

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Monday, January 26, 2004—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring of Multiple-Choice Questions

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

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

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p>Meaning: the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>- convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make few or superficial connections between information and ideas in the text and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the text -allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task</p>
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the text</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the text</p>	<p>-develop ideas briefly, using some details from the text</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -Vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions, 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 assessments 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.

Perhaps you have recently visited a bookstore, whether it was a small, local independent retailer or one of the giants like Barnes and Noble, I'm sure you saw a large number of "how-to" books. These books probably ranged from cookbooks to interior decorating to athletics. The thought that you have some knowledge which might help others to accomplish a given task may have occurred to you - but how would you possibly create a "how-to" article?

Andy Gutelle, author of "how-to" books for children, has some insight to offer budding authors. His expertise stems from publications concerning baseball and soccer. Gutelle had little difficulty writing a "how-to" about baseball, a sport he loved. When he started to write his book on soccer, however, he discovered that his knowledge in this field was lacking. He decided to conduct extensive research. Like Gutelle, you may find it necessary to expand your knowledge base before penning your "how-to" book. You, too, may discover that research is the key to success.

Gutelle's experience reveals that research takes many forms; all are readily available to you. First, go to the library. Read all sorts of books on your topic, books intended for all sorts of

audiences. Gutelle cautions that you should avoid those books similar in style to the one you intend to write. It is possible that you could be easily influenced by such a similar publication. While you are at the library, look for instructional video tapes. The added advantage offered by this source of information is that you can stop, rewind, and/or use slow motion to analyze what is going on. This analysis enables you to create instructions that sensibly offer step by step progressions.

Another source of information is the vast resources of the internet, but venture on-line cautiously. Always be suspicious of the accuracy of "unverified experts." The internet is filled with them. A far superior source would be a real life expert. If you consult with a recognized expert in your field, you can be more certain of the reliability of the information. Plus, you can ask follow up questions to get the exact information you want. When Gutelle consulted with soccer star Cobi Jones he received so much useful information that he actually ended up naming Jones as a co-author of the book! Interviews with non-experts, including soccer moms and dads, were also helpful to Gutelle. Don't ignore the non-experts; they can give you a broader perspective.

In fact, it might even be helpful to observe people as they undertake the task about which you intend to write. Gutelle calls this observation "unobtrusive measures"; in other words, observe quietly and carefully to get a real sense of how someone accomplishes the task.

After all the research is done and the initial writing is completed, you may be tempted to submit your book to a publisher. You must, however, undergo the excruciating process of revision. Though the tearing apart of your work may be painful, Gutelle asserts that with each revision your confidence will grow. He should know! He went through four drafts and solicited feedback from several different critics before he considered his book completed.

Allow Gutelle's experience to inspire your confidence. You don't have to be an expert in your field to write a "how-to" book. You do, however, have to have a keen interest, a good work ethic, and an open mind in order to complete the arduous process Gutelle describes. If you do, you, too, can become a successful "how-to" author!

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the text, using pertinent aspects of Gutelle’s report to instruct <i>budding authors</i> . The response makes insightful connections between the text and task (<i>You do, however, have to have a keen interest, a good work ethic, and an open mind in order to complete the arduous process Gutelle describes</i>).
Development	Develops ideas clearly and fully, using a wide range of specific details from the text to elaborate on the importance of <i>extensive research</i> , ways to acquire <i>the exact information you want</i> , how to gain a <i>broader perspective</i> , and the need to <i>undergo the excruciating process of revision</i> .
Organization	Maintains a clear and appropriate focus, and exhibits a logical structure, with an introduction asking <i>how would you possibly create a “how-to” article?</i> followed by three cohesive discussions which summarize Gutelle’s advice. Coherence is maintained through the skillful use of transitions (<i>Another source of information, After all the research, Though the tearing</i>).
Language Use	Uses language that is stylistically sophisticated, with a notable sense of voice and awareness of audience and purpose (<i>Allow Gutelle’s experience to inspire your confidence</i>). The response skillfully varies sentence structure and length to enhance meaning (<i>Gutelle’s experience reveals that research takes many forms; all are readily available to you</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Do your friends sometimes refer to you as "the expert" on a certain topic? Have you learned a skill or watched a trick you'd like to share with more people? Well, you could try spreading the news by word-of-mouth. Or you could write a "How-To" article for this news paper. Writing isn't always easy, and this type of article is no exception. But with some of my tips and hints, and a little effort, you can begin teaching many new people many new things!

A popular misconception is that you have to be familiar with your topic before you can talk about it. Not true. In fact, most "How-To" pieces take tremendous research, no matter how familiar you are with the subject.

Andy Gutelle, the author of two popular "How-To" books on soccer and baseball, said that the "nature of nonfiction writing [is that] eventually you end up talking about your research." So don't be worried.

Research is done in many parts. The first step is to get all the books, movies, and online articles that you can find about your topic. It's in this process that you want to become as familiar, comfortable and knowledgeable about your topic as you can. Interview people

of all ages, involved in different aspects of your topic, too. For example, if you are going to write "How-to Tap Dance", interview the kids who dance, their teachers and parents, too. Get all the opinions you can, and do first-hand research as well. To stick with tap-dancing, go out and watch classes.

After you research, write your article, but be prepared. Your first draft is never the final draft. You will have to edit and rewrite your papers many times. Let other people edit, too, so you get many different opinions. By this point you should feel pretty knowledgeable about your topic, and prepared to take criticism constructively—especially if it makes your writing better.

So now you should have a final product, ready to go. Keep in mind that your instructions should be concise and clear, easy to follow, but not boring. And don't get discouraged. "How-to" articles aren't too hard. Why, I just wrote one: "How-to Write A 'How-to' Article." ☺

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the text by synthesizing the value of research as it applies to the task. The response contains insightful connections to the task (<i>It's in this process that you want to become as familiar, comfortable and knowledgeable about your topic as you can</i>).
Development	Develops ideas clearly and fully, effectively using details from the text to explain the significance of the task (<i>you can begin teaching many new people many new things</i>), the research process (<i>get all the books, movies, and online articles that you can find</i>), and the writing process (<i>Your first draft is never the final draft</i>).
Organization	Maintains a clear and appropriate focus on "How To Write A "How-To" Article." Ideas are generally logically sequenced, beginning with an explanation of the purpose of the task and followed by paragraphs discussing the need for research, ways to research, drafting and revising. The response uses transitions effectively (<i>After you research, By this point, So now</i>).
Language Use	Uses language that is generally fluent and original, but occasionally informal (<i>kids</i> and <i>To stick with</i>), with an evident awareness of audience and purpose (<i>Do your friends sometimes refer to you as "the expert" on a certain topic?</i>). Sentences are varied to control rhythm and pacing.
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization and language use.	

At one time or another, most of us have had occasion to read what is commonly called a "how-to" book. It may have been a book that contained plumbing instructions for the layman or one that instructed young parents on how to handle the emerging independence of a two-year old.

One well-known writer of how-to books has valuable advice for would-be authors. In his first book, ~~Andy Gutelle~~, ~~a how~~ a how-to book on sports, Andy Gutelle chose a topic with which he was familiar and also one that he loved—baseball. However, he is quick to point out that knowing your subject, and being passionately interested in it, are not enough to ensure success.

The key to success, according to Gutelle, is research. There are many ways to research a subject. In writing his second how-to book on

soccer, he conducted extensive telephone interviews with soccer star Cobi Jones. He did not, however, limit his interviewing to experts. He spoke extensively with the parents of children who played soccer, asking them what kind of information they thought their children needed to know.

The internet also provided a means of gathering information, although Gutelle is somewhat cautious about using this source as it is difficult to verify many of the facts available ~~on~~ on-line.

"Unobstrusive measures" were another means of research that Gutelle found useful. This involved going to parks and observing children playing soccer. He made ~~detatled~~ detailed notes on how they played, how they dressed, and how they spoke.

Another source of information is

to read books that have already been published on your subject ~~matter~~. Lutelle cautions against reading books that are written in a style similar to your own in order to avoid being influenced by those authors.

Video tapes are yet another good resource. Lutelle found it helpful, ~~to be~~ when viewing ~~them~~ soccer videos to be able to slow down or rewind the tapes so that he could carefully study what he observed.

After the painstaking research comes the actual sitting down and writing of the book. Lutelle ended up having to write four drafts of his soccer book before it was in final form.

Although it may not be pleasant to see one's work torn apart by various soccer experts, it can be a real learning experience. Lutelle felt that he gained more confidence and knowledge

with each re-write.

So, to all future authors of how-to books, be ~~be~~ prepared to do extensive, in-depth research and don't expect your first draft to be the final, perfect product.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, presenting Gutelle's <i>valuable advice for would-be authors</i> . Connections to the task are generally implicit, although an explicit connection is made in the conclusion.
Development	Develops ideas clearly and consistently. The response uses specific and relevant details from the text to elaborate on the <i>many ways to research a subject (telephone interviews, The internet, "Unobtrusive measures," books, Video tapes)</i> and on the writing process (<i>Gutelle ended up having to write four drafts of his soccer book</i>).
Organization	Maintains a clear and appropriate focus on advice on how-to writing (<i>be prepared to do extensive, in-depth research and don't expect your first draft to be the final, perfect product</i>). The response exhibits a logical flow of ideas through the use of appropriate transitions (<i>In his first book, In writing his second, however, although, Another source</i>).
Language Use	Uses language that is fluent and original, with some sense of audience and purpose (<i>At one time or another ... commonly called a "how-to" book</i>). The response varies sentence structure and length to control rhythm and pacing (<i>He made detailed notes on how they played, how they dressed, and how they spoke</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Have you ever wanted to write a book about how to perform some particular skill or trade? Are you unsure where to start, or do you think you don't have the extensive knowledge to give instructions? Have no fear. Here are some tips to turn you in the right direction. They come from Andy Gutelle, a popular how-to writer of children's books.

First of all, choose the subject you will write about. Gutelle's first book was about baseball. He loved it and loved teaching it to children. For your first try, it's smart to choose a subject you really know and love. But what about your second try? For Gutelle's second book, he chose soccer a game about which he was not so well informed. What's the next step? Research!

Researching your subject is always wise, even if you are confident and well-informed. If you're not so familiar with the subject, research is essential. Gutelle suggests watching videos on the subject, going on the internet, and speaking to experts. Gutelle also suggests doing extensive reading on the subject, while avoiding reading material too similar to what you are planning to write, so you will not be overly influenced.

Try to learn from several points of view. Go to on-line databases to get all the information you can. Then narrow this information down by speaking to local experts in your area.

Gutelle took some of his information from a group of men running his local soccer league. He also contacted a professional soccer player, Cobi Jones, who gave him so much information, Gutelle decided to list Jones as his co-author. So, if writing a how-to article sounds like something you'd like to try, the word to remember is "research."

When you feel you are ready to begin writing, present your ideas clearly, precisely, and make them easy to understand. Nothing is more frustrating than a how-to book the reader can't interpret. So be sure your work is clear. Let several people read it over as editors. When you think your article is ready, let an expert have the last look to be sure your work is correct and complete.

Then send your article to the newspaper and if it's published, you're a how-to writer. All that is left is choosing your next "how-to."

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, explaining the types of research addressed by Gutelle, and recounting his process of revision. The response makes generally insightful connections to the task (<i>it's smart to choose a subject you really know and love</i>).
Development	Develops ideas clearly, using specific details from the text to describe Gutelle's change of strategy when writing on an unfamiliar topic (<i>research is essential</i>) and the types of research he used (<i>Gutelle suggests watching videos ... going on the internet and speaking to experts</i>). However, advice on the process of revision is developed through generalizations.
Organization	Maintains a clear and appropriate focus on <i>some tips</i> on writing a how-to article. Ideas are generally logically sequenced (<i>choose the subject, Research!, narrow this information down, begin writing</i>) through the use of strong topic sentences and transitions (<i>First of all, Then, So</i>).
Language Use	Uses language that is fluent and original (<i>Nothing is more frustrating than a how-to book the reader can't interpret</i>), with evident awareness of audience and purpose. The response varies sentence length and structure to control rhythm and pacing, occasionally using rhetorical questions to enhance meaning.
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Writing how-to articles can be rewarding. It's fun to explain how to do something you know you're great at. Andy Gutelle, a writer of how-to books for children, has some advice on how to come up with a first-class how-to article on a subject you are no expert in.

Andy Gutelle, years ago, wrote a how-to book on baseball for kids. This was a subject he loved. He chose to follow this first success with a how-to book on soccer for kids, a subject he had little background in. His preparation required major research. He went on-line, but felt some of the information he acquired there was not reliable. He rented soccer videos, which weren't very good, but watching them, and using the remote, allowed him to review certain moves or plays until he had them down. He also read every book he could find on the subject, except for books very similar to the one he hoped to write. He didn't want to be tempted by anyone else's ideas.

Using the internet, Gutelle could

"travel the world and see how soccer-crazy people really are". Back home, he interviewed the local experts the coaches who ran his town's league. He also watched the local games, and the players, little and big, and talked with soccer ~~parents~~ moms and dads. But most of his information came from a professional soccer player, Cobi Jones, who is listed as co-author of the book.

Gutelle used local ~~so~~ soccer experts as his editors. When they were satisfied with his re-writes, after having ripped his work apart many times, he gave a ~~final~~ ~~dra~~ final draft to a soccer coach at Yale. He made more suggestions, which meant more revisions.

Gutelle's book is finally complete, and when it comes out, hopefully many kids will learn from it. That's what makes all the work worth while.

How about you? Do you have a skill you'd would like to explain to and teach your classmates? Try writing it up and submitting it to ~~the~~ this newspaper. You just might make someone who needs to know "how-to"

very grateful.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text by presenting Gutelle’s <i>advice on how to come up with a first-class how-to article</i> . Clear and explicit connections to the task are made in the introduction and conclusion.
Development	Develops ideas clearly and consistently. The response discusses the difference between Gutelle’s two books, his methods of research, and the steps he takes to complete his writing, using some specific details from the text (“ <i>travel the world and see how soccer-crazy people really are,</i> ” <i>he interviewed the local experts, he gave a final draft to a soccer coach at Yale</i>).
Organization	Maintains a clear and appropriate focus on advice to students on writing how-to articles (<i>Try writing it up and submitting it to this newspaper</i>). Ideas are generally logically sequenced, although internal consistency is sometimes lacking. For example, paragraph 2 combines many ideas without appropriate transitions and using <i>the internet</i> recurs in paragraphs 2 and 3.
Language Use	Uses language that is appropriate, with an evident awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>You just might make someone who needs to know “how-to” very grateful</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in comma use (<i>experts the coaches and hopefully many kids</i>) and grammar (<i>you’d would</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and language use.	

There are many different approaches on how to write a how-to article. This article will give one approach on how you can write a how-to article. It will include important information and tips on what kind of research should be done and how to do it. It'll also include other measures that should be used in writing an article.

"The nature of non-fiction writing is that you end up talking about your research," states Gutelle. Research is the main way to develop ideas for the article. The first type of research is to use books about the topic you're writing about in your article. You should get a variety of books and compare the information they contain. You may end up favoring one book over the other due to techniques used or described and also the style in which the book is written. Try not to use books that are similar in format to your article, it may influence you more than you'd want it to. Videos are also another helpful source for information. They're useful because you can play them over and over to get the information. Even if the video is terribly written it'll still provide you with useful information to use in your article. Another wonderful source is the internet. It gives you current up-to-date information on just about any topic you need. The internet is full of journal articles, magazines, newspapers, and informational websites. It's all at your fingertips with the internet. You can access the internet from home, school, or your local library. Interviews can also be used to gather information on your topic. If you have any experts or just people who know a lot about your topic could help

you out. Your interview need not be in person talking on the phone works just as well. They will provide you with information that'll be useful in your article. The last type of research is obtrusive measures. If your how-to article is about making, playing or any other topic in which you could watch someone perform it, you should watch. Watch males and females, young and old. You'll see how they all have a different approach on how-to do the activity. Notice how they dress and also what they talk about.

The next step is to compose your article using the research gathered from videos, books, interviews, and unobtrusive measures. After your first draft is complete you'll need to have a couple knowledgeable people go over and critique your work. Fix errors made and your article is ready to go.

Remember, this is only one approach on how-to write a how-to article. Try to follow the steps mentioned and see if the method works for you. Remember to do your research and good-luck with the article.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text by addressing several key ideas (<i>Research is the main way to develop ideas for the article and You'll need to have ... knowledgeable people go over and critique your work</i>). The response makes implicit connections to the task.
Development	Develops some ideas more fully than others. The response uses relevant details from the text to describe <i>what kind of research should be done and how to do it</i> . However, the process of writing the article is not as well explained, and Gutelle, while quoted, is not identified as the source of information.
Organization	Maintains a clear and appropriate focus on <i>one approach on how to write a how-to article</i> , with ideas generally logically sequenced. However, internal consistency is weakened by the combination of many ideas into the lengthy second paragraph.
Language Use	Uses language that is generally appropriate, but sometimes repetitive (<i>useful information to use and current up-to-date information</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>The next step ... unobtrusive measures</i>).
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>techinques and knowledgable</i>), punctuation (errors in the use of hyphens, commas, and end punctuation), and grammar (<i>book is wrote</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The way to write the perfect how to Book is quite simple. There are several Steps that must be followed in order to even get started on your book. There are also several ways to complete each of the Steps.

Step one as in with everything is ~~research~~ research. Be sure to utilize every possible source ~~to~~ when writing your how to book. The internet is an excellent source because you get to see peoples responses to the items you find. Personal interviews would be the next best way to gather information on your Subject because you get to know peoples opinions first hand. The last kind, according to a report by Andy Gutelle on "how to" sports books, was "unobtrusive measures". This technique is sitting at a park or something and watch your topic being done. So, now you can see first hand how it works.

Step two in the process of

Writing how to books is drafting. Be sure you write a draft of your how-to book making sure it doesn't have too many of the similar qualities that one of your research sources had. You want to make sure it has references but is also original at the same time. This draft can be changed several times in order to satisfy whatever it is you are hoping to write.

The third and final step is let other people read your book. Let the experts on that topic rip it apart for you and make it better. You should expect criticism and allow it to increase confidence and turn you into a better writer. The experts aren't the only people you should let read your book. Have regular people give you their input on it whether it is positive or negative. After you've heard everyone's opinions and changed your book accordingly, you are ready for your final draft.

Three simple steps is all it takes to write a good how to book. Always be sure to research, draft, and share. After those three steps are done all you have left to do is type it out. So don't let the task of writing a how to book intimidate you just follow the three easy steps and your book should be no problem.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, explaining the stages of the writing process as outlined by Gutelle (<i>There are several steps that must be followed and several ways to complete each of the steps</i>). Connections to the task are generally implicit (<i>Be sure to utilize every possible source</i>).
Development	Develops some ideas more fully than others. The response uses relevant details from the text to elaborate on drafting and editing (<i>You want to make sure it has references but is also original and You should expect criticism and allow it to increase confidence</i>). However, the research process is less well developed, with some suggestions stated, but not clearly explained.
Organization	Maintains a clear and appropriate focus on the steps of writing a how-to book (<i>Always be sure to reasearch, draft, and share</i>). The response exhibits a logical structure, using separate paragraphs to summarize each of the three steps.
Language Use	Uses language that is generally appropriate, although occasionally imprecise (<i>This technique in sitting at a park or something</i>), with some awareness of audience and purpose. The response exhibits some attempt to vary sentence structure, but with uneven success.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>responces, opionions, writting, exept, possitive</i>), punctuation (missing commas, apostrophes, and end punctuation), and capitalization (<i>Book, Started, You</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

If you ~~are~~ high school students want to write your own how-to-article, like we produce here every week in the school newspaper, then here's "how-to" start.

Every week when the newspaper wants to produce a how to article, the reporter writing it does ~~research~~ research and gives supporting evidence to back up his/her topic. Every article, essay, or non-fiction book requires some kind of evidence. In a report by Andy Quetelle, ~~and~~ a writer of How-to-books he discusses how the nature of nonfiction writing is based on research. He has written two books in his career. One book in which he was familiar with the topic and the other which he knew nothing about.

His first "How-to-book" was on baseball which he was familiar with for his whole life. He played the game, and loved reading about it. This book took very little research but his own knowledge. The topic he was not familiar with was soccer. He knew nothing about the sport. This required a lot of research. He read books, but not the ones regarding to the style he was writing ~~the~~ because he did not want to copy other writers work. For his research he looked at kids and adult books, he went to libraries and video stores. He looked at the videos to see how certain passes and kicks were done. He looked at the videos again and again.

Interviewing people who played the sport and people who enjoyed watching the sport helped a great deal.

He interviewed a famous soccer player, soccer players (kids and adults), soccer moms and dads.

Using ~~up~~ "unobtrusive measures" he went to a local park and watched old, young, boys, and girls play the game. He observed their moves, ~~these~~ the way they talked, and the way they dressed. After he wrote a draft he let someone read it and give their opinion. His draft was ripped apart many times.

Gutelle soon realized the more drafts he wrote he built up more confidence with each try. He realized that the second try is the critical one because it defines whether the basic approach has it to write ~~write this~~ it again and again.

So you see students it takes a lot to get something. Hard work, perspective, relevant information, and research to make a good How-to-article.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the text (<i>he discusses how the nature of nonfiction writing is based on research</i>). Connections to the task are few, appearing in the introduction and conclusion, although one explicit connection is made (<i>Every week ... the reporter writing it does research</i>).</p>
Development	<p>Develops some ideas more fully than others. The response elaborates on the difference between Gutelle’s two books and on some of his methods of research, using relevant details from the text (<i>he went to libraries and video stores, Interviewing people who played ... and people who enjoyed watching, Using “unobtrusive measures”</i>). However, Gutelle’s experience of revising his writing is less well developed.</p>
Organization	<p>Establishes an appropriate focus on how to <i>write your own How-to-article</i>, but does not maintain that focus, lapsing into a summary of the text. The response exhibits a rudimentary structure, but paragraphs contain numerous inconsistencies. For instance, the topic of writing is introduced abruptly in paragraph 4, then carried into paragraph 5, where the topic shifts to the significance of the <i>second try</i>.</p>
Language Use	<p>Uses language that is generally appropriate, although occasionally awkward (<i>some kind of evidence</i> and <i>One book in which he was familiar</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>He played the game, and loved reading about it</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>writen, weather, relavant</i>), punctuation (end punctuation, hyphen, apostrophe, and comma use), and grammar (<i>someone ... their</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.</p>	

A report by Andy Gutelle, a writer of How-to Sports books for children, has taught me and can teach you how to write successful How-to articles. Andy Gutelle has written books about soccer and baseball. In his report he is telling what he had to do to help him build confidence in writing his books. Andy Gutelle had to rewrite his manuscript several times, which helped him increase his confidence.

To write these books there are certain tasks that can help you do this. First you need to look at books that relate to the topic you're going for. Andy said though that you must avoid books that directly relate so that your book is not exactly the same. When writing your book you should ~~be~~ also have a familiarity with the subject of your How-to book.

The next thing to do is to rent videos. The video can let you re-watch it and you can also break things down into steps. When Andy was writing his book on how to play soccer he rented videos and re-watched them to help himself learn the sport. Andy

could also break the video down so he could learn at his own pace.

The 3rd thing, according to book writer, Andy Gutelle, is to look up information online. Andy used Yahoo to research soccer. The only problem with using the internet is that it can give you ~~stuff~~ that information that is not exactly what you want. The benefit of the internet is that it also can help you explore your topic world wide.

One of the most important things to do is to hold interviews. While writing his book, Andy ~~held~~ held interviews of national soccer players. Interviews can provide information that is relevant. You can interview people who participate in the sport. You can interview their parents. Also, teams and camps that help children learn to do certain things can be interviewed. Andy ~~interviewed~~ interviewed soccer mums and dads when writing his book on teaching children how to play soccer.

According to Andy Gutelle, the last thing to do is to ~~take~~ "unobtrusive" measurements. You should watch children who play the sport. You should watch children of different ages and gender. Children of different ages play sports differently than others because they may understand the certain sport better than other children. The most important is the gender. The males may play more aggressively than the females.

There are many different things that can help you in writing your How-To book. To do this you have to keep certain things in mind. The first thing to do is look at related books. Then watch videos on the topic. Third, use the internet. Then hold inter views. And last you can watch and interact with children who play the sport.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, identifying some of Gutelle’s ideas. Connections to the task are superficial (<i>has taught me and can teach you, certain tasks that can help you, You can interview, You should watch</i>).
Development	Briefly develops some research sources, including <i>books, videos, The internet, interviews</i> , and “ <i>unobtrusive measures</i> ,” using some details from the text.
Organization	Establishes an appropriate focus on <i>how to write successful How-To articles</i> , then lapses into a summary of the text in paragraph 2. The response exhibits a rudimentary structure, with paragraphs generally logically sequenced. However, ideas are repeated within paragraphs and material from the multiple-choice questions is ineffectively incorporated, creating some inconsistencies.
Language Use	Uses language that is generally basic, although occasionally imprecise (<i>look it, topic your going for, teams and camps ... can be interviewed</i>) and repetitive, with some text copied from the multiple-choice questions. The response attempts to vary sentence structure with uneven success (<i>To write these books there are certain tasks that can help you do this</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>relate</i>), punctuation (<i>book writer, Andy</i>), and grammar (<i>he ... re-watch, Gutelle interview, relate books</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Writing a book is pretty hard. It can be also confusing. In order to write a great book you need to organize yourself, and do a lot of research. The way you will do this is by three types of researches. The first research is books, the second is videos, and the third is using the internet.

The first type of research is using books. Go to the library and find books on ~~the~~ ~~topic~~ what you are going to write about. For example, Andy Gutelle wrote a book on Soccer. He went and looked up books about soccer. However, he ~~was~~ avoided books that were too close or too similar to the type ~~of~~ that he was going to write. You should do that too.

The second type of research is using videos. Go to the video store and try to find videos of what you are going to write about. For example, Andy Gutelle used videos to learn how the sport is played. The different techniques there are to learn how to play soccer. This allows you to study the skills closely.

The third type of research is using the internet. You can find great information from the internet. Go to yahoo and type in what ~~the~~ subject you are writing about. For

example, Andy Gutelle who wrote a book about soccer used the internet, and found a lot of useful ~~stake~~^{information}. He also interviewed a professional soccer players. For example, Andy interviewed Kobe Johns, a professional soccer player. Kobe gave him a lot of useful informations and answers. Andy also interviewed two ~~so~~ other soccer experts, who are incharge of a youth soccer in New Jersey. They too were very helpful.

So you see once you get yourself organized and start researching you will write a great book. And the next time you want to write a book you will know what to do and it will be easier.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating <i>in order to write a great book you need to organize yourself, and do a lot of research</i> . The response makes some superficial connections to the task (<i>the way you will do this is by three types of researches</i>), although the task is misinterpreted as <i>writing a book</i> .
Development	Develops some ideas briefly, discussing three types of research (<i>books, video's, the internet</i>) and the value of interviewing. The response elaborates on each with an example from the text. However, some key ideas, including Gutelle's advice on observing participants and revising, are not addressed.
Organization	Establishes a slightly inappropriate focus on how to write a book, and maintains this focus (<i>So you see ... you will write a great book</i>). The response exhibits a rudimentary structure, with each paragraph examining a type of research, closely following the sequence of the text. However, paragraph 4 combines using the internet and interviewing, creating some inconsistency.
Language Use	Uses language that is generally basic, although sometimes imprecise (<i>The first research, sport is placed, This ables you</i>) and repetitive (<i>The first type ... For example</i> and <i>The second type ... For example</i>), with some awareness of audience and purpose. The response attempts to vary sentence structure with uneven success (<i>Who are incharge of a youth soccer in New Jersey</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>researches, closly, informations</i>), punctuation (comma usage), and grammar (<i>He ... interview</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

When you are writing a book or article about how-to do something, for example sports, there are many steps to be taken to ensure the best instructions.

The first thing you should be sure of is that you know all there is to know on your subject. You should make sure that you receive your information from many reliable sources. One way to research is books, find out the history behind what you are writing about, find out as much as you can from other books and articles.

Then you should watch tapes on your topic, look at movies that have your topic in them in some way, and look at movies that are instructional much like your article will be. Movies are great because by rewinding + playing over again you can learn as much as possible.

Another way to find a lot of information on your topic is the internet. You can search + find all the information you could want on your topic. After you have found all this information, go and observe people doing this task and the different ways it is carried out.

The last part of gathering information should be interviews, interview people who have great knowledge + experience in your topic.

After the interview arrange all your information into a rough draft. Have a number of people edit it and do as many rewrites as possible. And you are finish with your How-to article.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text by discussing some of Gutelle's ideas on research and revision. The response makes a few connections to the task (<i>writing ... about How-to do something and arrange all your information</i>), though connections are occasionally unclear (<i>to ensure the best instructions</i>).
Development	Is incomplete. While the response uses some detail from the text to briefly develop ways to research, little application is made to the task. How-To writing, while hinted at, is not defined, and the report by Gutelle is not identified as the source of information.
Organization	Attempts to establish an appropriate focus on the <i>many steps</i> involved in writing a How-to article, but lapses into a summary of ways to research. The response exhibits a rudimentary structure including an introduction, four paragraphs discussing research which follow the sequence of the text, and a conclusion which attempts to return to the focus by summarizing the writing process.
Language Use	Uses language that is generally basic (<i>One way to research and Find out as much as you can</i>), although occasionally imprecise (<i>you're</i> for "your" and <i>look at movies</i>), with little awareness of audience beyond the use of <i>you</i> throughout. The response attempts to vary sentence structure with uneven success.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>writting</i>), capitalization (<i>look</i>), punctuation (end punctuation and comma use), and grammar (<i>you are finish</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

There are some hints on how
 to write How to books. A key aspect
 is to look up the specific subject
 your book is on. You can use the
 library to find other books or watch
 movies showing that specific subject. In the
 20th century we can now use
 the internet to look up your subject.
 You also have to write it so
 you want to not do how others
 based there books.

It is also important to write with
 words that people will understand. If it is to
 hard people won't learn "How to".
 In conclusion how to books
 are very important write them
 people want to know how to do stuff
 so write it good.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text (<i>A key aspect is to look up the specific subject</i>) but connections to the assigned task are unclear (<i>How to books are very important</i>).
Development	Is largely undeveloped hinting at some ideas from the text (<i>You can use the library, watch movies, use the internet</i>). References to the text are vague or unjustified (<i>write with words that people will understand. If its to hard people wont learn "How too"</i>).
Organization	Suggests a focus on <i>some hints on how to write How to books</i> , and suggests some organization by using paragraphing to separate information. However, paragraphs are comprised of incomplete ideas, and provide little support for the focus.
Language Use	Uses language that is imprecise (<i>write with ideas, do stuff, write it good</i>) although occasionally basic. The response reveals little awareness of how to use sentences to achieve an effect (<i>You Also have to write it So you want to not do how others based there books</i>).
Conventions	Demonstrates emerging control, exhibiting errors in punctuation (missing commas, end punctuation, hyphens, and apostrophes) and grammar (<i>we ... your and ideas ... its</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

The essay that I am writing about is how to play football. In order to be good at it you have to practice everyday.

I am writing to you (my audience) to tell you how to become a good football player. I am watching old football games on T.V. and studying the way the game is being played. Also I got some books on the sport that I am reading now as well as books on the players that play the game. But first, people who want to become good football players must train hard, keep in shape. And if you are on the school team you have to do all your work, get good test scores, and pass all your classes.

Now, I am starting to read books about football and the facts are very good. It tells me how much a person must weight to be on the offense and defense. I also found out how the teams bring a lot of water for the players.

Then I talked to the school's football coach and he was telling me how he keeps his kids from 3 p.m. to 7 p.m., working on drills until they know it and even if they do know he wants them to be perfect at everything. So the team loses he watches the film and goes over what they did right and wrong and also to go over their mistakes.

Then I started to attend football games every Sunday and watched the game very carefully. So I wasn't at the game I would watch it on television. Now I know more and more about football.

In conclusion, now I know what every player goes through when they practice and play the game. I had a lot of fun doing this project and I hope my audience enjoys it. And I will not write a book about this.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text, interpreting the report as advice on how to improve performance. Connections to the task are unwarranted (<i>The essay that I am writing about is how to play football</i>).
Development	Development is incomplete. The response hints at ideas from the text (<i>Now, I am starting to read books, Then I talked to the school's football coach, Then I started to attend football games</i>) but elaboration consists of personal knowledge and unjustified or irrelevant references to the task.
Organization	Lacks an appropriate focus, but suggests some organization through paragraphing and the use of transitions.
Language Use	Relies on vocabulary that is generally basic (<i>be good at it</i> and <i>I got some books</i>) with a confused sense of audience and purpose (<i>I had a lot of fun ... and I will not write a book about this</i>). The response varies sentence structure with uneven success.
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>audiance, flim, attened</i>), punctuation (comma omission), and grammar (<i>goes over ... to go over</i> and <i>Now I knew</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Writing a How-To ^{book} article is not easy as it seems. People often know how to do certain things, like a sport or activity that they enjoy doing, but often people like to try different things to learn more or something new. Andy Gutelle, a writer of How-To sports books for children explains how she tried a ~~new sport~~ soccer, a new sport she wanted to learn about.

Andy Gutelle played baseball, ~~favorite~~ a sport she love doing, she enjoyed and wrote a book on Baseball 2 years ago. ~~Andy wrote this and read it~~ ~~book~~ Andy ~~was~~ had an interest in a new sport, called ~~soccer~~ ~~soccer~~ which was soccer, she knew very little but she wanted to learn more.

Mrs. Gutelle would read books about soccer from the kids level to the adult level, she ~~would~~ visit the library to combine several types of researches. Soccer book she went to book store, even rented video to see how people pick

balls, kicking in the goal and making passes. She would pause and rewind the video to watch specific skills, ~~she~~ on her 3rd research she search online yahoo soccer, while researching, ~~it~~ It lead to communicating with experts in this subject.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text (<i>Andy Gutelle ... explains how she tried soccer</i>). Connections to the task are unclear (<i>Writing a How-To book is not easy as it seem</i>).
Development	Is largely undeveloped. The response hints at ideas from the text, using some detail (<i>Andy Gutelle played baseball, would read books about soccer, She would pause and rewind the video to watch specific skills</i>) but references to the text are repetitive or unjustified.
Organization	Suggests a focus on <i>writing a How-To book</i> , and suggests some organization through paragraphing. However, paragraphs contain unconnected ideas and random details from the text, and do not provide support for the focus.
Language Use	Uses language that is imprecise (<i>She enjoyed and wrote a book and on her 3rd research</i>), exhibiting few effective sentences (<i>People often know how to do certain things ... learn more or something new</i>). The response contains some language that is incoherent.
Conventions	Demonstrates a lack of control, exhibiting errors in spelling (<i>intrest</i>), punctuation (use of commas as end punctuation), capitalization (<i>Baseball</i> and <i>yahoo</i>), and grammar (<i>it seem, she love, she visit, she search</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Soccer is a hard sport to play. Why you must use your feet to kick the ball to one end to another to get your points.

Kobe Jones was a great player on that team he was on, but he relied on a score to expect on. The two guys how came from Brazil had own their kids score camp in New Jersey. The kid's who signed up to the camp was very passionate about what is their doing. Kobe Jones went out and watched the kid on his camp played end score and the kids did very well. He went to other places like the local library to take out tapes on how soccer's player how is their so go sit it. So now it time to for Kobe Jones to make it big time.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Is minimal. The response misinterprets the text as a report on Cobi Jones' experiences with soccer, making no connection to the assigned task.
Development	Is minimal. References to the text are irrelevant or unjustified, as they are used to elaborate on Cobi Jones (<i>camp in New Jersey, passionate about what is their doing, watched the kid, went to ... library to take out tapes</i>).
Organization	Shows no focus or organization.
Language Use	Is minimal and predominantly incoherent (<i>The two guys how came from Brazil had own their kids score camp in New Jersey</i>).
Conventions	Demonstrates a lack of control, exhibiting errors in spelling (<i>passionate</i> and <i>Kobe</i>) and frequent errors in grammar (<i>kids ... was, kid ... played, it time</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.	

Anchor Paper – Part A—Level 1 – B

The people who whan to learn how ~~to~~ to do some thing they will find it ~~off~~ out they self. Put some people whan to help the people, so they do not have to do so much looking or finding things. also people need to know if they ~~want~~ want to do things like that and used the learn how ~~to~~ to play the game ~~at~~ when they get out they all do it them self and not take someone point on some-thing enles you do it your self.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding (<i>people who whan to learn how to do some thing</i>) making no connections to the task.
Development	Is minimal. The response makes a single vague reference to the text (<i>need the learn how to play the game</i>), but offers a personal opinion that is irrelevant (<i>when they get out they all do it them self and not take someone point</i>).
Organization	Suggests an inappropriate focus on the uselessness of how-to article (<i>they will find it out they self</i>). The response shows no organization.
Language Use	Uses language that is minimal and predominantly incoherent.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Though I've written extensively for this newspaper, I have never once written a how-to article. So when my editor asked me to write a feature on writing how-to articles in the hope of soliciting some from our readers, I knew I'd need some advice.

I turned to Andy Gutelle, a professional writer of how-to books on sports for children. Years ago, it was Andy Gutelle's book on baseball that guided me round the bases of the little league field. Recently he's published a new book on children's soccer, a subject with which, by his own admission, he was not as familiar. His advice: Immerse yourself in the subject.

If the how-to article I am commissioning you to write deals with a subject or skill with which you are well acquainted, you can forgo much of the research. All you need to do is test your information. Your best move is to locate some experts in your chosen subject,

either locally or through the internet, and to measure the quality of your information against theirs. If they have tips for you, take them. However, be careful to ensure that any information you acquire is reliable.

Another means of preparing to write a how-to article is to use what Gutelle refers to as "unobtrusive measures". In other words, observe people doing what your article is intended to instruct them to do. Watch the participants' attitudes, reactions, and mistakes. Talk to them. Ask what they think people learning to do what they're doing need to know.

If, for whatever reason, you chose to write a how-to article on a subject about which you are less well informed, then step one for you is research. These days, the sources are boundless. Try the internet. Gutelle found this opened his subject up tremendously.

Just be aware that on the internet, accuracy of information is a real issue. Don't forget your local library. Read everything on your subject, gleaning what you need, being careful to make the information your own. Also, consider reading how-to videos. Although they're notoriously boring, they offer the benefits of repetition and magnified detail.

When it's time to write, take care to make your instructions clear. Have someone familiar with the subject look over what you've written, then share it with a friend who has no clue. Remember, you're striving for clarity, and, of course, accuracy.

So now that you know how to write a how-to article, try the process out. Choose a subject, write it up, and submit it to this paper.

Your classmates are eagerly awaiting your instructions.

In the article about making a book to teach kids about sports. The writers talking about one's experience in writing a book. He tells us that his first book was ~~at~~ not that difficult. Because he had experience in playing baseball and watching it.

When he was on his second book he had difficult ~~writing~~ problems writing it. Because he didn't know ~~that~~ ~~much~~ about soccer. So he had to do a lot of research. The first step was going to library. He took out every video they had on soccer. And watch them. Second was online. He went to yahoo and punch in soccer it gave him information about brazil futbol. The third was interviews with coby james. He didn't meet him but talked over the phone with him. And and interview with soccer players from england. The last process was to go to a park and watch kids and adults play soccer. After researching he finally wrote his book about soccer. He got it illustrated by a coach from a girls soccer team. He also believes sometime in life he'll make a book about every sport.

How to write a successful article. When you are writing an article you have to have enough of evidence to support what you are writing about. A successful article has to have prove of what you wrote. How you got the information. You could go and find out things in the street or Internet. You could always have someone read what you wrote about in your article. Or even go up to people and get information from them write the specific things down that you need. Or you can go and watch television about different types of games. And see what they are doing. How they play talk, and even move to places. You have to keep on written and reading what you wrote down to see if everything made sense. You could go to the park and watch the kids play the game. And take notes about what they are doing. Reading what other people wrote down when they made their articles. You have to describe to your readers what you did and how you got the information. By writing a successful and unique article you show the other writers that they can do what you did.

All you have to do is show specific written. Find a lot of information on what you are written about. How you got the information where you went to get some of your information. You can do interviews of what you are written

about.

Playing a game like Soccer you can say that when you play soccer you have to have a lot of energy to play. You could head the ball with your head or legs. You can't touch the ball with your hands. You always have to run to follow the ball. You could describe how they learn to play the game or any other information about the game. Ask parents how they got their kids to practice and play the game. Things that support the people who are reading what you wrote down

It is easy to instruct others on how to do something if you, yourself know how to do that particular thing. If you aren't totally familiar on how to do something but you want to tell others how to do it, you need to find out how, like Andy Gutelle did. Andy Gutelle didn't know a lot about soccer but was going to write a "How-To" book about soccer. Andy researched about soccer so he would be able to tell his readers "how-to" about soccer. To be successful in writing "How-To" article, the writer must research the topic and find information pertaining to the topic to be placed in the article.

Research is very important when it comes to writing a paper, book or even an article. Researched information helps the writer become aware and gives the writer more to write about, than if the writer didn't do any research on the topic that they would write a "how-to" about. Research can be done from books, videos and the Internet. One could also have interviews with others that know information on their topic. Key people to interview would be people that are passionate about your topic. Andy Gutelle interviewed soccer players to help him write his "How-To" book. Depending on what you are writing the "how-to" article on, you could observe others doing your topic, like Andy did. He went to a park and observed men, women, boys and girls playing soccer. Keep in mind that different people take different approaches on things, like strategy or even math problems.

Another thing to keep in mind is that you can't always write something once. To write successful how-to articles, it may take several drafts before your article is published. Andy Gutelle had to write more than 4 drafts before his how-to soccer book was published. Even most teachers asks students to write a "rough copy" before they write their final piece. Your writing can get better over time by trying to improve your article, even with someone editing your first draft.

My advise to you fellow writers is to do thorough research and gather information before you write your how-to article. Another piece of advice is to remember that success in writing doesn't always come in one try; it may take several tries before you're successful.

To write a How-To article you have to do a lot of preliminary steps. You also have to know quite a bit of information about the topic so everyone can understand what the Feature Article is telling them.

First you have to pick a topic that you know a lot about, then research about it such as going to games or watching a professional fix something, or by asking mothers and/or fathers that are involved in the activity or the boss on the site to see their views on the activity verses yours or anyone's else's.

You could also go on the Internet and search for more detailed information on the subject and possibly talk to someone across the country and get their views on the topic.

The first time you finish your 1st copy of an article doesn't always mean that they are going to accept it.

They may turn you down only twice or they could deny you 10 times, but as long as you keep making your article better and better then they can't turn you down forever,

Practice Paper A–Score Level 5

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

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 2

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

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 3

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

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

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	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 documents -make insightful connections between information and ideas in the documents and the assigned task</p>	<p>-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task</p>	<p>-are minimal or no evidence of development</p>
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the documents</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the documents</p>	<p>-develop ideas briefly, using some details from the documents</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate 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 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 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.

Members of the Council:

Although many American cities have recently implemented curfew laws in an effort to reduce increasing juvenile crime rates, concerned citizens question the effectiveness and constitutionality of such limitations. While government officials attribute lower crime rates to curfew laws, I believe other programs will yield better long-term results for our community.

It is apparent that many large cities, as well as some smaller, concerned communities, have analyzed juvenile crime-rate statistics and are rightly distressed by the fact that "juvenile violent-crime ... has climbed." While "members of Congress and many law-enforcement officials say that [curfews] are an effective crime-fighting tool," these groups may have lost sight of the difficult issues that underlie juvenile crime. For instance, the main cause for juvenile crime often stems from the lack of family support, resulting in chaotic households. The government should rightly focus on resolving this larger family issue in order to build a foundation for a stronger, safer America. Curfews that go into effect between 11:00 p.m. and dawn are not the answer. In the article, "Teen Curfews" the author points out that such curfews are ineffective, since "most juvenile crimes occur between 3 p.m. and 6 p.m." — when ^{many} children have no parental support

at home.

To combat daytime crime committed by youth, the government should redirect energy and money to encourage safer, supervised after-school programs for children who are at risk. As early as 1936, New York City police officers recognized the need for "a positive alternative to crime through sports and recreation" by founding the Police Athletic League. Since then, other groups, including the Boys and Girls Clubs of America and other school-sponsored programs have become popular. Instead of instituting restrictive curfews in our community, we should focus our resources on creating similarly enriching programs for our teens.

Seen from a national perspective, the implementation of curfews has caused many citizens to argue not only their effectiveness, but also their constitutionality. The American Civil Liberties Union (ACLU) believes that curfew laws infringe on teen's right to assemble, part of their First Amendment rights. Additionally, curfews interfere with parents' rights to independently raise their own children. Shouldn't our community be seeking ways to support parents in their efforts to raise their children safely without violating their personal freedom?

Curfew laws may be a tool for reducing

juvenile crime rates in large cities, but must all teens be punished for the misbehavior of others? This hardly seems fair. Even within cities, curfew laws are unfairly enforced. Parties opposed to curfew laws argue that "curfew laws are more strictly enforced in minority neighborhoods than in predominantly white areas." I believe, curfews will only increase tensions in any community in which they are initiated. Instead, we should implement more positive, effective programs for our teens.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the documents, arguing that alternative programs are more effective than curfews in reducing the <i>juvenile crime-rate</i> . The response makes insightful connections between the documents and the task negating curfews (<i>Curfews that go into effect between 11:00 p.m. and dawn are not the answer</i>) while encouraging safer, supervised after-school programs for children who are at risk.
Development	Develops ideas clearly and fully using information from the documents to discuss the controversy of implementing juvenile curfew laws in a community. The response provides a wide range of relevant details about the underlying causes of <i>juvenile crime</i> , the desirability of instituting community-sponsored youth programs over curfews, and the constitutional questions of <i>First Amendment rights</i> of students and parents.
Organization	Maintains a clear and appropriate focus on the benefits of alternative programs in reducing the juvenile crime rate. The response exhibits a logical and coherent structure, recognizing the problem and its causes (<i>the lack of family support, especially between 3 p.m. and 6 p.m.</i>), moving to the alternative (<i>creating ... enriching programs after school</i>), and then to protecting and supporting parental efforts to raise their children safely without violating their personal freedom. The conclusion reinforces the need for <i>positive, effective programs</i> for juveniles.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>rightly distressed and should redirect energy</i>). The response has a notable sense of voice and awareness of audience and purpose (<i>Shouldn't our community ... without violating their personal freedom</i>). Varied sentence structure enhances meaning (<i>Seen from a national perspective, the implementation ... but also their constitutionality</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Honorable members:

The proposal before you is one which cries out for your careful consideration, for you are being asked to make a Solomon-like decision. On the one side are the proponents of curfews who see legislation prohibiting the presence of teens on the streets between midnight and dawn as a panacea; on the other side are those children and parents who see such legislation as a travesty, destroying both Constitutional guarantees and parental prerogatives.

As early as 1936, the need for a "positive alternative to crime" which would give teens an outlet for their energies was recognized by those in New York City who founded the Police Athletic League. Unfortunately, activities offered by such foresighted institutions take place well before suggested curfew hours.

I am sure that all of you are concerned not only with reducing juvenile crime, but also with the safety of juveniles. Considering the tripling of the number of juveniles arrested for homicide

between 1984 and 1994 and the 47% increase in the number of juveniles murdered (National Center for Juvenile Justice) over a similar time period, this is no minor concern. Add to that consideration the continued upward surge in juvenile crime which began in the mid 1980s and the growing number of neglected teens who are just one more burden in the life of an already overburdened parent. Anything that society can do to intervene in the lives of these troubled teens would be a help. Perhaps a curfew would be enough to keep these teens out of harm's way.

This is not to say that curfews will decrease juvenile crime as most such crimes are committed in post school hours of 3-6 p.m. when curfews are not in force. Nor will a curfew curb teenaged abuses of alcohol and controlled substances, but as Gregory Bodenhamer points out, a curfew law will help to identify those teens who need help. Perhaps through effective interventions, they can be dissuaded from a

Criminal lifestyle. As for those already engaged in crimes such as "selling drugs, stealing cars, or carrying guns", we already have laws designed to punish such offenses.

As courts across the country debate whether the first and fourth amendments to the Constitution are violated by curfew laws, the duty of this body is to remind parents of their responsibility for the safety of their children, which includes seeing that the children are at home before midnight.

My sincere hope is that this body will pass a curfew law, but will also consider full funding of those "community centers where young people can go to meet other teens in a safe atmosphere, play sports and receive tutoring or counseling", as suggested by Alfred Blumstein of Carnegie-Mellon University. Thus we will have both a carrot and a stick.

Thank you.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents (<i>My sincere hope is that this body will pass a curfew law</i>). The response makes insightful connections between the documents and the task (<i>As courts across the country debate whether the first and fourth ammendments ... are violated by curfew laws, the duty of this body is to remind parents of their responsibility</i>).</p>
Development	<p>Develops ideas about the need for and alternatives to curfews clearly and fully, making effective use of a wide range of relevant and specific details from the documents to support the importance of curfews for the safety of juveniles (<i>the tripling of the number of juveniles arrested for homicide between 1984 and 1994 and the 47% increase in the number of juveniles murdered ... over a similar time period and a curfew law will help to identify those teens who need help</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on persuading the audience to adopt a curfew law to protect juveniles. The response exhibits a logical and coherent structure by first establishing the importance of curfews, then acknowledging the shortcomings of curfews (<i>This is not to say that curfews will decrease juvenile crime</i>), and finally reiterating the need to augment curfews with other programs. Transitions are skillfully used (<i>concerned not only with ... but also with, Add to that, Nor will a curfew</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>On the one side are the proponents of curfews ... as a panacea; on the other side are those children and parents who see such legislation as a travesty</i>). The response exhibits a notable sense of voice and awareness of audience and purpose (<i>I am sure that all of you are concerned and Thus we will have both a carrot and a stick</i>). Varied sentences enhance meaning.</p>
Conventions	<p>Demonstrates control of the conventions, with occasional errors in spelling (<i>disuaded and ammendments</i>), capitalization (<i>first and fourth</i>), and comma omissions only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

I disagree with the proposal to enforce a youth curfew in my community. I do not believe it would be an effective way to reduce crime among the juveniles.

A curfew, as described in an excerpt from "Issues and Controversies on File", makes it "illegal for youths under a certain age—usually 16 or 17—to be in public places during specified hours, usually between 11 p.m. or midnight and dawn" (lines 2-4). This is thought of as a way to prevent crimes from being committed by youths and against them. However, statistics show that "most juvenile crimes occur between 3 p.m. and 6 p.m., usually right after school days end" (lines 41-42). This proves that while curfews may help prevent some crimes, the majority of the crimes will continue to be committed. A more positive way to spend the money that would be used to enforce curfews would be to use it for after-school programs for teens. This will keep the teenagers off the streets during the times when crimes are usually being committed, and will not allow them to be bored enough to start trouble as simply something to do.

Another reason why a curfew should not be enforced in my community is one that has caused curfews to be criticized in the past.

This reason is that the curfews limit "the rights of parents to determine rules for their own children" (lines 37-38). Curfews suggest that parents cannot keep their own children under control and must rely on the government to do so for them. If parents want to restrict the freedom of their children, they should be able to do it. If not, the government should not do it for them. Besides, "most kids... are asleep at midnight" (lines 100-101). On school nights, especially, there isn't really much a youth can do at midnight, so most are at home by that point in time. Those that are out committing crimes already probably have a curfew set by their parents. If they don't follow that, it is unlikely that a government-issued curfew will change anything.

In June, 1998 according to the title line of "Milestones in Teen Curfews in the United States," a study in California found that "the impact of curfews on juvenile crime... are more a public relations gimmick than an effective crime-fighting tool". This proves that the money being spent to uphold curfews is basically being wasted.

I thank you for listening to my opinion on the issue and hope that you will vote against a curfew for juveniles in my community.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the documents, using arguments against voting to institute juvenile curfews (<i>I ... hope that you will vote against a curfew for juveniles in my community</i>). The response explicitly connects this position with ideas from the documents and the task (“ <i>most juvenile crimes occur between 3 p.m. and 6 p.m....</i> ” and “ <i>the impact of curfews on juvenile crime ... a public relations gimmick...</i> ”).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to support the position against a <i>youth curfew</i> . The response uses information from the documents (“ <i>rights of parents to determine rules for their own children</i> ” and a <i>study in California found</i>) as the basis of each argument.
Organization	Maintains a clear and appropriate focus on the idea that curfews are ineffective in reducing juvenile crime. The response exhibits a logical sequence, first defining the parameters of a curfew, moving to the ineffectual results of a night curfew versus an alternative of <i>after-school programs</i> , and then to the undermining of parental control (<i>If parents want to restrict ... they should</i>). The response concludes with the inefficiency of curfews (<i>money being spent to uphold curfews is basically being wasted</i>).
Language Use	Uses language that is generally fluent (<i>Curfews suggest that parents cannot keep their own children under control</i>) but sometimes imprecise (<i>as simply something to do and by that point in time</i>). An awareness of audience and purpose is evident (<i>I disagree with the proposal ... in my community</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

I understand that a curfew for youths under the age of Seventeen has been proposed. I do not think that teen curfews are an effective way to reduce juvenile crime. I feel that they are simply policies that are put into place to make the community members feel like something is being done and that their politicians care.

According to the passage "Teen Curfews," The American Civil Liberties Union as well as other civil-liberties groups have argued that the curfew laws "violate minors' freedom of assembly as guaranteed by the First Amendment to the Constitution." I understand that the community does not want youths loitering on street corners, but what if a group of teens went midnight bowling or to a friend's house and wanted to walk home. Technically, they could be punished for violating the curfew law when they were not involved in any violence or crime.

Also, statistics show that "most juvenile crimes occur between 3 p.m. and 6 p.m." Enforcing a law that keeps teens off the streets after midnight would do nothing to actually reduce teen crime. In fact, the passage "Teen Curfews" states that the "juvenile violent-crime rate, comprising murder, rape, robbery and aggravated assault, has climbed" drastically since the 1980's even though "146 of the nation's 200 largest cities now enforce teen curfews."

The time line "Milestones in Teen Curfews in the United States" shows that in June of 1998 California conducted a study on the impact of curfews on juvenile crime and found that they were more a "public relations gimmick than an effective crime-fighting tool." This same feeling is apparent in "Teen Curfews" which states that critics of curfews "say they are simplistic solutions that sound appealing, especially to politicians who want to sound pro-family and tough on crime, but achieve very little." I thoroughly agree with these feelings.

Finally, as a teenager myself, I feel I would resent a curfew enforced by the town or state. If my parents trust me and know who I am with and what I am doing, I don't see any reason why the government should step in. If, for example, it is a summer night around 11-o'clock and I decide to walk down the road to a friend's house, I feel that it is my right to do so without the threat of being reprimanded. It is my belief that teen curfews sound better in theory than they actually are in real life.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents by arguing against a proposed community curfew as an effective way to reduce juvenile crime. The response synthesizes facts from the documents and explicitly connects them to the position <i>that teen curfews sound better in theory than they actually are in real life.</i></p>
Development	<p>Develops ideas clearly and consistently, using relevant quotations from the documents (“<i>most juvenile crimes occur between 3 p.m. and 6 p.m.</i>” and <i>they were more a “public relations gimmick than an effective crime-fighting tool”</i>) to support opposition to juvenile curfews.</p>
Organization	<p>Maintains a clear and appropriate focus on the negative aspects of community curfews for juveniles. Ideas are logically sequenced, moving from the constitutionality of curfew laws to statistical and survey evidence (<i>critics of curfews “say they are simplistic solutions ...”</i>), then to the rights of families (<i>If my parents trust me</i>). Appropriate transitions are used effectively (<i>Also, This same feeling, Finally</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Technically, they could be punished for violating and do so without the threat of being reprimanded</i>), with an evident awareness of audience and purpose (<i>I understand</i> and <i>It is my belief</i>). Long complex sentences are well controlled (<i>Enforcing a law that keeps teens ... would do nothing to actually reduce teen crime</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional comma errors when using sophisticated sentence structure.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Youth Curfew Laws set limits on how late juveniles can be out at night. Governments have found these laws to be a necessity. The numbers of homicide-arrest rates for juveniles has almost tripled, while the number of gun homicides has quadrupled between 1984 and 1994. (Issues and Controversies on file).

I completely and whole-heartedly believe that a curfew set for our community's youths could be an asset and an advantage for our community as a whole.

Cities that have set curfews for their youth have reported that their juvenile crimes have declined. "In Dallas, Texas, where a curfew for youths under 17 took effect in May 1994, violent crimes by juveniles has decreased by 30.3%" (Issues and Controversies on file).

In 1996, President Clinton gave a speech calling Youth Curfews an effective way to battle crimes of juveniles. In 1997, a report by the National Council of Mayors concluded that cities with curfews did see a decrease in crime. But, you cannot just look at these laws' effect on crime numbers. Also think about how many juveniles are being protected because they are off the streets. According to the National Center for Juvenile Justice, the number of juveniles murdered in 1994 was 47% more than in 1980. If the decrease in crime numbers is not enough to persuade this council to enforce a Youth Curfew, than maybe the realization that you could save someone's life will.

Some parents see these laws as an infringement of their rights to set their children's curfew themselves. In my eyes, if they had done this to begin with, then the city would not have found it necessary to step in. Most of the Youth Curfews set have said juveniles need to be off the streets by 11pm or even Midnight. How much later do these parents think their children should be on the street? And, what are they doing? There are very few stores of any kind still open at Midnight, so these youths have to find something else to do; this is where the illegal acts occur.

Youth Curfews have many positive effects on communities where they are enforced. A decline in the number of Juvenile Crimes, as well as the protection of juveniles who may be in danger, seem like reason enough for me to enforce a curfew.

If you take away the temptation to do something illegal, it will certainly not happen as much, or as often.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the documents, arguing in favor of a community curfew as <i>an advantage for our community</i>. The response synthesizes information from the documents explicitly connecting them to the argument that <i>juveniles who may be in danger, seem like reason enough for me to enforce a curfew</i>.</p>
Development	Develops ideas clearly and consistently, using relevant and specific evidence from the documents to support the position in favor of juvenile curfews (<i>“In Dallas ... violent crimes by juveniles has decreased by 30.3%”</i> and <i>the National Council of Mayors concluded ... decrease in crime</i>).
Organization	Maintains a clear and appropriate focus on the necessity for juvenile curfew laws. The response exhibits a logical structure, presenting statistical evidence in favor of curfews (<i>the number of juveniles murdered in 1994 was 47% more than in 1980</i>), then furthering the argument through an analysis of parental rights and responsibilities (<i>if they had done this ... necessary to step in</i>) to justify the need for juvenile curfews. Internal transitions are effective (<i>But, Also, In my eyes</i>).
Language Use	Uses language that is generally fluent and original, with an evident awareness of audience and purpose (<i>If you take away the temptation ... not happen</i>). Structure and length of sentences are well controlled. Use of questions varies rhythm (<i>How much later do these parents think their children should be on the street?</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in capitalization (<i>Midnight</i> and <i>Juvenile Crimes</i>) and agreement (<i>violent crimes ... has decreased</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Many teens today participate in social activities, whether they be sports after school or going bowling on a weekend night. Some of these teens have curfews set by the parents and others don't; they just simply know when to call it quits. However, for those teens that don't know when to stop, there are community curfews.

There are some folks that don't agree with community curfews. Some parents feel it is their job "to set restrictions within the family." Meanwhile, others claim curfews are ineffective because most teen crimes "occur between three and six p.m." They say "teenagers have little to do but loiter." Not only that, but "curfew laws are more strictly enforced in minority neighbor hoods."

Nonetheless, there are still people out there who strongly believe that curfews work. These laws aren't just there to send teens home early but "to protect neglected teens whose parents play little or no role in their lives." Also, protecting youths who are "frequently victims of violent crimes" is a main task of curfew laws. Curfews are the first step to finding delinquent teens and getting them help.

Furthermore, numerous statistics state decreases in youth violence since curfew laws have been put in effect. Texas, Dallas police report that juvenile crime has decreased by 30.3% since 1994 when their curfew laws were put into effect.

Also California reports in June of 1998 that curfews are an effective crime-fighting tool.

Finally, curfew laws hold to be effective. Admittely many teens are home alone between the hours of 3 and 6. However, ignoring later hours when they are out and about without supervision is not ideal either. Protecting teens and helping them with their problems is exactly what curfew laws are doing.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding, using information from both documents to argue the need for <i>community curfews</i> . The response makes generally implicit, although sometimes inaccurate, connections to the task (<i>California reports in June of 1998 that curfews are an effective crime-fighting tool</i>).
Development	Develops some ideas more fully than others. The response uses several quotes from the text to develop arguments for and against curfews in paragraph 2. The discussion of <i>numerous statistics</i> in paragraph 3 presents only one example.
Organization	Maintains an appropriate focus on the effectiveness of curfews (<i>there are still people ... who strongly believe that curfews work and curfew laws hold to be effective</i>). The response exhibits a logical sequence of ideas, first establishing the need for community curfews <i>for those teens that don't know when to stop</i> , presenting arguments against curfews, and then refuting these arguments with details from the text. The conclusion reiterates the position taken. Appropriate transitions are used (<i>However, Nonetheless, Finally</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length (<i>Meanwhile, others claim curfews ... crimes "occur between three and six p.m."</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>wheather, viloent, Admittely</i>) and grammar (<i>since curfew laws have been put in effects</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

As a teen today we are restricted in many different ways. We are not allowed to vote, ~~talk~~, consume alcohol and in many cities and towns, we are not allowed to congregate after the hours of eleven P.M. or twelve A.M. This restriction seems very harsh and unconstitutional, and I strongly disagree with it.

The teen curfew law was set up in Chicago, Illinois in 1948. This law is intended to reduce crime in teenagers and to just keep teens off the streets in general. This seems odd to me since a majority of crimes committed by teens occur between the hours of 3 p.m. and 6 p.m. when they are not supervised by parents because work. The most logical answer, to me, would be to impose a curfew between the hours of three and six. This seems outrageous, but it is much less outrageous than having a curfew after eleven when put into perspective.

Another reason a curfew law seems outrageous when put into perspective is due to the fact that it infringes on a number of rights, the first of which, "the freedom of assembly," is guaranteed by the First Amendment of the Constitution". The constitution applies to all people, and when we begin to break the laws of the constitution to punish a certain minority, our country begins to lose the greatness it has, FREEDOM.

Another basic right a curfew law takes away is the right to parent. The curfew law takes away the right of a parent to set up basic guidelines such as what time a child should be home.

In conclusion, this law is outrageous and ~~preposterous~~ unconstitutional. If passed, you are going against everything our country stands for.

Anchor Level 4 – B

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the documents and makes implicit connections to the task (<i>This restriction seems very harsh and unconstitutional, and I strongly disagree with it.</i>)
Development	Develops some ideas more fully than others. The response develops the argument against curfews, using relevant details about the ineffectiveness of curfew times (<i>a majority of crimes ... occur between the hours of 3 p.m. and 6 p.m.</i>) and constitutional infringements (<i>“the freedom of assembly”</i>). The loss of parental rights is less developed.
Organization	Maintains a clear and appropriate focus on reasons why curfew laws are <i>outrageous and unconstitutional</i> . The response exhibits a logical sequence of ideas, stating a position in the first paragraph, moving to arguments against a curfew law (<i>it infringes on a number of rights</i>), and ending with a brief restatement of opinion.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>You are going against</i>). The response occasionally makes effective use of sentence structure (<i>We are not allowed ... twelve A.M.</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Illinois</i> and <i>answer</i>) and grammar (<i>As a teen today we are restricted</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The proposal of beginning to enforce a curfew for youths under the age of seven teen, I believe is a good idea. A curfew will help the community with many things such as youth crime. There are also many alternatives to a curfew that could help just as much as a curfew.

A curfew for youths is a great idea that will help to benefit the community. One of the big things that a curfew will do is to help lower the youth crime rate. This is a proven fact that has shown juvenile crimes decrease by 20.7%. Another big reason that curfews are a help to society is because they can "help overburdened parents who are not always able to supervise their children or keep them at home." Some people argue that "the laws violate minors' freedom of assembly as guaranteed by the First Amendment to the constitution." I do not agree with that argument at all because if youths want to assemble that's great, but what mostly happens are gangs meet and bad things happen to good kids who are just in the wrong place at the wrong time.

Although I do very highly agree with the curfew for youths, there are a few alternatives to this. One thing that could be done would be to give kids a positive alternative through sports as the PAL did so long ago in New York City. By building a recreation center, you would not only keep kids off the street, but it would also provide jobs for a few people also. Other ways could be things like just setting up clubs and activities

that could be held by the community. There are many ways that the community could help teens, but the most important thing is that they do at least one.

Again, I believe that this proposal is a great idea. This curfew could tremendously help the community with many things like youth crime, while making your decision just remember there are other alternatives as well.

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of both documents, explaining why <i>a curfew for youths is a great idea that will help to benefit the community</i> . The response makes implicit connections to the task, stating reduced crime statistics and benefits of a <i>PAL</i> program.
Development	Develops some ideas more fully than others. The response uses relevant and specific details from the documents to develop the discussion about <i>the youth crime rate</i> , <i>First Amendment</i> rights, and <i>alternatives</i> to curfews. The idea that curfews <i>can help overburdened parents</i> is mentioned but not developed.
Organization	Maintains a clear and appropriate focus on curfews and alternatives. The response exhibits a logical sequence of ideas by establishing the need for curfews, refuting an argument against them, presenting an alternative to them, and then concluding with a reiteration of the need for and alternatives to curfews (<i>Again, I believe that this proposal is a great idea</i>). The response exhibits some internal inconsistency by shifting focus when stating curfews <i>would also provide jobs</i> .
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>This is a proven fact that has shown juvenile crimes decrease by 20.7%</i>) and exhibits some awareness of audience and purpose (<i>While making your decision just remember</i>). The response occasionally makes effective use of sentence structure (<i>One thing that could be done ... in New York City</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>begining</i> and <i>makeing</i>) and punctuation (<i>I believe is</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Our Community has suffered many years of juvenile crimes, it's now time to put an end to it all. I agree that a youth curfew is an effective way to reduce juvenile crime in our community. If we as a community could gather together and get more youth programs together that could also help prevent less juvenile crimes. Many people need to help the community by ~~participating~~ participating in the communities effort to have a juvenile curfew for teens.

President Clinton endorses curfews as an effective way to combat juvenile crime, so if he endorses it it must be a good enough idea. Many states have enforced youth curfews and it has brought down ~~many~~ a good percent of cases. In 1997 of December, a report by the National Council of Mayors concludes that the cities who

imposed youth curfews experienced significant decreases in juvenile crime. What does that tell you about the youth curfew? Many people agree with the curfew many don't.

People who don't agree think that the government needs to take the money they spend on enforcing curfews and put it into after-schooling programs or educational programs. I don't necessarily agree because I think the teen curfew is a good idea and every

city should use this method. It has proven to be effective. Other ~~ways~~ methods of law enforcement haven't seemed to work out. This has only been the method so far to work.

So either you support the idea or you don't. Which ever way we will take the method of a curfew. Cause that's the way to go.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by agreeing with a restatement of the task (<i>I agree that a youth curfew is an effective way to reduce juvenile crime</i>). The response makes superficial connections to the task, stating that because <i>President Clinton endorses curfews ... it must be a good enough idea</i> .
Development	Develops ideas briefly, using some details from the documents (<i>cities who imposed youth curfews experienced significant decreases in juvenile crime</i>).
Organization	Establishes a focus on a <i>youth curfew</i> in the first paragraph. The response exhibits a rudimentary structure, consisting of an introduction, two body paragraphs and an inconsistent conclusion (<i>So either you support the idea or you don't</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>help prevent less juvenile crimes</i>). The response shows little awareness of audience and purpose (<i>Many people agree with the curfew many don't</i>) and attempts to vary sentence structure are unevenly successful (<i>Cause that's the way to go</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Which ever</i>), punctuation (<i>What does that tell you about the youth curfew.</i>), grammar (<i>to put in end</i>), and use of inflectional endings (<i>communities effort, have enforces, after-schooling programs</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Curfews are an effective way of reducing juvenile crime. Crime has been an issue in America since it was first settled on. Recently, however, within the past 25 years, juvenile crime has erupted into an epidemic of mass chaos and there needs to be a solution to this problem.

"Between 1984 and 1994, the homicide-arrest rate for juveniles nearly tripled," says an excerpt from Issues and Controversies on F16. This quote proves that from the years of 1984 to 1994 crime among juveniles sky rocketed, causing many complications. Between those years, the possibility that the media had some thing to with the crime may be a possibility. Children began watching television more, and looking for any real means of entertainment they could find. In 1994 around 2,800 juveniles were arrested for homicide. Between the years of 1984 and 1994 the number of gun homicides quadrupled.

A proposed solution to this problem of teen delinquency were curfews. President Clinton was an advocate of curfews and proposed many solutions for teen crime. ~~There~~ In the late 80's to early

90s there were many curfews that were tested throughout the country. In the 1990's a ~~large~~ majority of large cities began to pass curfew laws and laws enforcing the curfews. There were several problems with the idea of curfews. One being the idea that the rights stated in the constitution ~~are~~ were being violated. Many lawsuits were filed, and eventually teen curfews became less of an idea. People began to think of different organizations that could help keep children off the streets during the ~~weekend~~ day.

After 1995 the crime rate among teens dropped significantly with the introduction of curfews and clubs and organizations. Now-a-days many children are under different curfews and staying out of trouble.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents (<i>juvenile crime has erupted ... and there needs to be a solution to this problem</i>) that is sometimes inaccurate (<i>President Clinton ... proposed many solutions to teen crime</i>) and confused (final paragraph). The response makes few and sometimes unwarranted connections to the task (<i>Between these years, the possibility that the media had some thing to with the crime may be a possibility</i>).</p>
Development	Develops ideas briefly, using some quotes and paraphrases from the text (<i>In 1994 around 2,800 juveniles were arrested</i>) and a brief summation of a section of the time line (<i>In the late 80's to early 90s there were many curfews that were tested</i>).
Organization	Establishes a focus (<i>Curfews are an effective way of reducing juvenile crime</i>) and exhibits a rudimentary structure (introduction, 2 body paragraphs, conclusion) with no transitions between paragraphs. The response includes irrelevancies (<i>Children began watching television ... they could find</i>).
Language Use	Relies on basic vocabulary (<i>Now-a-days many children are under different curfews and staying out of trouble</i>), with little awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>This quote proves ... causing many complications</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>homocide</i> and <i>some thing</i>), grammar (<i>A proposed solution ... were</i>), and usage (<i>settled on</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Curfew for the youths of our community is a good idea. It would reduce vandalism in the community and clean streets at night. But the children of our community should have an alternative during the day's such as boys + girls clubs or sport activities.

Many statistics show the increase of juvenile crimes happening in the U.S. In 1994 the numbers of juvenile murder was up 47% greater than in 1980. In Dallas, Texas they are using the curfew and their juvenile crimes have decreased by 30.3%. Many important people in our society are pro curfew such our ex-president Clinton who says, "it's a dangerous world out there and these rules are set by the people who love them."

But also there should be recreational projects for the youths to keep busy and stay out of trouble when not out of school. Such programs are the boys and girls clubs and Police Athletic League (PAL) which gives youth a positive alternative. Teen curfew + these programs would protect

neglected teen whose parents play little or no time at all.

Curfew will be a positive impact on this community. You will see a decrease in crime by juveniles and out the streets. Many will become productive young teen due to the programs + curfew that enforce.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of documents by stating <i>curfews for the youths of our community is a good idea</i> . The response makes few connections to the task.
Development	Develops ideas briefly, summarizing some information from the text (juvenile homicide statistics and Clinton’s endorsement of curfews) and the time line [<i>Such programs are the boys and girls clubs and Police Athletic League (PAL)</i>].
Organization	Establishes a focus in the first sentence. The response exhibits a rudimentary structure but contains inconsistencies. For example, the response shifts focus from curfews to alternative programs in paragraph 1, moves back to curfews in paragraph 2, then to alternative programs and curfews in paragraph 3. The conclusion makes an illogical assumption unsupported by evidence from the documents (<i>Many will become productive young teen</i>).
Language Use	Relies on basic vocabulary, with little awareness of audience. The response uses language that is sometimes imprecise (<i>a decrease in crime by juveniles and out the streets</i>). Sentences vary somewhat in structure but are not always effective (<i>In Dallas, Texas they are using the curfew and their juvenile crimes haved by 30.3%</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>statics, Clintion, projets</i>), and occasional errors in grammar (<i>curfews ... is</i> and <i>numbers ... was</i>) and inflectional endings (<i>numbers of juvenile murderd, become ... teen, programs + curfew</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Can the members of the governing body in our Community reduce Juvenile crimes? This is shown in two documents. An excerpt from Issues and Controversies on file "Teen Curfews" and a time line "Milestones in teen Curfews in the United States." I agree with both of these documents because both share important information on teen Curfews and Juvenile Crimes.

In the excerpt it tells on how much Juvenile crimes have gone on and how much it's been reduced after a certain period of time. For example between the year of 1984-1994 Juvenile Crime rate were triple and by enforcing teen Curfew in more than 200 cities nationwide Crime rates have dropped. It also talks about making afterschool activities for youth to meet up at and join sports, receive tutoring and counseling.

In the Time line it shows and tells when cities enacted the teen Curfews, how many Juvenile arrests have occurred, the different afterschool places such as the P.A.H. and Boy's & Girls Club. It also shows how many states have enforced laws for teens to go home or go to jail.

In conclusion both documents agree to make teen Curfew affective. and make it safe for teens.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents by interpreting both the text and the time line to be solely in favor of curfews (<i>I agree with both of this documents because both share important information</i>). One connection to the task is offered (<i>between the year ... have drop</i>).
Development	Is largely undeveloped. The response hints at ideas but references to the documents are vague (<i>afterschool places and laws for teens</i>).
Organization	Suggests a focus on <i>teen curfews</i> , but lacks organization, presenting ideas in a loosely connected list.
Language Use	Uses language that is imprecise (<i>In the excerpt it tell on how much Juvenile crimes have gone on and it shows and tells when cities enacted</i>). The response shows little awareness of audience or how to use sentences effectively (<i>Inconclusion both documents agree to make teen Curfew affective</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation and capitalization (<i>This is shown in two documents An excerpt from issues and Controversies on file "Teen Curfews" and a time Line "Milestones in teen Curfews in the United States</i>), and frequent errors with inflectional endings (<i>it's been reduce and arrest have occur</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Good evening lady's and Gentlemen of the Board I
Come before you to address the need of a stronger
youth curfew. The curfew currently in action has
helped to reduce the large amount of Juvenil
Crime. It has also helped to insure Teenage
Safety. Although youth curfew has decreased
the amount of Teen Crime and the amount
of Teens Being victimized. The current curfew
set by states are not strong enough
and I believe that we must increase the amount
of Police and Volunter's surveillance in both large and
small communities because it doesn't matter
weather or not it is a big city or a small village
youth's can still get into trouble. It also

we must increase the punishment for being out past
curfew. I feel if we let it be the states they
may not enforce strong enough punishments but
I feel if we use scare tactics they will not
think life of our curfew law. Also we must
announce on the news and radio stations. I have
thought over what a good time would be for
the curfew and I believe that 9:00pm is good
that way the children will be home where
their parents will know where they are. either
I mentioned scare tactics I just want to emphasize
that we should put them in local prison for
a night without letting the parents pick them up.

We already know that curfews have been effective "statistics show that juvenile crime has decreased 20% in Dallas." I also believe that we need to increase the amount of after school activity's because it has been shown that "between 3pm and 6pm" is when most juvenile crimes occur. I know that these curfews work because it has been proven in the past. "In December 1997 a report by the National Council of Mayors concluded that cities that impose youth curfews experienced significant decreases in juvenile crime." and in 1998 a study shows that youth curfews are an effective "juvenile crime fighter." Thank you for your time I hope that you will take my ideas into consideration and hopefully will try to put it into affect.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the task (<i>need of a stronger youth curfew</i>) and the documents (<i>in 1998 a study shows that youth curfews are an effective "juvenile crime fighter"</i>). The response makes unwarranted connections to the task by emphasizing ways to improve existing curfews.
Development	Is largely undeveloped, hinting at ideas. A substantial portion of support is irrelevant personal assertions (<i>Also we must announce on the news and I feel if we leave it up to the states they may not enforce strong enough punishments</i>).
Organization	Lacks an appropriate focus on the need for a curfew in the community. The response suggests some organization through the use of transitions (<i>also, But, I believe, I also believe</i>) within a random list of problems and solutions.
Language Use	Relies on primarily basic vocabulary. Introductory and concluding sentences indicate some awareness of audience. Attempts at sentence variety are unevenly successful (<i>The current curfew set by states ... youth's can still get intrubaland hert</i>).
Conventions	Demonstrates a lack of control, with frequent errors in spelling (<i>lady's, gentamen, adress</i>), punctuation (<i>bord I, enuff and, volenter's</i>), and random use of capitalization that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

I agree with the statement that "a youth curfew is an effective way to reduce juvenile crime in your community." Curfews are needed to keep juveniles off the street from committing crimes it helped overburdened parents who are not always able to give full attention to their children or keeping them at home. The juvenile is being charged with violent-crime rate, comprising murder, rape, and robbery and to make this crimes stop that is why curfew must be enforce. Curfews has been criticized by the law because on the rights of parents to determine rules for their own child.

I believe that gov't shouldn't have no part with the curfew because that is like interference with the parents. I am sure that a lot of teens is not obeying there curfew because of the fact they got be home at a certain time. Many people say that curfews can't possibly reduce juvenile crime over the long period of time has been UNSUPERVISED.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents (<i>teens is not obeying there curfew</i>). The response makes unclear connections to the task (<i>I agree with ... youth curfew and gov't shouldn't have no part with the curfew</i>).
Development	Is largely undeveloped, making vague references to the documents (<i>curfews has been criticized by the law because on the rights of parents</i>).
Organization	Suggests a focus on curfews by restating the task in the opening lines, but loses focus in paragraph 2. The response suggests an organization, beginning with an opinion (<i>I agree</i>), then offering statements for and against curfews.
Language Use	Uses language that is imprecise (<i>to keep juveniles off the street from committing crimes, charged with violent-crime rate, crime ... has been unsupervised</i>) or copied from the text.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in grammar (<i>to make this crimes stop, must be enforce, they got be</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

To Ladies and gentlemen.

I'm here today concerning about the youth curfew is an effective way to reduce juvenile crime in my community. I have read the Guidelines that you have sent me to disagree or to agree with the statement that had been made. In this problem I have indicate that I agree with everything that you American are doing if you are stating your best of anywhere to stop crimes and you think that that the best way to stop it I total agree with your statement. I think that the youth curfew is an effictive way to reduce juvenile crime in my or anybody community. Teenages are not suppose to be doing crime their are suppose to be working on their education or trying to get a beffer life for their furture. Young children that are under the age of seventeen should do some time in jail and still get they education going. Maybe we should make them do community service in nospital or law office so we can get them out of trouble. There are many way that

We can get children for going out of jail for life ~~if~~ if we can work with their parents and them and change their life around. Like the story of Macbeth written by William Shakespeare, Macbeth for all the ~~time~~ thing that he did ~~in~~ he shouldn't been well, they could have him going to jail or making suffer ~~for~~ what he did. Even with the statement that was being made anybody that do anything wrong should be in trouble if it is really wrong should have time in jail. There are very youth people that go to jail for stupid reason or people that do the worse thing in life should ~~be~~ be in big time trouble. But a seven or nine year old child can't go to jail there should have a meeting with their parents and the state or who ever should work something out because they are to young to go to jail. Maybe when they are older they will serve time but not right now. All the age their future are just staring. Maybe let change this law and work something out with the state or government.

Your truly

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides minimal understanding of the task (<i>youth curfew is an effective way to reduce juvenile crime</i>) and no evidence of understanding the documents. The response makes no connections between information in the documents and the assigned task.</p>
Development	Is minimal. Development is limited to a discussion of children and crime with no reference to the documents.
Organization	Suggests a focus (<i>reduce juvenile crime</i>) which is not maintained beyond the first sentence. The response suggests organization by stating the problem (a need for youth curfews) but then proposes solutions that do not address the problem (time in jail, parental involvement, MacBeth’s example, then time in jail, and parental involvement again).
Language Use	Uses language that is imprecise (<i>if you are stoping your best of anywhere to stop crimes and you think that that the best way to stop it I total agree</i>). Sentences not copied from the task are often ineffective (<i>There are many way that we can get children for going out of jail for life if we can work with their parents and them and change their life around</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>supporse, Shakeshare, parnets</i>), paragraphing, grammar (<i>Anybody that do anything and they will service time</i>), and inflectional endings (<i>have indicate, many way, Let change</i>) that make comprehension difficult.
<p>Conclusion: Although the response fits criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to either document.</p>	

(y) Youth I in this passage & he they are the tell us about teen curfew. The ~~great~~ youth curfew is a association who can help kids under 18 ~~and~~ age to do the right things. by this law they to right. Do not ~~coming~~ ^{staying} late. Do not stayed late in the street anything can be happen to you & they can Rape you. Robbed etc. I'm agree with the youth curfew to Reduce the crime of juvenile because so many good intelligent young kids die for nothing. They lose their life forever and people they may liked even think about them.

Curfew are needed to keep Real in committing crimes. Curfew do a lot of think for young people.

When @ they they got curfew they cannot do what ever they want for. They cannot stay late outside they ~~do~~ have to do their work. They have their responsibility to do better.

Curfew have also been criticized for encroaching on the rights of parents to determine Rules for their own children.

~~I~~ I agree with curfew but I think is not the best thing for teenagers. I think young people & we need to talk to them ~~to~~ how live is. tell them to do the right Make them

have the ~~flaw~~ desire of the life. Make them
 feel the nature. Make them see the
 I might think curfew is not only
 the right for a kid.
 1) others say that curfew will not stop you the
 who are engaged in criminal lifestyles"
 I think yes because in the crime
 they not gone give up for nobody. that
 their parents fault now because when they
 was 16 only Mommy and Papi doesn't time
 to talk to them the only interest parents
 their jobs and good you did at school
 that is not the only. your behavior in
 school. We must parents have right discipline
 so they kids can do whatever their kids
 can do what ever they want to. their
 parents doesn't time to talk to them.
 I think parents are most or bad
 behavior children.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding the documents. The response copies two statements from the text, which remain unconnected to the task.
Development	Shows no evidence of development. The response consists mainly of unrelated words and phrases.
Organization	Shows no focus, first agreeing with the need for curfews, then disagreeing in paragraph 5 (<i>I think is not the best thing for teenagers</i>). The response shows no organization.
Language Use	Uses language that is predominantly incoherent (<i>they are the tell us, by this law they to right, they not gone give up for nobody</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in grammar (<i>can be happen and people they may liked</i>) and usage (<i>do a lot of think</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.	

Enforcing an effective way to reduce juvenile crime in youth community, I agree with the effective way to reduce the juvenile crime in the communities today. I propose curfew for youths under the age of seventeen is a very beneficial proposal it will help community and teens.

Proposing curfews for youths under the age of seventeen will be 10:00pm. This will cut down on most problems that occur on the street. Problems like fighting, robbing, and lots of noise making. Also this will cut down on things happening to youth.

Curfews can reduce juvenile crime in people's community. Curfew will eliminate our teens using drugs, be hookers, and going to jail. I feel that 10:00pm is acceptable. Teens will be off the street and will be in safe places at home. Teens will also be home in time to be up and early for school the next day.

So I hope delivering this speech during the public comment portion of their next meeting will be effective in communities today.

Curfews are needed to keep the juveniles from committing crimes. It will also protect

youths. Curfews will be helpful if juvenile crime have been increasing throughout the years. Between 1984 and 1994, the homicides-arrest rate juveniles nearly tripled and gun homicides by juveniles quadrupled between 1984 and 1994.

Curfews are also good to be enforced because it will help overburdened parents who are not always able to supervise their children or keep them at home.

Members of the governing body,
Youth curfews are a way to keep kids off the streets from midnight to dawn. Lots of cities and towns are using curfews to try and limit juvenile crime. This is a bad idea.

Young people have rights! As the ACLU states curfew laws violate minors freedom of assembly guaranteed by the First Amendment to the Constitution. U.S. District Judge Charles Richey, U.S. 9th Circuit Court of Appeals and the U.S. Supreme Court agree. "No nationwide study has been conducted on curfews effectiveness."

Politicians are just using curfew laws to gain votes. When curfew laws are passed they aren't evenly enforced. Poor and minority kids are picked up more often than rich kids from wealthy areas.

This law won't work because most juvenile crime is committed right after school when kids would be allowed to be on the streets. This is a time when most kids are unsupervised.

It would be better to make activities for kids to take part in and places for kids to go. These would give kids both an outlet for their energy and a place to belong instead of going to the mall or hanging out on street corners. As early as 1936 the PAL knew that this was true. Boy and Girls Clubs of America started in 1953 and OJJDP started providing funds for these programs beginning in 1974. Maybe our community could get some of

these funds.

In ~~the~~ Conclusion, kids need help not more rules to break. I feel that you should provide help and not pass the curfew law.

Members of the governing body. A few days ago a topic was presented to me about curfews, which stated if there should be a curfew for youths under the age of seventeen, to prevent and reduce juvenile crime. I immediately thought that this was not an effective way to reduce juvenile crimes in our community.

Curfews are not an effective way to reduce the juvenile crimes in our community, and is also not agreed upon many parents and of course, teens. Many teens and parents state that making curfews a law is unconstitutional, saying that it "violates minors' freedom of assembly" which is granted by the first Amendment of the constitution. Many parents also argue that making curfew a law limits the right of the parents to determine rules for their children. Instead they state that the money that would be spent on enforcing curfews should and could be spent on recreational and educational programs for teens. They also state that curfew laws are more strictly enforced in minority neighborhoods than the higher

rich class neighborhood and believe that it would cause a racial conflict between neighborhoods.

But there has been many organizations that have made organizations that offer teens alternatives, such as Police Athletic League, Boy and Girl Club of America and many other organizations.

There has been many states which have not enforced curfew which have seen a big decline on juvenile crime. Some of these states have seen more decline than those states that have enforced curfew for children under seventeen year of age.

Members of the governing body I ask you please to take consideration on all of the information that you have heard today. Remember of all of the side effects which this can cause.

Throughout the years statistics on juvenile crimes being committed and occurring more often prove to me that teen curfews being implemented would be an effective way to lower the juvenile crime rates.

In the past years, 146 out of 200 major cities in the U.S. have put teen curfews into place because of concerns about juvenile crime and teenagers' safety.

I, myself, agree that teen curfews are an effective way to reduce crime and protect America's youth. According to the timeline "Milestones in Teen Curfews in the United States," it shows that in December of 1997 a report by the National Council of Mayors found that cities that had curfews in place found a "significant decrease in juvenile crime." Also, more recently, in February of 2000, a survey, conducted by the National League of Cities, concluded that curfews, indeed, were a positive way of deterring crimes being committed.

I also believe in teen curfews because when you see that overall crime rates have declined in the past years, but yet juvenile crimes have significantly increased, then something needs to be enforced. And teen curfews have shown to be effective in major cities like Dallas, Texas where the police departments reported that once a teen curfew for youth under the age of 17 took effect in May 1994, violent crimes that were committed by juveniles decreased by 30.3%, and a reduction of 30% crime to me seems like curfews must be working one way or another.

Law-enforcement officials have said that curfews are a straightforward, proactive, and enforceable way to fight juvenile crime. And curfews ^{aren't} at all meant to encroach on parents making rules for their children, but yet are being set by people who love and care about the well-being of a child and want to protect them from the dangerous world that we live in today. Curfews aren't only meant to prevent crimes from being committed, but also to protect youths of becoming the increase of victims of violent crimes. In the article "Teen Curfews," it states that curfew backers argue that if fewer teens are out on the streets, that will lead to fewer crimes being committed by and against teenagers. Curfews also won't interfere with the parenting styles by adults but instead will help parents to know where their children are at night or even be able to keep them home.

Overall, curfews can provide opportunities for teenagers who are at risk for becoming delinquents to get needed help. Teenagers can get help considering that when curfews are placed in cities, there are also trained counselors available to identify the problems of a youth's delinquency and find the causes of them.

After reading the article on teen curfews and the timeline, I am convinced that curfews are a logical and effective way to decrease juvenile crime, help teenagers who are already engaged in criminal lifestyles, and most importantly protect America's youth from being victims because of violent crime acts committed.

What right does the state government have to impose their ways of raising children not only on the children but on the parents themselves? Imposing ten is unjust. How can you punish all the teenagers in a city because of the troubles caused by a few? I disagree with the use of teenage curfews and this speech will hopefully show you why this act should not to be implemented.

Delaying the crimes that will be committed is the only good outcome of allowing curfews. How can you force your ways of raising children on the parents. If the parents don't force their children to come home at a certain then why should the state government do it for them. Also, in the fight to prevent crime, did we neglect the kids who always do what's right? The majority of the kids who come home at curfew, never committed a crime, and always obey the law, do we punish them too? I

further my argument by saying that in document I, "Teen Curfews," critics of the teen curfew laws say that they are simplistic solutions that sound appealing especially to politicians who want to sound pro-family & tough on crime" (line 94-96). Doesn't this sound like an elaborate scheme to make us think that we need government intervention just so politicians can get re-elected? Surely we are more conscience of the fact that politicians will do more 'persuading' to get their opinion or vote across.

On the timeline in 1998 a study showed that curfews are more of a public relations gimmick than an effective crime fighting tool. I definitely do not need to show any more evidence, because I know it is all clear. Curfews are a matter of home relations not public affairs

Practice Paper A–Score Level 2

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 3

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