drift off. This is when you need to be creative. Add humor, bring in audio or visual affects, and keep it short. Always use humor that will

appeal to the type of audience you have. Spice it up with an unusual fact, almost like a new ingredient to a meal. Good quotes always add zest and gives the audience something to remember.

The key is to stay focused and keep the audience focus. A good speech always sends out the message. With all the humor and fun put into the speech the one thing you want the people to remember is the "main idea".

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Jane's view is to look at it as "making a speech is like giving a party"</i>). The response makes implicit connections to the task (<i>Interesting ideas is always the key, This is when you need to be creative, use humor, Spice it up</i>).
Development	Develops some ideas more fully than others. The importance of knowing what type of audience is coming is clearly explained, using relevant details from the text. Other ideas are less developed (<i>Good quotes always add zest and The key is to stay focused and keep the audience focus</i>).
Organization	Maintains a clear focus on <i>keeping an audiences attention</i> , as stated in the introduction. The response generally exhibits a logical sequence of ideas, but contains some internal inconsistencies. Diverse ideas are combined in paragraph 2, and a key idea is ineffectively used as a conclusion.
Language Use	Uses language that is generally appropriate, although sometimes imprecise (<i>have something extra to stand out</i>) and repetitive (<i>hearing a speech when it is being told</i>). The response occasionally makes effective use of sentence structure (<i>If the audience is small ... On the other hand if the audience is big</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>apealing</i>), punctuation (<i>speakers inability; audiences attention; speechwriter, Jane Tully can</i>), grammar (<i>ideas is, you ... is, audience focus</i>), and usage (<i>inability of keeping and affects for "effects"</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

When you're writing a speech you have to know whom you're writing to, what you're writing about and the purpose of the speech. Keep in mind that a speech sends messages.

In an article I listened to by Jane Tully she mentioned, "A speech is like a meal." You could be speaking to a large number of people or a small amount of people. The key to that is to know whose coming.

Jane Tully also mentioned giving a speech is like giving a party. You should know what type of information you're going to feed to your audience. You can't feed your audience any information if you don't know the info yourself. To determine what type of information you serve, you would have to know the age of the audience and what is the speech given for. When you present a speech you speak the basic facts.

When thinking of ideas to present a speech you should list things that will catch the audience attention. To some people giving a speech to 9th graders might be easier than giving a speech to adults. Choices like that aren't always eligible. Making a speech is not easy for all people. Once you have gotten in front of the audience you should just let whatever you have to say flow.

To most people speech is not something that just come so easy. For others it's like a breeze

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, paraphrasing Jane Tully’s three-step recipe in the opening sentence. The response makes implicit connections to the task (<i>The key ... is to know whose coming and giving a speech is like giving a party</i>).
Development	Develops ideas briefly, using some details from the speech (<i>large ... or small amount of people and know the age of the audience and what is the speech given for</i>).
Organization	Establishes a focus on effective speechwriting techniques in the introduction, but loses focus in paragraph 3, lapsing into a discussion of the relative ease or difficulty people may have in delivering a speech.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>you speak the basic facts and Choices ... aren’t always eligiable</i>). The response shows little awareness of audience beyond the use of <i>you’re</i> and <i>you</i> throughout.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>eligiable</i>), punctuation (comma and apostrophe omissions), grammar (<i>speech ... just come so easy</i>), and usage (<i>amount of people, whose</i> for “who’s”, <i>you’re</i> for “your”) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning and conventions.	

To all the incoming Freshmans. I ^{am} writing to advise you on skills which are need for high school. I will be discussing with you many different techniques for effective speech writing. I am a professional and I will share with you many interesting ideas witch may help to make your speeches excellent.

To wright an appropriate speech you will need interesting ideas, you have to use specific, acurate and relevant information. There are many tips which are useful when writing a speech. A good method is to think of of yourself as a cabron, You should know who is coming, use best ingredients and focus on the main course. The larger the audience the easier for listeners to drift off.

It is good to also add stories and humor but keep it moving and short or you will lose them. In many occasions the age group and Tender is very important, seniors, young professionals or students. Use a tone and level of language appropriate for the audience you are working with. Alway have your ideas organized and in a logical and coherent manner.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text (<i>There are many tips which are useful when writing a speech. A good method is to think of of yourself as a catoror</i>). Connections to the task are few. The response reveals some misinterpretation of the task (<i>I am a proffessional and I will share with you many interesting ideas</i>).</p>
Development	<p>Is largely undeveloped (<i>You should know who is coming, use best ingredients and focus on the main course</i>), although the idea of keeping the audience’s interest is developed briefly (<i>The Larger the audience and add stories and humor but keep it moving</i>). The response incorporates text copied from the task guidelines (<i>use specific, acurate ... information and Use a tone and level of language</i>).</p>
Organization	<p>Establishes, but fails to maintain, a focus on <i>ideas witch may help to make your speeches excellent</i>. The response exhibits a rudimentary structure, consisting of three paragraphs, but ideas within paragraphs are randomly combined, resulting in numerous inconsistencies.</p>
Language Use	<p>Uses language that is generally basic, including more sophisticated vocabulary copied from the task guidelines. The response exhibits some awareness of audience and purpose. Sentence structure is frequently flawed.</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>Freshmans, wrighting, proffessional, acurate, catoror, Alway, coharent</i>), punctuation (end punctuation and comma use), and usage (<i>witch</i> for “which” and <i>In many occasions</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

We need to know some important things to understand and learn about techniques for effective speechwriting. There you can find some steps that we can follow to get better in our writing skills to make a speech. As Jane Tully a professional speechwriter showed us how can we make a speech better by compared it with a "meal" at a party.

Some of the things we have to follow for a better speech can be as Jane Tully says, "speech is like giving a party the speaker is the host and the audience just enjoy the meal. The ideas that the speaker gives is interesting things to chew on."

Jane Tully make a speech as a "Recipe". She follow some steps just to make a perfect speech. One of this steps is to know who is coming, another one is to only use the best ingredients and at last to always focus on the main course or idea.

When you know who is coming, for example senior young people or kids,

you have to choose topics to make them understand your idea some how. as larger is the audience is harder to control them, But you have to keep it moving and you have to be short or you'll lose their attention, like making jokes, reading stories, etc. this would help to.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text, (<i>As Jane Tully a professional speech writer showed us how can we make a speech better by compared it with a meal</i>). The response makes few superficial connections to the task (<i>When you know Who is coming ... you have to choose topics to make them understand your idea some how</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the text are repetitive (<i>a speech ... compared ... with a meal.</i> at a party and <i>speech is like giving a party ... the audience just enjoy the meal</i>), and vague (<i>as larger is the audience is harder to control them</i>).
Organization	Maintains an appropriate focus on <i>techniques for effective speechwriting</i> . The response exhibits a rudimentary structure, consisting of two introductory paragraphs, followed by two body paragraphs. There is no conclusion.
Language Use	Uses language that is often imprecise (<i>There you can find some steps that we can follow to get better in our writing skills to make a speech</i>). The response reveals little awareness of how to use sentences effectively (<i>Jane Tully make a speech as a "Recipe"</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>houst</i>), punctuation (<i>Jane Tully a professional speech writer showed</i> and use of quotes), grammar (<i>ideas ... is, Jane Tully make, She follow</i>), and usage (<i>as larger ... is harder</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and language use.	

My English Class is writing a handbook for incoming freshman advising on skills needed for high school. I got my information from a speech by June Tully. I am going to tell about effective speech writing, Accurate, relevant information.

A speech is like a meal. It can be interesting and have important information. Put the extra effort it will be worth it. There is three guides to go by. The first one is to know who is come to the party

The second is to use only the best information. If it does not make sense to not use it save it for another speech. The third is to focus on the the best force

The size of the group can make a difference. A small group can keep eye contact. A big group on the other hand. It is hard to keep eye contact. The group sometime feel unnoticed.

To Keep the Group on track
you should have speech no longer
than 20 minute. If longer use
Movies, Sides, humor, Add to story
Keep it moving & Short, Questions.

Find out what age group.
Like its Senior, Kids, teens, Adult.
Also if it men or women.
So you can make it more
interesting.

Be Sure it is Clued your
Central Idea. To Help Remember
Your Point.

That How you should write your
Speech.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech, with some minor confusion (<i>the Third is to forues on the ... Best force</i>). The response makes superficial connections to the task (<i>A Speech is like a meal. It can he Interesting and have imporant Information</i>).
Development	Is largely undeveloped. The response hints at the idea that <i>there is three guides to go by</i> , but develops only one (<i>know who is coming to the party</i>) with vague references to the text (<i>Find out what age group So you can make it more interesting</i>).
Organization	Suggests a focus on <i>effective speech writing</i> but lacks organization. The response combines several key ideas in paragraph 2, separates three related ideas into paragraphs 3, 4, and 5, and returns to a previous idea in paragraph 6. The conclusion is ineffective.
Language Use	Uses language that is often imprecise (<i>I am going to tell about effective Speech writing, Accurate, relevant information and If it does not make sents to not use it</i>). The response shows little awareness of how to use effective sentence structure (<i>Be sure it in Clued your Central Idea. To Help Rember Your Point</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>freshman</i> for “freshmen”, <i>imporant, forues, diffents, adalts, in Clued</i> for “include”, <i>Rember</i>), punctuation (comma and apostrophe omissions), capitalization, grammar (<i>There is three guides, who is come to the party, That how</i>), and usage (<i>sents</i> for “sense”) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

According to the speaker, keeping the listener's attention is more difficult with a large audience than with a small audience because people in a large group feel unnoticed. The speaker said that she is the host of the meal. The food on which we chew on as a good meal she wants it to be a good speech.

According to the speaker she said that we should always have your speech to stand out it should be a good speech. There are three steps for a good recipe. The first one is you should know who is coming to the party, and the second is have a good recipe, and the last is to force on the main course.

The speaker had said that knowing the age range of the audience would be more helpful to a speech writer in finding a topic for them. The speaker wants to know ~~how~~ how many are men and (or) women. Most of the audience were men. She had to think twice to have a good

recipe. Or better saying to have a good image of food. it was very important, and she wanted to tell use how to use her recipe.

The speaker expresses concerns about the use of the "food image" to illustrate the importance of choosing a stories according to an audience's. She had to find out what kind of gender was she talking to.

The second step is to use a good recipe to keep your audience you should have a good recipe you can learn a lot more. The element that you can add to your source. As an example of her advice to speech-writers is to "use only the best ingredients", the speaker recommends that speeches include a generally accepted theory. The main purpose in using appealing quotations and stories is to help the audience ~~remember~~ remember ideas. By asking the question, "If your audience remembered only one thing, what

Would you want it to be?" a
 Speechwriter can establish a
 main idea

The last step is to
 Force on the main course. If you
 are ask to read a speech you
 should have a lot of detail. ~~the~~
 the speech is a meal. you should
 keep it short. ~~the~~ the shorter, it will
 take 20 min. ~~the~~ If the deal are
 not good so live it alone. you
 should have a good speech
 for your ~~at~~ audience. that is very
 important to do.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the text (<i>The speaker said that she is the host of the meal</i>). Connections to the task are unwarranted (<i>have a good recipe</i>) and unclear (<i>The eliment that you can add to your source</i>).
Development	Is largely undeveloped. The response hints at ideas from the text, relying heavily on information from the multiple-choice questions. References to the text are vague, repetitive, or unjustified (<i>If you are ask to read a speech; The speech is a meal; The shorter, it will take 20 min</i>).
Organization	Suggests some organization, relying heavily on the order of the multiple-choice questions. Paragraphs generally lack cohesion.
Language Use	Uses language that is imprecise and repetitive (<i>food on which we chew on, in to force on the main cours, What kind of gender</i>), relying on vocabulary copied from the multiple-choice questions. The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>groupe, Frist, cours, whant, concers, appeling</i>), punctuation (end punctuation and comma use), grammar (<i>she want, have your speech to stand out, you are ask</i>), and usage (<i>use</i> for “us” and <i>live</i> for “leave”) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

My assignment is to write an article on techniques for effective speech writing, ~~by~~ a speech by Jane Jolly, a professional speech writer.

Techniques for effective speech writing could be a speech like an invited guest. It has to be full of interesting ideas, focusing on the main course and easier for the audience to follow and also staying on the topic, for example, giving a speech is like having a party, the audience should be satisfied, it's also like a meal full with ingredients, and substances and interesting ideas.

The ways of giving an effective speech is knowing who's coming to the party, focusing on the main course, what you need to know about the audience, smaller audience pay closer attention, when a group is small, the audience there is more eye contact and also easier to stay on the speaker.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a generally confused understanding of the text (<i>Techniques for effective speech writing could be a speech like an invited guest</i>). Connections to the task are unclear (<i>What you need to know about the audience</i>).
Development	Is incomplete. The response attempts to explain some techniques, but references to the text are vague and repetitive (<i>it's also like a meal full with ingredients, substances and interesting ideas</i>).
Organization	Suggests a focus on <i>techniques for effective speechwriting</i> , and suggests an organization through paragraphing but ideas within paragraphs are not connected.
Language Use	Uses language that is imprecise (<i>When a group is small, the audience there is more eye contact and also easier to stay on the speaker</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>professional, ingredients, comming</i>), punctuation (end punctuation and comma use), and grammar (<i>ways ... is and audience pay</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all areas.	

Techniques for effective speechwriting. I will advise the freshman to give close attention. If they miss the thing may be showed again. Watch a video or practice the activity.

I will also advise the freshman class to ask the audience for help you support what it is you need to know.

Remember you learn something new everyday. Use your concentration to become a better speaker and always remember a good listener.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. While the response makes some allusions to the task (<i>Techniques for effective speechwriting</i> and <i>to become a better speaker</i>) no connections between the task and text are made.
Development	Is minimal.
Organization	Suggests a focus through the title (<i>Techniques for effective speechwriting</i>) but lacks organization. The response consists of unconnected ideas.
Language Use	Uses language that is imprecise (<i>to give close attention</i>) approaching incoherence (<i>If they miss the thing may be showed again</i>). Sentence structure is consistently flawed.
Conventions	Is minimal, containing numerous errors.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization and language use.	

Anchor Paper – Part A—Level 1 – B

In speechwriting there are 3 things you need to know, one is know your audience, two is focus on the main topic, and three is know gender.

It is like being a verbal cator.

If you fallow these things then you can't go wrong.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. The response lists <i>3 things you need to know</i> about speechwriting, but makes no connections between the information in the speech and the assigned task.
Development	Is minimal. The one detail used from the text (<i>It is like being a verbal cator</i>) is not explained.
Organization	Suggests a focus on speechwriting, but is too brief to demonstrate organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Giving a speech is like giving a party. All you need to have to get a successful presentation are 3 steps. The first step is knowing whose coming. The second step is to use only good ingredients or facts. The third step is to focus on the main course or topic.

The reason for knowing who is coming is that you would want to have an appropriate topic. Size would matter since if it would be a small crowd they pay close attention since they feel like your actually speaking to them. But if it's a larger crowd they are easier to feel anonymous and they might drift away. Another important fact is of thinking of gender. You wouldn't want anyone to feel uncomfortable with what you say. You as the speaker should consider using stories or jokes to make them interested in what you say. And keep your speech moving and short you don't want to lose them.

The second step is to use

only good ingredients^{or ideas}. It is always fun to learn something new. It is good for you and the crowd or group who is listening to you. This can help them remember an idea or two. Remember you want to add to a speech not distract it.

The third step is to focus on the main course or topic. It helps to answer your topic. You should leave out anything that will kill your speech. Ideas that don't relate to your topic will kill your topic. So drop it. Remember you can only hear so much so keep it short and sweet.

In conclusion make your speech fun and memorable. Don't help them doze off. If anything help the listener learn something new.

This handbook is for incoming freshmen who still are looking for their special ingredients to prepare their delicious meal, in other words, a book yet for those who are still looking to improve their Speech Skills, and those who need to find a little spice they are missing in order to give it their final adjustments. A speech by Jane Tully gave several examples why some speeches don't come out the way they want to.

Jane Tully gives us advice in which a speaker should be the audience for the guest, like if the speaker were to maintain the fun! of a party by the way he/she expresses them self verbally, and actively. A speech as she says, is mostly like creating a big meal, with much ingredient, so called ideas that keep the main ideas flowing through your guest's minds.

Three important parts or recipes to a speaker's speech is to know who is coming, what kind of ingredient / ideas may the speaker use, and the focus of the main course, or in other words the main activities that could be represented by the speaker.

The size of the audience being many age groups, which probably would not last at the same stages that your grandmother would

lat at, always keeping the age group in mind, The speaker should always have different kind of humor laying around for a special occasion, and always know who is coming, and keep things short and witty, this way the guest won't fall asleep on you. In concluding a speaker should always know who he is speaking for, in other words know who is your audience, This way you could give your speech an even bigger twist, this way the audience would be interested in the things you speak of.

It's not easy writing a speech, it can be very difficult at times. For those who can write a speech often want to make it more interesting. There are different techniques that you are going to need if you want to be a good speech writer in high school. Jane Tully is a speech writer and after listening to her speech I found ways to help you out. Jane Tully thinks of herself as a host giving a party. She compares giving a speech as giving a meal. She also calls herself a verbal caterer, because she gives help to writers when they don't have the time or any ideas. Jane gives them her three step recipe. Number one "Know who coming to the party". If you have a small group you can keep better eye contact with them. Jane also says that "they tend to pay attention more". With bigger groups, you want to have audio and visual aid to keep them interested. Know the age group and gender. You can use materials and humor to appeal to them. If you have a mix group try to use humor that's more broad. Number two "use special ingredients". This means research your topic and spice the information up. Number three "Focus on the main course". The main idea is what brings everything together. Jane wants you to ask yourself what should you leave out. If it is important but doesn't support the main idea leave it out. Jane says if you do this it help keep the speech short. "After 20 min is when the group starts to lose focus". I hope these techniques help you in your high school speech writing.

Do you have proper skills for effective speechwriting needed for high school? Well if you have it or not here is some advice.

A speech is like a party. The audience is the invited guest and you're the host. The speech is like a meal. You want the audience to chew on it for nourishing thought. Use a speech appropriate for the occasion. Make the speech stand out.

Jane Tully, a professional speechwriter suggests her favorite three step recipe: (1) know who is coming, (2) use only the best ingredients, and (3) focus on the main course.

First step, know who is coming. Bring audio for support. Know the size of the audience. A small audience pays better attention because you have their attention and eye contact. In a big audience, the people may feel unnoticed. Knowing the age range of the audience would be helpful. It affects the stories and humor used. Also the gender mix can be taken in consideration. It also affect ideas. Use a humor broad appeal.

Use only the best ingredients. Like a meal you want to give it an exotic twist, give it that special ingredient for a special taste. You want to make the speech memorable and clear for the audience. Gather extra information if needed, but it also helps. You learn something new, it's worth it. Give it that spice, that unusual fact. Add zest to it by adding good quotes and humor, too. They'll enjoy it more because the way you used it for the message.

Final step, focus on main course. What's the central idea of the speech? Help the audience remember the speech,

the supporting point. Ask yourself, "what should I leave out?" If not necessary, use for another speech, this will bring your presentation up to at least twenty minutes. After twenty minutes the audience loses concentration. If asked to do it longer, break it up with questions and answers, slides, video, something interactive.

Hopefully the advice helped. A person can only eat so much in one sitting, as a person can only hear so much in one sitting. Keep it short. Ask yourself, "If your audience remembered only one thing, what would you want it to be?"

Effective speechwriting involves several key points, or ingredients. A speech must be relevant, plausible, and memorable. To achieve this, a speechwriter must understand what the audience wants.

A speech becomes effective when your audience takes away information and your ideas that you have expressed in your speech. Jane Tully, a professional speechwriter, suggests three key pieces of information that a speaker should know to write an effective speech. The first piece of information is know who will be attending your speech. This includes the audience's general age, gender and size. A smaller audience tends to pay more attention to the speaker because they do not feel anonymous or unnoticed. Eye contact keeps the audience attentive, and eye contact is generally easier with a small audience. The age range of an audience will assist you in selecting support materials, especially stories, that will appeal to them directly. Your supporting materials should also be chosen in consideration of the gender of the audience. Telling a story that involves sports generally does not appeal to women. Likewise, a story based on cooking would not normally appeal to men. Choose your content with age and gender in mind.

When considering a story that relates to age and gender, also keep in mind that your story or anecdote is better received by the audience if it relates to your message. Find a story that is humorous and at the same time relevant. In many cases, a little-known fact makes an entire speech memorable. By adding an illustration that connects to your ideas, the audience can relate more easily. The extra effort adds zest and a better perspective to your speech.

The third and final key point that Jane Tully suggests is to focus on your main idea, the one that you started out on. A successful speech possesses a consistent focus on your idea or message. Aside from your anecdotes and illustrations, your main focus is what pulls the speech together. The ideas you present will hopefully be the ideas the audience takes home. Keep this question in mind when you are preparing your speech: "If your audience remembered only one thing, what would you want it to be?" Consistency and concentration towards your main idea will help your audience completely understand and comprehend what you are expressing. Unnecessary information will get in the way of your intended point. Do not use any information that may cause

the audience to lose interest or concentration. Another way to keep the audience attentive is to keep your speech short, approximately twenty minutes. By keeping these principles in mind when preparing your speech, the audience will keep your message in mind.

The techniques above may be the key to a successful and effective speech that is also appealing and relevant to your audience. If you remember one point of the previously listed, let it be, "If your audience remembered only one thing, what would you want it to be?"

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 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 and 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, 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.

Forest fires engender a great deal of controversy. Whenever a forest fire erupts, the media, especially television, broadcast its destructive power to millions of American viewers. As a result, a majority of the American public believe forest fires should be suppressed at all cost. This opinion, however, is uninformed. New knowledge about the forest's ecology has led to new views about forest fire prevention.

In 1910, fire destroyed three million acres of forest land in Montana and Idaho. Towns were destroyed and 87 people were killed. Shortly thereafter, the United States Forest Service vowed they would extinguish any fire by 10 a.m. the next morning. This new policy of immediate fire suppression became the American public's common conception of how to deal with forest fires. However, through experience fire fighters have come to realize that recent forest fires burn more intensely than others in the past. The Forest Service now understands that by suppressing all fires, they are also suppressing the natural fire cycle of the forests. Forests where natural fires are suppressed quickly rebound from minimal damage and create excess growth that chokes the forest. This atmosphere allows tree-killing insects to thrive, and those dead trees essentially become kindling for the next lightning strike. The resultant fire burns hotter and quicker than normal, due to previous fire suppression in the area.

Another aspect to the causes of forest fires is logging. Some forest experts criticize logging companies for their practice of felling the strongest, most fire resistant trees, and replacing them with weak saplings that are both disease and fire prone. Once again, these trees become kindling for a fire.

Two other elements contributing to forest fires are overgrazing and the diversion of rivers. With the explosion of cattle raising during the 19th and 20th centuries, natural grasslands were reduced. This vegetation loss encouraged fires to burn high in the trees rather than low to the ground. The diversion of rivers to accommodate growing communities also plays its part. Damming up rivers leaves forests dry and sickly, making them prone to explosive fires that could ^{now} jump over dry river beds that used to be natural fire breaks.

What it comes down to is the fact that increased development has created major problems in the cause of forest fires. People today even build wooden homes and cottages along the boundaries of our national parks, seemingly oblivious to the fire danger these structures represent to themselves and the environment. If our country and the world could learn to respect nature and stop encroaching on her land, then the problems with forest fires would be greatly reduced. After all, ... "what we can do is pretty small compared to what Mother Nature wants to do."

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by discussing how <i>new knowledge about the forest's ecology has led to New views about forest fire prevention</i>. The response makes insightful connections to the documents and the task by leading the reader to understand that the best way to deal with forest fires is to reduce human interference with the environment.</p>
Development	<p>Develops key ideas clearly and fully, using relevant information from the text (<i>Forests where natural fires are suppressed quickly rebound</i>) and the graphic (<i>Damming up rivers leaves forests dry and sickly</i>) to illustrate new views about the causes of and solutions to forest fires.</p>
Organization	<p>Maintains a clear and appropriate focus on the task established in the first sentence (<i>Forest fires engender a great deal of controversy</i>). Old and new ideas regarding fire prevention are logically presented, followed by a discussion of their negative impacts. Coherence is achieved through skillful use of transitions (<i>Shortly thereafter, Another aspect, Two other elements</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>This new policy of immediate fire suppression became the American public's common conception of how to deal with forest fires</i>). The response has a notable sense of voice (<i>If our country and the world could learn to respect nature</i>) and varies sentence structure to enhance meaning (<i>Once again, these trees become kindling for a fire</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

From prehistoric to modern times, forest fires have served the ecological function of renewal by purging forests of waste and disease. During the last 100 years, attitudes toward forest fires and their prevention have been at odds with ecology.

Beginning shortly after the "Big Burn" of 1910 America's attitude toward forest fires was one of prevention. The fledgling U.S. Forest Service audaciously promised to put out any forest fire by 10 a.m. on the day after its discovery. This philosophy, exemplified by Smoky Bear, proved not to be the best approach to forest fires. The result of this philosophy has been forests choked with undergrowth and debris. These overcrowded forests prove excellent hosts for insects which infest and eventually kill trees. These dead trees provide additional fuel in the event of forest fires.

The movement of modern man into the forested areas has further complicated forest fire management. Modern man engages in practices that prove to cause fires and make fire suppression popular. The house in the forest is a dream of many. A wooden house built on a hillside and roofed with asphalt shingles, though authentically appealing, may result in pyro-disaster.

Modern man also engages in farming, sometimes augmented by irrigation and logging. These practices further endanger forest ecology

by continuing to encroach on mother nature.

Good public relations prescribes that those who have moved to the forest be protected from danger, resulting in further suppressing forest fires.

Few solutions seem universally viable.

Controlled burns have been used but a disaster such as the Los Alamos burn, which destroyed over 200 homes, makes controlled burns unacceptable to the public. Logging has been touted as a way of thinning, but debris and younger, less fire resistant trees left behind are fuel for even hotter fires.

A foolproof solution which will please all constituencies seems unavailable at this time.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents through a judicious selection of information to show how current practices affect forest ecology. The response makes insightful connections between the documents and the task by providing a commentary on the varying perspectives and solutions to the problem of forest fires (<i>The movement of modern man into the forested areas has further complicated forest fire management</i>).</p>
Development	<p>Develops ideas clearly and consistently, using information from the text and the graphic to discuss the complex nature of forest fires, providing relevant details about their history, the effect of current practices, and the complexities of treatment (<i>Logging has been touted ... for even hotter fires</i>).</p>
Organization	<p>Maintains a clear focus on the role of forest fires in nature and how human actions have impacted forest fires and their prevention. The response is logically structured, clearly stating the problem at the beginning (<i>attitudes toward forest fires and their prevention have been at odds with ecology</i>) and proceeding to explain historical attitudes toward and treatment of forest fires, as well as modern trends and attitudes which compound the problem. Possible solutions such as logging or controlled burns are then offered, followed by a strong conclusion (<i>A foolproof solution which will please all constituencies seems unavailable at this time</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>From prehistoric to modern times, forest fires have served the ecological function of renewal by purging forests of waste and disease</i>). The response has a notable sense of voice (<i>This philosophy, exemplified by Smokey Bear, proved not to be the best approach to forest fires</i>). Long complex sentences are well-controlled and occasional short sentences enhance meaning (<i>Few solutions seem universally viable</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

If you are wondering why Smokey Bear has lost his status as spokesman for the National Forest Service, it is because the forest service now views him as "a culprit." Smokey was the product of a Forest Service philosophy born out of "The Big Burn" of 1910. This three-million acre conflagration caused massive damage to the forests of Montana and Idaho, incinerating entire towns and killing 87 people in the process. After this event the Forest Service vowed to put out every fire by the next morning.

Today, however, that philosophy has changed. Even before the additional evidence it gathered from forest fires that tore through Yellowstone National Park in 1988, the Forest Service began to realize that "fire is as much a part of nature as creeks and wildflowers." The forest's natural cycle must include "a purging burn... every 10, 20, 50, or 100 years." The forest service came to realize this truth because forests in which they had quelled all fires became "choked... with excessive growth." This environment promoted the ascendancy of tree killing insects, which reduced the forests to

"tender." This situation resulted in raging forest fires, including those in 2000 that were "hotter, faster burning, [and] more ferocious than any burn of modern times," according to firefighters. It is little wonder then, that Smokey Bear and his message fell out of favor with the Forest Service.

Another practice that exacerbates forest fires is logging. As practiced today, loggers cut down the largest "most fire-resistant trees" and replace them with "crowded stands of young and disease-prone trees" that burn more fiercely. Other contributing factors to the creation of "ghost forests" include overgrazing and river diversion. Fire fighters are also challenged by increased demand on their time, due to new homes springing up at the edges of national forests.

Proposed solutions to future fire threats center around logging and controlled burns in forest preserves. Environmentalists counter this suggestion by pointing out that the most serious fires in Montana and Idaho burn

in logged areas, not in forest preserves. Furthermore, the Forest Service says that 90 percent of the most vulnerable forests are ones that have been developed or logged. Thomas Powers, economics department chair, best sums up the fears of both environmentalists and the Fire Service by saying, "Commercial logging is not a prescription for forest health—it is one of the major causes of unhealthy forest conditions."

Planned burns have their critics as well. Most planned burns are accomplished successfully. However, in 2000, the Forest Service lost control of a planned burn in Los Alamos that destroyed 200 homes. It became a public relations nightmare for the Forest Service.

There are no easy answers about how to deal with forest fires. However, changes in existing zoning laws may be effective in creating fire resistant homes or even a reduction of the number of new homes constructed in forest fire zones. Such changes would allow fire-fighters to concentrate

their efforts on the forests. Also, logging in old growth forests should be done more wisely. Rather than cutting down all of the biggest, most fire resistant trees, some trees should be left, and replacement trees should be interspersed among them. Finally, if fire-fighters could worry less about the safety of people living near the forest edge, thanks to zoning law changes, controlled burns would be less dangerous to attempt. All these suggestions represent a compromise with nature and an attempt to restore the forests to their natural state.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by discussing <i>contributing factors to the creation of “ghost forests”</i> and <i>proposed solutions to future fire threats</i>. However, although the graphic is accurately interpreted, the application of its information to the argument is unclear (<i>changes in existing zoning laws may be effective in creating fire resistant homes</i>).</p>
Development	Develops ideas clearly and consistently. The response uses specific details from the text (<i>This situation resulted in raging forest fires, including those in 2000 that were “hotter, faster burning [and] more ferocious than any burns in modern times”</i>) and the graphic (<i>river diversion and fire resistant homes</i>) to support a discussion about causes of <i>forest fires</i> and <i>proposed solutions</i> . However, the response makes limited use of the graphic.
Organization	Maintains a clear and appropriate focus on forest fire prevention established in the introduction. Body paragraphs are organized logically, focusing on reasons (<i>purging and logging</i>) and solutions (<i>a reduction of the number of new homes constructed in forest fire zones</i>). The response uses transitions appropriately between (<i>Today, however</i> and <i>Another practice</i>) and within paragraphs (<i>Also</i> and <i>Finally</i>).
Language Use	Uses sophisticated and precise language (<i>conflagration, quelled, exacerbates</i>). The response skillfully integrates quotes (<i>As practiced today, loggers cut down the largest “most fire-resistant trees” and replace them with “crowded stands of young and disease-prone trees” that burn more fiercely</i>) and varies sentence structure to control rhythm and pacing (<i>Today, however, that philosophy has changed</i>).
Conventions	Demonstrates control of conventions with essentially no errors.
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in language use and conventions.</p>	

Forest fires are an issue that cannot be overlooked. They cause damage to the forests, the homes of people in the area and even cause deaths. People need to be educated on the hazard of what forest fires can do, so that they can prevent them.

In the summer of 1910, The Big Burn, as the firestorm was called, spread three million acres throughout Montana and Idaho. It consumed entire towns and killed 87 people. The United States Forest Service agreed to "snuff out every fire", swearing to do this by 10 a.m. on the day after the fire occurred. This is very important for people to know and be aware of because forest fires are extremely dangerous and take people's lives away. ▽

Many practices which contribute to forest fires starting are the following: According to the chart homes that are built with roofs with asphalt shingles and tar paper are more flammable if a forest starts. They should also not build their homes anywhere near the edge of forest land because it brings the risk of fire. Homes should be built out of stone, brick, and metal. Building it out of wood is an obvious danger. Lastly, fuel tanks should not be stored in raised decks because this open foundation and the raised decks can stoke flames as they pass through. This is highly dangerous, especially, with the fuel tanks in there.

Foresters also pointed out other elements that contribute to fires. They are the following: excessive grazing by

cattle and sheep, diversion of natural waterways to serve the growing communities causes change to the ecology of surrounding forests. This leaves them dry and undernourished. Rivers that once served as natural barriers to moving wildfires have been made smaller. This enables flames to move to neighboring groups of trees easily. Even diseased and dying timber that is baking in

the sun can start a forest fire.

Two solutions have arose on the ways to deal with forest fires. One is that more trees should be taken out by logging or thinning. ~~Another is that fires should be deliberately started.~~ Under Mr. Clinton, though, "logging in national forests has declined by nearly 75 percent." Some critics blame this decline for the explosive fires. A number of Western Senators support the idea of allowing the timber industry to remove more trees.

Environmentalists groups have pointed out that "the biggest fires in Montana and Idaho are burning not in wilderness areas, but in land that has been developed or logged.

These areas also "account for 90 percent of the acreage identified as most vulnerable to wild life, the Forest Service says." Therefore we have to ask ourselves the question of "what is the effect of logging on the health of forests?"

Thomas Powers, the chairman of the economics department at the University of Montana, feels that commercial logging is not good for forest health. He said that "it is one of the major causes of unhealthy forest conditions." Another important factor to consider with logging is that it can leave behind debris

which can lead to kindling for wild fires.

The other solution to dealing with forest fires is fires should be deliberately started. The public doesn't like the idea of doing this because it is dangerous, especially if the fire gets out of control. Last year, 1.4 million acres of Forest Service land was deliberately burned. It is said that most planned out burns go off without causing trouble, but one fire that was set off by the National Park Service near Los Alamos, N.M. swept across 43,000 acres and destroyed more than 200 homes. So we have to ask ourselves "Is it really a good solution to deliberately start fires to remove excess growth?" I don't think it is a good solution because it is putting people's lives in danger and the Forest Service can't be too sure that the fires will not cause any trouble. There is proof of this, for example what happened in Los Alamos, N.M.

In conclusion, forest fires are an issue that must be dealt with heavily. They are dangerous and cause people their lives in some instances. There are ways though that forest fires can be prevented some of which I have explained in my essay. People may disagree with what the Forest Service is doing to prevent fires, but if it works then it's a good thing. A solution that I feel should be ^{considered} is that the public should receive pamphlets in the mail, discussing ways in which fires

can be prevented. They also should include how people can protect themselves if a fire starts and also explain the areas in which homes should not be built because of fires occurring in that area. Lastly, they should also ^{make} aware to the public what is being done to prevent forest fires now. Our lives are too precious to be taken away by a forest fire which can be prevented. People, especially in areas prone to forest fires, just need to be educated on ways to prevent them, so that they will be safe.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents by using information to support the position that <i>people need to be educated on the hazard of what forest fires can do, so that they can prevent them</i> . The response makes clear and explicit connections between the documents and the task by citing both <i>practices</i> and <i>solutions</i> .
Development	Develops ideas clearly and consistently, using general statements and direct quotes from the documents to discuss current practices that contribute to forest fires (hazardous homes and land development) and possible solutions (logging and controlled burns).
Organization	Maintains a clear and appropriate focus. The response logically sequences ideas, first providing background information, and then using appropriate transitions between and within paragraphs (<i>In the summer of 1910, Two solutions, also, Lastly</i>) to logically connect all parts of the response to the position taken in the opening paragraph.
Language Use	Uses language appropriately, sometimes blending quotations into the essay and occasionally making use of effective sentence structure (<i>Even diseased and dying timber that is baking in the sun can start a forest fire</i>), though some language is copied from the text.
Conventions	Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>occured</i>), punctuation (colon misuse), and grammar (<i>have arose</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

Forest fires are a greatly rising concern for America. These are one of the most powerful & devastating natural disasters there are, killing hundreds of thousands of acres & destroying hundreds of homes. Forest fires are the most difficult fire to stop needing thousands of people to work to stop them. One of the most famous forest fires would be the "Big Burn" which took place in 1910, destroying nearly three million acres of forest, engulfing entire towns & killing almost ninety people.

One of the major fuel sources for forest fires would be the fact of thousands of unlogged trees which have died & dried out. Another source of starting forest fires would be naturally, such as lightning. Bolts of lightning which strike the ground, spark dried leaves & create a catastrophe. Also, care less campers/hikers who start camp fires when it is dry or let them get out of control set off forest fires which are almost impossible to extinguish.

"Many forests have a natural cycle, in which a purging burn comes once every 10, 20, 50 or 100 years." (stated by the author) "The cycles may be suppressed now but at the cost of more powerful fires when it re-emerges." Regular forestry & logging could help prevent such destructive forest fires. Clearing out old, dead logs would greatly decrease the chance for a fire to begin or to widely spread. Another way to help stop or prevent forest fires are regular burnings to clear away old, unwanted brush which would fuel such occurrences.

Many people who go out or wish to construct a home in the middle of a big, desolate forest don't usually think of forest fires. Once they build out in a forest, they must consider their danger & risk there is living in a forest. Most people want a nice log cabin & they have their own fuel tanks for gas b/c gas stations are a long ways away. These are both prime sources in starting a fire. The wood used to make the log cabin is just more trees to burn & gas is easy access for a fire to explode. People who wish to build in the forest need to know four items on the basic construction for their

Anchor Paper – Part B—Level 5 – C

house. ① Roofing must be metal, tile or fiberglass. Tar & shingles or wood, the conventional methods, are all good source for fire to consume. ② The outer walls should not be wood or some other material which could catch fire. Stone & brick work well as fire resistant materials. ③ Air pockets under the house such as elevated decks are easy ways for fire to spread. ④ Building on a slope also is a bad idea, b/c slopes act as a natural chimney to fires.

These methods of preventing or at least conseqing forest fires could be used to help in greatly controlling fires. It takes thousands of people to fight it & it kills some of them who try to stop it. Simple methods, regular logging & contained fires as well as cautious construction of homes are the major ways to help stop & control forest fires. Smokey the Bear has become a major icon in fire control & he says it best "Only YOU can prevent forest fires."

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the documents by reviewing key ideas in the text (<i>Regular foresting & logging could help prevent such destructive forest fires</i>). The response clearly connects information about current practices that lead to forest fires with recommended solutions (<i>People who wish to build in the forest need to know four items on the basic construction for their house</i>).
Development	Develops ideas clearly and consistently, using relevant details from both documents. The response uses direct quotes from the text (<i>"The cycles may be surpressed ... but at the cost of more powerful fires when it re-emerges"</i>) and general statements from the graphic (<i>Roofing must be metal, tile or fiberglass</i>) to integrate a discussion about current practices and possible solutions.
Organization	Maintains a clear and appropriate focus on sources and methods of preventing forest fires. The response begins with an introduction, followed by a logical sequence of ideas, using appropriate transitions for coherence (<i>One of the major fuel sorces</i> and <i>Another way to help stop</i>). The response concludes with a summary statement.
Language Use	Uses language that is generally appropriate but sometimes informal (& and <i>b/c</i>) and imprecise (<i>the fact of thousands of unlogged trees</i>). The response occasionally makes effective use of sentence structure (<i>One of the most famous forest fires would be the "Big Burn" ... destroying ... engulfing ... & killing</i>).
Conventions	Demonstrates partial control, with occasional errors in spelling (<i>consern, sorces, consealing</i>), punctuation (<i>he says it best "Only YOU can prevent forest fires"</i>), and grammar (<i>Another way ... are and danger & risk ... is</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

In this modern society, the increase in industry and development has led to many problems. The main problem being the environment. Forest Fires is one environmental problem in which results from this increase of industry and development and is hotly debated over how to handle the situations and what needs to be done to prevent future forest fires.

Many decades ago, a horrific forest fire, known as the Big Burn, spread throughout Montana and Idaho killing three million acres of land along with 87 people. In shock, the United States Forest Service promised to snuff out every fire by 10 a.m. the following day. Although that sounds like the best solution, recent studies may say otherwise. As a result of suppressing fires, the forest has a better chance of catching on fire again and being a bigger fire because the trees that were saved are now tinder-dry and more susceptible to fire. However, suppressing fires is not the only cause to the increase in forest fires. Logging is believed to be the biggest problem. Often times, logging removes the oldest, most fire-resistant trees, leaving the rest of the forest to fend for itself. Replacement trees are put in but they are clustered together, 500 to an acre instead of the original 50 per acre. These trees are often little and disease prone. According to the graphic, the debris left from logging acts as kindling for the wildfires. Along with logging, overgrazing of sheep and cattle over the centuries has reduced grasslands. This declivity is fuels natural forest fires and keeps them low to the ground. ^{In addition,} Farms also built by waterways contribute to forest fires. The diversion of water takes away water moving to the forests, leaving the forests "dry and undernourished" according to the graphic. The narrowing of rivers allow flames to jump to "neighboring groups of trees" unlike before, the rivers served as a barrier for moving fires. Forest fires can cause great damage and the more they can be prevented the better. However, Bernhard Fernow

Anchor Paper – Part B—Level 4 – A

blames "bad habits and loose morals" which are the main cause to many fires.

Although attempts may be made to prevent forest fires, they still occur and must be dealt with. If a dead and decaying forest catches on fire, it is best to leave it burn. It will be no better off if it is sawed because it will just catch on fire again. After the forest burns, a new, healthy forest will grow back to replace it. In some cases if a wildfire really gets out of hand, and a community is in danger, than measures should be taken to stop the fire.

In conclusion, many things cause forest fires and there are many different ways of handling them. If the society was more careful about the environment and took it into consideration, than many wildfires could be prevented.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by identifying the practices that cause forest fires (<i>suppressing fires, Logging, overgrazing, diversion of water</i>) and indicating that these practices exacerbate the frequency of forest fires. The response makes implicit connections between the task and the documents in the introduction and conclusion.
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the negative impact of logging, the narrowing of rivers, and grazing. However, the response makes reference to <i>developement</i> as a cause of forest fires, but does not elaborate on housing hazards.
Organization	Maintains a clear and appropriate focus by discussing how the practices of modern society have resulted in an increase in size and frequency of forest fires (<i>The narrowing of rivers allow flames to jump to "neighboring groups of trees"</i>). The response exhibits a logical sequence of ideas through the use of appropriate transitions (<i>As a result of</i> and <i>Along with logging</i>).
Language Use	Uses appropriate language with some imprecision (<i>problem in which results from</i> and <i>This diclivity is fuels</i>). The response occasionally makes effective use of sentence structure or length (<i>Many decades ago, a horrific forest fire, known as the Big Burn, spread throughout Montana and Idaho killing three million acres of land along with 87 people</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>developement</i> and <i>mesures</i>), grammar (<i>Forest fires is</i>), and usage (<i>to leave it burn</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Forest fires are wild and destructive forces. One reason is because people know so little about fires and how to prevent them. Preventing and controlling forest fires is the best way to ~~minimize~~ minimize the damage they cause.

Forest fires are responsible for the destruction of hundreds of acres of land a year. In 1910, the Big Burn was responsible for 87 ~~people~~ deaths. Not all forest fires are bad, though. A purging burn is recommended every 10, 20, 50, or 100 years. These fires are responsible for keeping the economic cycle. By suppressing these natural fires, stronger, faster-burning, more destructive fires arise. Fire suppression also allows fire-prone trees to grow.

Fire suppression isn't the only factor that leads to forest fires. Homes built near the edge of fires increase the risk of fires. To prevent damage, roofs made of metal and walls made of stone and metal are best.

Building on a slope is also bad for preventing forest fires. Logging is also dangerous. Most loggers remove the older, fire-resistant trees, leaving the smaller, easier burning trees. Debris left behind also serves as good kindling. Diverting natural water ways to housing developments is also dangerous. It changes the ecology and may leave ~~fore~~ forests dry and undernourished.

Forest fires are destructive forces that aren't understood. But trying to prevent them totally isn't the best idea. Instead, we should learn to understand forests and live safely and not start fires.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, citing ways for <i>preventing and controlling forest fires</i> through a discussion of <i>fire suppression, building on a slope, logging, and diverting natural water ways</i> . The response makes implicit connections between the documents and the task.
Development	Develops some ideas more fully than others. The response uses specific detail about the effects of logging and forest fires (<i>Debris left behind also serves as good kindling</i>). However, some ideas are stated without elaboration (<i>Building on a slope is also bad for preventing forest fires</i>).
Organization	Maintains a clear and appropriate focus on factors leading to <i>forest fires</i> . The response exhibits a logical sequence of ideas by summarizing four methods of fire prevention.
Language Use	Uses language appropriately but contains some imprecision (<i>keeping the economic cycle</i>). The response occasionally makes effective use of sentence structure (<i>By suppressing these natural fires, stronger, faster-burning, more destructive fires arise</i>).
Conventions	Demonstrates control of conventions, exhibiting occasional errors in grammar (<i>Preventing and controlling forest fires is</i>) and proofreading (<i>near the edge of fires</i> and <i>The older,- fire-resistant trees</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Forest Fires are a common occurrence that has been going on for years. These destructive monsters can not be completely stopped, but people can do things to help prevent them. They often happen because of "bad habits and loose morals," as Bernhard Fernow would say.

These fires are not just regular happenings but results of things that people do over a long time period. Fire are just a part of nature, like "creeks and wildflowers." Most fires happen in a cycle and go through an area every 10, 20, 50, or 100 years, depending on the prevention in that area. Forest fires commonly occur in areas where forest are overly populated with trees or logging has occurred. Grazing is also another igniter for a fire. With cattle eating the grasslands that kept fires close to the ground, the fires can now spread upward.

There are many practices that go on that lead to these fires, such as the grazing of cattle I mentioned above. Letting forest grow in and choke its is one thing that leads to these fires. The trees kill each other and dead trees are a conductor of these fires. Many homes that

people live in and a fire hazard in them selves. Building homes on a slope, having on open foundation, building house of wood, and using asphalt to build rooves, are all things that help to ignite fires. Another practice that leads to fires is logging. Logging gets rid of the old trees that have mostly become resistant to fires. Diverting water can also be a problem. Doing this to serve growing communities, leave the surrounding forest dry. All of these things that we as people do lead to these "Big Burns".

There are many ways we can prevent these fires from occurring, so often, we can do this by making house more fire resistant. If enclose areas under the houses and use material like metal. Fires will not take over homes as easily as they normal would. We could also prescribe burns to remove excess growth in forest. When logging is done we should cut down smaller and died trees. People should become more educated with fires and ways to

prevent them so that they can stop their "bad habits!"

IN CONCLUSION, Forest fires are big tragedies but can be prevented. Fires do NOT necessarily destroy these forest but can help them. People are what destroy them by not using ways to protect them.

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of both documents, stating that fires are <i>destructive monsters</i> that <i>can not be completely stopped, but people can do things to help prevent them</i> . The response makes implicit connections to the task by summarizing the causes of and solutions to forest fires.
Development	Develops some ideas more fully than others. For example, the statement that <i>many homes ... are a fire hazard</i> is developed with references to safer building materials found in the graphic. However, the idea of prescribing <i>burns to remove excess growth in forest</i> is left undeveloped.
Organization	Maintains a clear and appropriate focus on forest fires established in the introduction by first discussing <i>practices that ... lead to these fires</i> , and then recommending solutions. The response lacks internal consistency, through the repetition of information in different paragraphs (<i>There are many ways we can prevent these fires from occurring so often</i>).
Language Use	Uses language that is generally appropriate but sometimes imprecise (<i>The trees kill each other</i> and <i>If enclose areas under the houses and use material like metal</i>). The response shows some awareness of audience (<i>Forest fires are big tragedies but can be prevented</i>) and occasionally makes effective use of sentence structure.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>occurance, acure, slop</i> for "slope", <i>rooves</i> for "roofs"), grammar (<i>Doing this ... leave and they normal would</i>), and proofreading (<i>lodging</i> for "logging") that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

forest fires are one of the nations biggest ecological problems to date. These fires can destroy thousands of acres of forests in a matter of hours. There are many reasons ~~and~~ ~~reasons~~ reasons why these fires start and many ways to prevent them from happening. The government has so many ways of preventing a burn out of our forest. If we would log the tinder trees less fires would start, reducing housing development in forests, and by simply not altering forest ecology with artificial landscape to replace the naturally growing healthy trees they have cut down to make paper houses and other supplies.

If we would do a few little things to preserve our forests maybe in a thousand years our descendants may be able to enjoy the beautiful and serene forest we all enjoy today. For instance if we log the tinder dry trees to make paper with

of chairs and houses instead of cutting down a hundred~~s~~ year old tree that was their before any of us were hear maybe that would be possible. these dry tinder trees can fire quickly and very easily. and when we exstinguish them it creates a perfect habitate for tree killing parasites that grow and grow untill the whole patch of forest is infected with these parasites that feed of the youth and ripe Bark of healthy trees. If we inforce the idea of letting some naturally occuring fires to burn instead of putting them out it would eliminate all that growth and distruction.

There are still many other ways to protect our forests. like reducing or eliminating the development of houses. in the forests. if not eliminating the developmets than make them safer for our trees. Tom Zeller

and John Papasian of the New York Times created a chart of common practices contributing to forest fires. In it they discuss many different prospects of building a house. Instead use metal ~~tile~~ tile or fiberglass roofing ~~which are more readily available~~ as opposed to asphalt shingles or tar paper. Or instead of using logs to make a home out of why not use stone or brick also an open foundation and raised decks can also stoke flames in the home. Instead of storing fuel tanks which is dangerous fill the foundation with concrete, and avoid building houses on slopes which create a natural ~~air pocket~~ chimney for advancing flames.

IF we would just think about the ways we are hurting our forests we will also think of ways to help, ~~no~~ logging thin forest, not altering natural landscape to make it more modern and letting our nature take care of itself are

only a start Supression is only
a part of the problem now
we have to act on what we
all know what will make our
forests safer and more butifull
for years to come.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of both documents by identifying the practices that lead to forest fires and recommending ways to deal with them. The response makes only superficial connections to the task (<i>If we would do a few little things to preserve our forests and If we would just think about the ways we are hurting our forests</i>).
Development	Develops some ideas more fully than others. The response uses relevant details from the graphic to discuss hazardous housing (<i>use metal tile or fiberglass roofing, use stone or brick, avoid ... slopes</i>). However, the discussion of logging uses references to the text that are vague and unjustified (<i>If we would logg the tinder trees less fires would start, reducing housing development in forests</i>).
Organization	Establishes an appropriate focus (<i>Their are meny reason's ... why these fires start and meny ways to prevent them from happining</i>). The response exhibits a rudimentary structure, consisting of unrelated clusters of information about how to <i>preserve and protect our forests</i> , but includes irrelevancies (<i>if we logg the tinder dry trees to make paper with or chairs and houses</i>).
Language Use	Relies on basic vocabulary, using language that is sometimes imprecise (<i>a burn out of our forest, and tinder trees</i>). The response exhibits some audience awareness and makes some attempt to vary sentence structure with uneven success (<i>If not eliminating the developments than make them safer for our trees</i>).
Conventions	Demonstrates emerging control, with frequent errors in spelling (<i>distroy, butiful, exstinguish, disscuse</i>) and occasional errors in punctuation (<i>nations ... problems, start suppression and problem now</i>), capitalization (<i>happining. the</i>), and usage (<i>Their</i> for "There") that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in development and organization.	

Forest fires are a big concern in dry states prone to fires such as Montana and Idaho. What are the best ways to deal with forest fires? Now there are several ways to prevent and control forest fires.

People live near the forests. The people mostly on slopes need to stay safe and protected. Brick and stone houses are more fire resistant. On the raised porches, there shouldn't be any air pockets or holes in which flames can pass through to stored fuel tanks, which is ~~is~~ very dangerous. The United States Forest Service also promised to put out every fire by 10 a.m. the day after the fire started.

Linden Weibe, ^{from Washington,} who is a fire ecology specialist, ^{is} quoted in the essay document, that "they've been becoming so good at putting out fires because that's what the people wants."

Although, logging has become a big problem. In some forests experts say, ~~that~~ logging has removed the biggest and most fire-resistant trees. The trees that they replace

them with, ~~over~~ some are planted, and some are natural, are crowded stands of young and ~~these~~ disease-prone trees. When it use to be 50 to an acre, but now they cram 500 into that acre. On the graphic document it ~~a~~ states that the logging can also leave behind debris that acts as kindling for wild fires. The smaller trees burn more easily.

Dealing with forest fires is a big deal. Forests give a place for our wild animals ~~to~~ habitat. ~~Practicing~~ The actions to prevent forest fires need to be taken place to keep everything and everyone safe.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of both documents by presenting some reasons for forest fires and some ways of preventing them. Although the response discusses fire suppression, logging, and hazardous housing, these ideas are superficially connected to the task (<i>People live near the forests</i>).
Development	Develops some ideas more fully than others. The discussion about hazardous homes and logging uses accurate details from both documents. However, the discussion of the Forest Service’s promise <i>to put out every fire</i> is largely undeveloped. Some evidence is copied from the text.
Organization	Establishes an appropriate focus on forest fire prevention, but loses a clear focus in paragraph 2 (<i>The people mostly on slopes need to stay safe and protected</i>). The response exhibits a rudimentary structure, consisting of unconnected paragraphs of information.
Language Use	Relies on basic vocabulary (<i>big concern</i> and <i>a big deal</i>) with little awareness of audience. The response attempts to vary sentences, but with uneven success (<i>Although, logging has become a big problem</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>thats</i> and <i>say, that</i>), grammar (<i>need to be taken place</i>), and proofreading (<i>wants</i> for “want”, <i>use</i> for “used”, <i>behing</i> for “behind”) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in development.	

Forest fires have become a problem. There are many reasons why forest fires start. So many people have bad practices that lead to forest fires. There are ways that forest fires can be prevented. Also many ways to deal with forest fires.

Many people have bad habits and loose morals that cause most of these forest fires. For one the log areas that are fire-resistant and leave the plants or replace them with young and disease prone trees. They are more likely to get on fire. Some just burn a little area but it gets out of control and starts to burn to much area and turns into a forest fire. People build in hazardous areas, fire suppression, water diversion. They get less water to the trees and they become dry and get on fire. There are grazing and this makes it were the grass becomes dry because that ate it. The grass keeps the fire closer to the ground. The house need to be built better because people build house that would easily get on fire in these areas. People need to use less flammable materials.

Under the house needs to be closed in or it acts like a chimney.

There are many ways to prevent forest fires from happening. People need to find more out about these areas before they mess with them. They need to have businesses that care about the forest and not just the company. If they are more knowledgeable about what causes forest fires they could help prevent them.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents and the task by presenting forest fires as a problem caused by people’s practices, and recommending ways to deal with them. Connections between the documents and the task are superficial (<i>The grass keeps the fire closer to the ground</i>).
Development	Develops ideas briefly, using some details from the documents about the dangers of hazardous houses (<i>People need to use less flammable materials</i> and <i>Under the house needs to be closed in</i>). The idea of <i>fire suppression</i> is not developed.
Organization	Suggests a focus on forest fire causes and prevention in the first paragraph, but lacks organization. The response contains one body paragraph that lacks unity.
Language Use	Relies on language that is basic (<i>before they mess with them</i>), and sometimes imprecise (<i>For one the log areas that are fire-resistant and leave the plants or replace them</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>People build in hazardous areas, fire suppression, water Diversion</i>).
Conventions	Demonstrates emerging control, with frequent errors in spelling (<i>buisnesses</i> and <i>knowledgable</i>), grammar (<i>There are grazing</i> and <i>The house need to be</i>), and usage (<i>was</i> for “ways” and <i>were</i> for “where”) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

Forest Fires is a topic that is widely talked about in today's world. There have been many forest fires that have happened recently. Fire is a natural matter like wind and water. There is a mean for everything. Fire is most likely used to reduce the amount of forest in the world. The fire helps the rainforest get rid of the excess of the dead trees. The fire is looked at as if it is always a bad thing. It helps the economy. Yes fire can be bad by making people lose their homes and kill animals, but that is how life works. So people shouldn't always look at it as a bad thing. It can help out also. The people should build their homes better if they want to live in a forest where there is known for fires. Get rid of the openings on the bottom of their house. Fire can be prevented if you just take everything safety and smart. I think people should not just think that forest fires are bad but should think it also helps the economy.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the documents, stating that <i>fire is most likely use to reduce the amount of forest in the world</i>. The response alludes to the documents but makes unwarranted connections (<i>Yes fire can be bad ... but that is how life works</i>).</p>
Development	Is largely undeveloped, hinting at ideas, but references to the document are vague (<i>Get rid of the openings on the bottoms of their house and Fire can be preventive if you just take everything safty and smart</i>), repetitive (<i>The fire is looked at as ... a bad thing, fire can be bad, people shouldnt always look at it as a bad thing</i>), and unjustified (<i>It also helps the economy</i>).
Organization	Suggests a focus on the controversy surrounding forest fires, but lacks organization. The response consists of one paragraph made up largely of randomly arranged generalizations.
Language Use	Relies on basic but repetitive language with little awareness of purpose (<i>I think people should not just think that forest fires are bad but should think it also helps the economy</i>). The response makes some attempt to vary sentence structure, but with uneven success (<i>The people should build their holmes better if they want to live in a forest were there is known for fires</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>widly, ride</i> for “rid”, <i>holmes</i>), punctuation (<i>today's world</i>), grammar (<i>fires is</i> and <i>use to reduce</i>), usage (<i>acess</i> for “excess”, <i>loose</i> for “lose”, <i>were</i> for “where”), and handwriting irregularities that hinder comprehension .
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

Forest fires can be very damaging. Many animals are killed, and families are left homeless.

Firefighters are now removing dead trees some trees are more flammable than others and those too are removed. In the first passage the author says "What we can do is pretty small compared to what mother Nature can do." Not all the fires are started by just trees, brush and dead grass causes fires also.

Firefighter also have been inducing fires and containing them to get rid of dead things that cause the fires.

Animals are also dying because the fire kills their food supply.

Many should do all they can do to help prevent the fires.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the documents by incorrectly stating that firefighters prevent forest fires by removing <i>more flammable</i> trees. The response alludes to the documents but makes unclear connections. (<i>In the first passage the author says “What we can do is pretty small compared to what mother Nature can do”</i>).</p>
Development	<p>Is largely undeveloped referring only vaguely to the text (<i>Forest fires can be very damaging</i>). The response hints at prevention of forest fires (<i>containing them to get rid of dead things that cause the fires</i>) without elaborating.</p>
Organization	<p>Suggests a focus that fires cause damage and should be prevented, but lacks organization. The response includes irrelevancies (<i>Animals are also dying because the fire kills their food supply</i>).</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>inducing fires</i>). The response exhibits some attempt to vary sentence structure.</p>
Conventions	<p>Demonstrates emerging control, making occasional errors in punctuation (<i>removing dead trees some trees</i> and <i>Not all the fires are started by just trees, brush and dead grass causes fires also</i>) and grammar (<i>Fire fighter have been</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

"Forest Fire" by Timothy Egan was a big issue in 1910 and even today. It started in the northern Rockies near Montana all of way through Idaho. ~~to "Buckskin"~~ This lead to 89 casualties during 1910. A result for this "Big Burn" in this year was the Forest Service adopted a policy of the quickly extinguishing all fires. This brought alot of people to fear and get scared if they lives near forests.

The Forest Service try to get a group together so it can help stop the prevention of Forest Fire. Starting doing announcements with Smokey Bear. This prevented alot of damages to the wildlife. One thing that they wanted to do was stop smoking or anything that has flames to interact with any wild life because it causes casualties or even extinction.

Yellowstone National Park was created in 1988 so wildlife can be there to mutate and doesn't cause extinction. This lead to good results. Before it wasn't. A person name Lindon Wheeler's emphasizes "the capacity of nature to destroy". This was said because of many fire forests destroying homes for animals, people who live near it or just casualties. With this in my migration system & authors try to imply purposes of prescribed burns is to educate the public, and/or raising animals (cattles, etc). People will have a better future for them & the future generation.

"Forest fires" are one of the leading causes for some endanger species. But now they try to prevent it, so they got organizations and other parks to help to prevent this by magazines, commercial or

each day. With this this nature or mother nature will not flourish away or extinct. This will bring the population back up.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding the documents, relying primarily on phrases used in the documents (<i>89 casualties during 1910</i> and <i>prescribed burns</i>), some of which are used inaccurately. The response makes no connection between information in the documents and the assigned task.
Development	Is largely undeveloped. The response hints at ideas extracted from the text and multiple-choice questions (<i>damages to the wildlife, educate the public, raising animals</i>). The response offers some outside information that is irrelevant and inaccurate (<i>Yellowstone Natural Park was created in 1988</i>).
Organization	Suggests a focus that forest fires should be prevented. The response contains several unconnected ideas, resulting in an overall lack of organization.
Language Use	Uses language that is imprecise and sometimes incoherent (<i>so wildlife can be there to mutate</i> and <i>With this in my irrigation system</i>). The response reveals little awareness of how to use sentences effectively (<i>With this this nature or mother nature will nor flourish away or extinct</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>alot, Natural, irrigation</i>) and grammar (<i>This lead, a policy of the quickly extinguishing, They lives, endanger species</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning and language use.	

There are many things that can be very bad to our nation, one of these problems is the "Forest Fires". The forest fires, some time is the cause of some country that the cultivation of product is just waste time, because they can get what they want and the money don't come back. You can explore this by reading two works about forest fires by Timothy Egan and the other is a graphic by Tom Zeller and John Papasian. In this two work you can find how did the forest fires affect our nation.

By the forest fires they always a different problem. Like the works say in ninety years ago the heat of a summer without rain were terrible because million of acre was eventually consumed and not only the acre, the people were burned. They was one difficult moment.

Later on one development for restoring forest ecology they creating a artificial landscape ripe for catastrophe. To see if they can reduce some of cause for forest fires. One of the thing that the forest service remain focused was own primary resources. The agency had reached that conclusion most forests have a natural cycle and may be suppressed, Forsters say

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Is minimal, providing no understanding of the documents (<i>The forest fire, some time is the cause of some country that the cultivation of product is just waste time</i>). The response makes no connections to the task.</p>
Development	<p>Is minimal, consisting of vague unsupported generalizations (<i>They are many thing, that can be very bad to our nation. One of this problem is the “forest fire”</i>) and fragmentary ideas taken from the text (<i>One of the thing that the forest service remain focused was own primary resouses</i>) with no evidence of development.</p>
Organization	<p>Shows no focus and no organization beyond the attempt to start an introduction and the use of indentations. Information within paragraphs shows no organization.</p>
Language Use	<p>Is minimal and predominantly incoherent (<i>By the forest fires they alway are diffecut problem like the work say in ninety years ago ... the people were burned</i>). Incoherence extends to language copied from the text (<i>The agency had reached that conclusion ... a natural cycle and may be suppressed, forsters say</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>some time, affect, resouses</i>), capitalization (<i>two work called “forest fires”</i>), punctuation (<i>dont</i>), and grammar (<i>In this two work and million of acre was</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.</p>	

Forest fire start when
bad people spit fire on the
forest. They could be drunk
& throw a cigarette and
the poor fire spreads through
and kill all the pretty
trees, but they probably
spilled gas all around
to start it. You know that's
the problem. These day
old people and drinking
they can't control it but
us teens can & we are
responsible won't drink &
drive at the same time maybe
at a red light but other than
~~that we know the rules.~~ AND
our fake 10's really helps
when we need to get in clubs
& stuff. But back to forest fires
it's the irresponsible "GROWN UPS"
that start them.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding (<i>Forest fire start when bad people put fire in the forest</i>) and makes no connections between the documents and the assigned task.
Development	Is minimal. Development consists of irrelevant personal observations about the causes of forest fires.
Organization	Shows no focus and exhibits no pattern of organization.
Language Use	Relies on basic (<i>You know that's the problem</i>) and imprecise (<i>Stuff</i>) vocabulary. The response reveals little awareness of how to use sentences for effect (<i>They could be drunk & thrown ... and the poor fire ... and kill all the prety trees, but they probably spilled gas all around to start it</i>).
Conventions	Demonstrates emerging control exhibiting occasional errors in spelling (<i>prety</i>), punctuation (<i>Id's</i> and missing periods), capitalization (<i>Grown</i>), agreement (<i>spreads ... and kill</i>) and usage (<i>us ... can</i> and use of the ampersand) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is slightly stronger in language use and conventions.	

After learning about the Big Burn Forest Fire of 1910, I saw the need to prevent + educate people on forest fires.

There are many different causes to forest fires. According to the passage "Bernhard Fernow, blamed bad habits + loose morals for fires!" Meaning that fires don't just come from natural causes but also from careless human action. It's important for people to become educated in this area. Don't throw a burning cigarette butt into a forest, don't leave a barbecue site until it's completely extinguished.

Fires are also caused by nature, "Most forests have a natural cycle in which a purging burn comes through every 10, 20, 50 or 100 years!"

To help make forest fires not cause so much damage when they do break out we can try suppressing them but that would only cause a stronger fire later on. The illustration, though, does give some insight on this matter. We can stop diverting waterways to new developing communities because this is only drying out the forest,

causing stronger fires. Logging also causes a problem because the new trees that replaced the old are not as fire resistant, like the illustration says: "The smaller denser tree stands that grew in their absence burn more easily."

I feel that although nature is a strong cause to forest fires we still contribute enough damage. It is our duty to try + save our beautiful forests.

The way you can prevent forest fires is to cut down the thin, and dry trees. Grazing cattle and sheep diversion of a river of newly developing areas. That commercial logging is one of the major cause of unhealthy forest conditions that homes on the hills should have they roofing should have metal, tile and fiber, and not material like asphalt shingles, and paper. The outer walls should be built with stone brick and metal and the house should be built on slopes that the smaller and denser trees burns more easily logging could leave behind debris that can kindle a wild fires. Diverting the natural ~~ways~~ water ways to serve the communities could change the ecology of the surrounding forest, leaving them dry and unwatered. That river that serve as a natural barrier for fast moving wild fires has been narrowed making flames to leap into neighboring group of trees easily, cattle raising in the 19th and 20th Centuries reduced grasslands that started forest fires and keep them low that ~~it~~ ~~went~~ started a forest fire s

Nature may work in mysterious ways, but our society is constantly trying to change it, with sometimes disastrous consequences. A case in point is the well being of our national forests. After years of trying to extinguish all forest fires, the National Forest Service now realizes it may have actually worsened the situation. How could such misunderstanding happen?

It began about 90 years ago when a hot, dry summer in the Rockies produced a "firestorm" called the "Big Burn." This forest fire eventually destroyed three million acres, entire towns, and 87 people. There after, the Fire Service promised it would "snuff out" every fire by the following day. The problem with this philosophy is that forests need a periodic burn to rid themselves of excess growth. Without such a purge, tree-killing insects will multiply, killing off young, vulnerable trees that then dry out and become kindling for the next forest fire.

Another of nature's mysterious ways has been misunderstood by logging companies. In an effort to thin out forests to make them more fire resistant, loggers

take down only the biggest, most fire-resistant trees. Then they replace them with clumps of ten times as many young, vulnerable ones. Now when a forest fire erupts, these clumps of vulnerable trees act like a catalyst, making the fire burn hotter and faster.

If loggers could imitate the natural forest's healthy growth pattern in both planting and removing trees, then the Forest Service might be able to conduct "controlled burns" with more confidence. As things stand now, however, "controlled burns" are viewed suspiciously by the public. This attitude arises from the fact that sometimes, a "controlled burn" goes out of control. What makes this circumstance even more dangerous is the fact that more and more people are building homes and cottages around the periphery of our national parks. In their effort to "blend in" with the forest, such homes are often made of wood and other highly flammable materials. Ironically, in an effort to get closer to nature, these home owners not only hamper the Forest Service's attempt to promote a healthy forest (through controlled burns), they

actually threaten it by building homes conducive to fire.

It is clear that there are no "quick fixes" when society throws off the balance of nature.

Forest fires are one of the many disasters that happen on this earth ~~or every~~ every year. They are one of the most dangerous and deadly. These fires can be natural or ~~if~~ they can be man-made or caused.

Forest fires can be started by any number of ways. Most are accidental or man-made while the others are started by mother nature herself. Natural fires can be started by dry ~~sm~~ summer conditions without rain. The constant heating of the sun's rays beating down on these dry, water depleting trees is too much for them to handle and just starts a blaze. The "Big Burn" was one of the earliest natural fires recorded in history to be that size. This fire alone consumed three-million acres and ~~it~~ killed 81 people.

Forest fires can also be started a number of other ways, most being by man. The most common blame can be stuck on the campers who are not able to control their camp fires. Some people who ever place the blame on logging in the sense that they have taken all the big fire-resistant trees and ~~re~~ replaced them young, disease-prone trees. Others say that not logging is the problem with the loggers not moving the dead, dry trees. Excessive grazing by cattle and sheep can also be to blame as stated by some foresters.

Even though there are several ways to start a forest fire, there are several ways to prevent them too. Smokey the Bear was used in a big campaign to make sure people are careful with their camp fires.

Another solution that is helping experts is a planned fire. They set these off in a small area under control to try and study the fire and determine their cause and try to ~~determine~~ stop them faster and more efficiently.

In conclusion there are no real ways to prevent forest fires only deal with them to a certain degree. We cannot stop grazing, water diversion or logging because we need all of these things. We can help ourselves out though if we live or are near a forest by not building with wood and having gravel roofs. Stilted for a house could let the fire pass right by and still being able to breath. harkley do not build at a hill because "slopes create a natural chimney for advancing flames".

Throughout the years of our nation's existence, many natural disasters have occurred. One such disaster is the destruction caused by forest fires. When these horrible fires take place, they destroy thousands of acres of forest, land, and even personal property. Something needs to be done to solve this age-old problem of forest fires.

Upon close inspection of forest fires, one will see that there are many reasons for which they are caused. Through logical observation, it has been thought that forest fires are caused by ~~the~~ the over-abundance of trees in the forest. This is especially true of dry, dead trees, which help to ~~cause~~ serve as fuel for forest fires. For many years there have been efforts to remove trees from the forest and prevent fires from happening.

However, causes of fires are not limited to an over-abundance of trees or crowding of forests. Houses in wooded areas are also a cause for forest fires. The existence of a house and its fire-causing potential creates a large possibility of causing a fire when located in or near forests. People need to be careful to "fire-proof" their houses if they live by forests. Additionally, the absence of bodies of water due to their redirection to populated areas does not help to prevent forest fires.

Yet, despite all of the traditional ways of dealing with forest fires, there is an unorthodox idea for fire prevention that seems to be growing. This idea is that regular forest fires are necessary for the benefit of a forest. They keep the forest from growing too large and also keep tree-consuming insects from growing in population. While some have suggested creating our own fires in order to prevent larger, more destructive fires from happening, I believe that this is not the solution. The only way that we can keep forest fires from growing out of hand is to allow the small ones to occur. In this way we can prevent larger, more harmful ones from occurring.

Practice Paper A–Score Level – 4

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

Practice Paper B–Score Level – 2

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

Practice Paper C–Score Level – 5

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

Practice Paper D–Score Level – 3

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

Practice Paper E–Score Level – 4

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