

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Tuesday, January 25, 2005—9:15 a.m. to 12:15 p.m., only

E

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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 check mark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a check mark 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) 2
(2) 3	(8) 3
(3) 2	(9) 1
(4) 4	(10) 4
(5) 1	(11) 3
(6) 3	(12) 2
	(13) 1
	(14) 4
	(15) 1
	(16) 2

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the 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 assessment of conventions unreliable -may be illegible or not recognizable as English</p>

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

Vaudeville was a genre of American theatre based on the simple concept of "something for everyone." The vaudeville shows performed in New York City required actors to cater to a vast array of cultures, classes, and races. Vaudeville's ability not only to entertain, but also to unify qualifies it as a formative influence on twentieth century American culture. The result of vaudeville was an American culture in which the local preferences of the nineteenth century were homogenized with ^{the} numerous and ~~diver~~ diverse influences of immigrants and the down-trodden.

To survive in New York City, vaudeville shows had to provide entertainment for working men, middle class women, and recent immigrants. To do so meant the incorporation of crude fun, "glamour," and "old country sentiment." Eva Tanguay provided an alternative to Victorianism in her song and dance performances. Maggie Chline appealed to Irish Americans and Sophie Tucker memorialized motherhood for homesick Jews. Slapstick clowning, comedians who challenged the boundaries of propriety, and scenes of lost love and sentimentality contributed to the emotional roller coaster that was integral to vaudeville.

Vaudeville evolved ^{from} the American ^{tradition} traditions of "public festivity" that was primarily local and controlled by the likes and dislikes of its audience. The immediacy of these live performances was incorporated into vaudeville. Unknowingly, vaudeville producers were participating in the demise of their product. By incorporating numerous appeals into a single package, entrepreneurs had paved the way for electronic media - film, radio, and eventually television - which could deliver the product to a customer's home. In addition, the darker side of vaudeville - greedy producers who cheated performers, appeals to prejudice such as the racial stereotypes of blackface minstrels, and the quest for stardom that led some performers to ruin - made the decline and fall of vaudeville inevitable.

In its relatively brief history, vaudeville provided an important service to New York City. The service was called circularity, a cultural exchange between people of different backgrounds. It allowed whites to appreciate the black music known as ragtime, allowed both men and women to "try on" alternative behaviors, and allowed the citizenry to accept their differences as parts of one harmonious voice.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>Vaudeville’s ability not only to entertain, but also to unify qualifies it as a formative influence ... culture</i>). The response makes insightful connections between information and ideas in the text and the assigned task (<i>The vaudeville shows performed in New York City required actors to cater to a vast array of cultures, classes, and races</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of specific and relevant details to discuss the make-up of vaudeville’s audience (<i>working men, middle class women, immigrants</i>), types of entertainment chosen (<i>crude fun, Eva Tanguay, Maggie Cline, Sophie Tucker</i>) and reasons for its <i>demise</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the <i>history</i> of vaudeville. The response exhibits a logical and coherent structure, presenting information about the evolution of vaudeville, from its inception to its changing role in American society, and concluding with the reinforcement of the concept of homogeneity first presented in the introduction (<i>one harmonious voice</i>). Transitions within (<i>not only ... but also, To do so, Unknowingly</i>) and between (<i>To survive in New York City and In its relatively brief history</i>) paragraphs are skillfully used.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>The result of vaudeville was ... and the downtrodden</i>), with a notable sense of voice and awareness of audience and purpose (<i>allowed both men and women to “try on” alternative behaviors</i>). The response varies sentence structure and length to enhance meaning (<i>In addition ... greedy produces ... made the decline and fall of vaudeville inevitable</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

The history of theatre in the United States is fairly complex. One component of theatre that is indicative of this complexity is vaudeville. In his discussion of this form of entertainment, Robert W. Snyder explained how vaudeville can rightly be called the voice of New York City. Vaudeville enjoyed its greatest popularity in the late 1890's and early 1900's. Snyder characterizes vaudeville as "theatrical shows with something for everyone."

Bearing this definition in mind, consider the population of turn-of-the-century New York City. At this time, a steep increase in immigration swelled New York's population with a stream of immigrants from Northwestern Europe, and their cultural diversity helped shape what would eventually evolve into American musical theatre. Entrepreneurs who funded vaudeville shows knew that if they were to turn a profit, they had to appeal to the diverse tastes of their potential audience. That vaudeville performances were able to appeal to such a large and varied demographic was an achievement in and of itself. The basic formula for a successful vaudeville show involved a blend of "rough fun" to satisfy blue collar workers, an element of glamour to keep the interest of middle class women, and

enough "old country sentiment to satisfy recent immigrants. This formula was fulfilled by a varied cast of "dared devils, romics, tearjerkers, and crooners." In order to keep the seats full and the dollars flowing, vaudeville's producers also resorted to less honorable entertainment, such as stereotyping presentations of African Americans.

As the popularity of vaudeville grew, audiences were drawn away from individual customs and traditions, as well as public festivities that were a cornerstone of American culture. Vaudeville, with its cross-cultural appeal, became a new aspect of American culture. Entertainers like Maggie Cline, Eddy Cantor, and Sophie Tucker helped audiences not only to identify with aspects of their own background, but also to learn to appreciate aspects of unfamiliar cultures. Snyder refers to this reciprocal cultural exchange as "circularity."

As is often the case, vaudeville was more than an entertainment medium. The "circularity" allowed white, middle class Americans to experience and appreciate the syncopated rhythms of ragtime music. Middle class women were exposed to alternatives to "Victorianism" by entertainers

such as Eva Tanguay. In a city as diverse as New York, vaudeville served both to educate and unite its diverse audience.

Eventually, vaudeville became a victim of the cultural change it had aided. An audience had been created who enjoyed varied entertainment: radio, film, recorded music, and eventually television. The bureaucracy that had fostered vaudeville, and in darker moments created entertainers or appealed to the baser instincts of patrons, also contributed to vaudeville's demise. Electronic media was better able to distribute the culturally diverse entertainment that had been vaudeville, and so the voice of New York became the voice of a nation.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: The response reveals an in-depth analysis of the text by identifying vaudeville as one component of theater’s complexity. The response makes insightful connections between information and ideas in the text and the assigned task, explaining the influence of <i>entrepreneurs</i> and New York City’s <i>varied demographic</i> on vaudeville’s evolution.
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific details from the text to support discussions about vaudeville’s diverse appeal (<i>a blend of “rough fun” to satisfy ... recent immigrants</i>), “circularity” (<i>Entertainers like Maggie Cline ... unfamiliar cultures</i>) and <i>demise</i> (<i>bureaucracy that ... cheated entertainers and baser instincts of patrons</i>).
Organization	Maintains a clear and appropriate focus on vaudeville as a <i>cornerstone of American culture</i> . The response exhibits a logical and coherent structure, first defining vaudeville as “ <i>theatrical shows with something for everyone</i> ,” followed by information about positive and negative factors associated with vaudeville’s growth and decline (<i>profit motive, stereotyping, cross-culture appeal, Electronic media</i>). Transitions are skillfully used between paragraphs (<i>As the popularity of vaudeville grew</i>) and internally (<i>In order to, not only ... but also, served both to educate and unite</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>immigration swelled, fulfilled by a varied cast, reciprocal cultural exchange</i>). The response demonstrates a notable sense of voice and awareness of audience and purpose (<i>Bearing this definition in mind, consider the population</i>). Sentences are varied to enhance meaning (<i>Snyder refers to ... “circularity”</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Nothing has shaped popular American culture as profusely as Vaudeville. The birth of Vaudeville coincided with the rebirth of American society and the Industrial Revolution, whose immense changes fueled the growth of immigration. All of this would give way to a distinct multi-cultural identity, that in turn stimulated the growth of Vaudeville.

The enormous diversity located in large cities such as New York created problems for potential stage shows. To have mass appeal a show must have elements that will interest men, women, and all immigrants alike. Simply put, Vaudeville was "based on shows with something for everyone." The extreme diversity in skits and shows made Vaudeville the most widely enjoyed and accepted form of the century entertainment. The sounds of singers, actors, dancers and comedians blended together to create something as "quintessentially New York as the sound of a subway roaring into Times Square". Vaudeville brought together all people regardless of race, class, or religion, and introduced new ideas, previously unheard of, while Americans discovered new ethnic ideas, in a cultural exchange known as "circularity".

When Vaudeville first appeared, popular culture was undergoing incredible changes. Pre-Industrial Revolution^{in the} era, shows were based on local cultures, customs, and traditions. Saloons and cheap theaters showcased these performances where the audience was as much a part of the show as the actors themselves. By the 20th century, American culture was being standardized by the introduction of electronic mass media. Vaudeville became a product of this time period. New schools of thought were being opened for people of all cultural groups. This was easily seen in the theater, where an incredibly broad audience enjoyed the

some performances that would have seemed foreign to them in years past. Not only was the city being united as a melting pot, but minorities were now celebrating and embracing their distinct cultures, something they may have tried to hide in the past.

Vaudeville was not without its problems. The main goal of the majority of theater owners was to increase their profits anyway they could, even by selfishly lowering actors' wages. Many of whom failed to be recognized as they had wished, and never quite reached stardom. Racial stereotypes, such as white men in "black face", were prevalent.

Despite the problems it may have presented during its era, Vaudeville laid the roots for American musical theater as we know it today. It was the first celebration of the new multi-cultural America, with its freedom, sentiment, and individuality. Over time, it became "the voice of the city".

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a generally thorough understanding of the text (<i>All of this ... stimulated the growth of vaudeville</i>). The response makes generally clear and explicit connections between information and ideas in the text and the assigned task (<i>To have mass appeal a show must have elements that will interest men, women, and all immigrants</i>).
Development	Develops ideas on the genesis of vaudeville clearly and consistently, using relevant and specific details from the text to discuss the effects of diversity, history (<i>In the Pre-Industrial Revolution era, shows were based</i>), and problems (<i>lowering actor's wages, Many ... failed to be recognized, Racial stereotypes</i>).
Organization	Maintains a clear and appropriate focus on the developmental factors affecting vaudeville. The response exhibits a logical sequence of ideas concerning cultural diversity as the basis for the entertainment, then tracing its history and problems, and concluding with its success. Use of appropriate transitions (<i>that in turn, When vaudville first appeared, By the 20th century, Despite the problems</i>) aid coherence.
Language Use	Uses language that is generally fluent (<i>Saloons and cheap theaters showcased these performances and minorities were now celebrating and embracing their distinct cultures</i>), with evident awareness of purpose (<i>The extreme diversity in skits and shows made vaudville the most widely enjoyed and accepted turn of the century entertainment</i>). The response varies the length of sentences to control rhythm and pacing (<i>Vaudville became a product of this time period</i>).
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>vaudville, whoose, standarnized, foriegn, layed</i>) and punctuation (<i>turn of the century entertainment and actor's wages. Many</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Vaudeville shows were a type of entertainment ~~that~~ ^{created} ~~begin~~ at the turn of the twentieth century. After hearing ~~on~~ a ~~passage~~ passage about Vaudeville by Robert W Snyder, it is apparent that popular culture in America, especially New York City, greatly influenced the development of vaudeville.

Vaudeville is a type of theater based on the simple idea of having a stage show with "something for everyone." In New York City that was not an easy task, so vaudeville shows included daredevils, comics, tear jerkers and crooners. This combination provided enough rough fun for the working men, glamour for middle class women, and "old country sentiment" for the many immigrants. The many types of entertainment blended into a ~~massive~~ chaotic sound that mirrored the sound of the bustling city of New York.

Vaudeville helped to begin a change in society. The brash comedians "challenged old codes of gentility." The performances of ~~former slaves and immigrants~~ the children of immigrants and slaves helped bring a multicultural meaning to America. The short stage productions were the beginning of the great tradition of American theater.

Vaudeville was not all based in good. Greedy entrepreneurs looking only to make money paid their performers poorly. Racial stereotypes handicapped the roles of black performers and often limited their careers. Many hopeful actors worked towards stardom and failed.

Vaudeville was not only based on the symphonic sounds of New York City, it was also based on the

change in American society. Until the mid nineteenth century culture in America was completely localized, it reflected the customs and traditions of each individual place. Performers did what each audience wanted. However, with the turn of the century came the great tools of mass media, radio, movies and eventually, television. With ~~mass~~ these new forms of ~~multi~~ entertainment the interactive element of performance was lost. Vaudeville helped to transition between old and new. The many types of entertainment spoke to a complex and infinitely varied audience by combining the ~~base~~^{energy} and spontaneity of live performance with the ~~multi~~ multi faceted acts necessary for the first broadcast ~~type~~ of entertainment. The appeal was ~~order~~ unquestionable. Vaudeville found its variety on the ~~boisterous~~ lively streets of New York and used it to meet the needs of America as a whole.

Vaudeville helped bring America, especially New York City, together culturally. Each ethnic group was struggling to discover an identity and to define the ~~re~~ changing roles of men and women. Vaudeville aided in this struggle, taking Irish singer Maggie Cline, Jewish artist Sophie Tucker, Comedian Eddie Cantor, and countless African American artists in the music of Ragtime. ~~and~~ Combining them was an invaluable idea. Each group got something from each type of performance, which gradually developed into communications between ethnic groups. A cultural circularity was ~~developed~~^{created} through vaudeville, which transformed all who were involved.

Anchor Paper – Part A—Level 5 – B

Turn of the century Americans found all parts of society in vaudeville shows. The performances reflected freedom and confinement and opened the doors to a new culture. ~~Through vaudeville~~ People discovered that ~~what~~ what they had found had always been there. The voice of vaudeville truly echoed the voice of ~~New York City~~, ~~the city~~, New York City.

Anchor Level 5 – B

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the text (<i>popular culture in America ... greatly influenced the development of vaudeville</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Vaudeville is a type of theater ... with "something for everyone" and The many types of entertainment blended into a chaotic sound that mirrored the sound of the bustling city</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details to discuss diversity (<i>daredevils, comics, tear jerkers and crooners, middle class women, brash comedians</i>), shortcomings (<i>Greedy entrepreneurs</i>), and changes in American society (<i>mass media ... television</i>).
Organization	Maintains a clear and appropriate focus on how culture influenced vaudeville's development. The response uses cause/effect to discuss the creation of vaudeville, moving to a contrasting discussion of vaudeville's drawbacks, followed by an explanation of vaudeville's transitional role to <i>new forms of entertainment</i> . The response uses appropriate internal transitions (<i>In New York City, it was also based on, With these new forms of entertainment</i>), but transitions between paragraphs are lacking.
Language Use	Uses language that is generally fluent and sometimes original (<i>spoke to a complex and infinitely varied audience by combining the energy and spontaneity of live performance with multi faceted acts</i>), but occasionally imprecise (<i>taking ... artists in the music of Ragtime</i>), with evident awareness of purpose (<i>The voice of vaudeville truly echoed the voice of New York City</i>). The response varies sentences to control rhythm and pacing (<i>The appeal was unquestionable</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>entrepreneurs and entertainment</i>) and punctuation (<i>localized, it and multi faceted</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

The founders of vaudeville capitalized upon the simple idea of a stage show with something for everyone. Robert W. Snyder discusses how this simple idea was achieved in New York City. The city was enormous and diverse, making the simple idea much more complicated. Entrepreneurs who wanted to make money had to please all potential audience members and the audience was changing.

The immigration and industrialization of the 1870's were changes that affected vaudeville's audience and the content of the shows. Immigrants and factory workers had varied entertainment needs. Performances that appealed to businessmen were different from those appealing to middle-class women. Black Americans had entertainment desires that differed greatly from those of Jewish immigrants. Vaudeville was flexible; it could change. In return it provided the audience and the American culture with the opportunity to change.

Vaudeville's comedians challenged the limits of what had been considered proper. At the turn of the century men and women were chafed by the restraints of Victorianism and vaudeville offered them visions of change. ^{For example,} Irish Americans could shrug off their underclass identity as they listened to Maggie Cline.

One of the most important changes fostered by vaudeville was the integration of groups that had previously been separate. White Americans were able to hear and appreciate what had previously

been Black American music - ragtime. Vaudeville capitalized on emotions that all in the audience possessed: love, sentiment, motherhood.

The entertainment tastes of America and particularly of New York City were changing from earlier traditions of localities, each with its local audience and preferred entertainment. For example, in New York City saloons and cheap theaters entertained groups of patrons. But society was moving toward an electronic age of radio, film, recorded music and in the twentieth century television. Vaudeville created an entertainment product that was ideal for electronic packaging and mass marketing. The bounce, energy and hilarity of vaudeville's singers, dancers, actors, and comics could not survive when they had such competition.

Americans and especially New Yorkers were ready to move on. Vaudeville had given birth to American musical theatre. It left behind a legacy of greedy producers, who had short-changed performers, stereotypical portrayals of Blacks, and broken would-be "stars."

Vaudeville, through what Mr. Snyder called "circularity," had changed American culture allowing groups to set aside their differences and embrace their similarities.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the text, centering on vaudeville’s attempts to please a changing audience. Connections to the task are occasionally clear and explicit (<i>Entrepreneurs ... had to please all potential audience members</i>), but generally implicit (<i>vaudeville offered them visions of change</i>).</p>
Development	<p>Develops some ideas more fully than others. Though details are provided that indicate audience diversity (<i>Irish Americans ... Maggie Cline</i> and <i>White Americans ... ragtime</i>) they are used to support the idea of change rather than factors affecting vaudeville.</p>
Organization	<p>Maintains a clear and appropriate focus on how <i>vaudeville ... had changed American culture</i>. The response exhibits a logical sequence of ideas, moving from <i>varied entertainment needs to changes fostered by vaudeville, moving toward an electronic age</i>, and finally to effects <i>left behind</i>. The response uses generally appropriate devices and transitions (<i>New York City, The city, In return, One of the ... changes</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>shrug off their underclass identity</i> and <i>Society was moving toward an electronic age</i>) though occasionally basic (<i>New Yorkers were ready to move on</i>). The response varies sentence structure and length of sentences to control rhythm and pacing (<i>Vaudeville was flexible; it could change</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (comma use).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

Vaudeville, a theater in New York City, wasn't just a theater. Vaudeville was a stage show for everyone. It had productions of rough fun for the working men, glamour for middle class women and Old country for immigrants. Vaudeville increased racial acceptance as well. The transition period from customs and traditions on stage, to electronic media, such as film and radio, was helped along the way by vaudeville. Furthermore vaudeville established "the voice of the city". The voice, or communication, between people of different races and ethnic background.

Vaudeville created many productions for each American group in New York City. For the working class there were shows that made fun of working frustrations. They ~~called~~ described it as rough fun. Business men and women watched shows which relieved their stress from work. The middle class women were about glamour. They liked to watch productions of glamour and restraints of Victorianism. Moreover, white people gained a sense of enjoyment from ragtime. They liked the uprising black music ~~which~~ which brought an increase to racial acceptance.

Even though vaudeville entertained white Americans, it didn't forget about everyone else in New York City. Homesick immigrants came to watch productions based on their culture and ethnical backgrounds. Vaudeville was an arena for communication

of strangers. People acquired a new way of thinking, feeling, and behaving. Among the people in New York City, vaudeville found "the voice of the city". A voice of celebration, sentiment, abundance, freedom, intimacy, and much more.

Vaudeville's productions came complete with the daredevils, comics, tear-jerkers, and curriers^(ESP). It had clowns and comedians for ~~these~~ people to laugh at and/or with. Sentimental songs of pain and love filled the air as well. Productions of song was the beginning of musical theater. More productions included racial stereotypes and culture. ~~these~~

Not only were people helped by vaudeville's productions, but the transition period from the Colonial times/19th century to the 20th Century was as well. The Colonial times to the 19th century was based on Customs and traditions. The 20th Century created electronic media such as film, radio, recordings, and video. In the 19th century audiences were like co-producers, however, in the 20th century the audiences were consumers of electronic sounds and images. Instead of going to the theater, they could stay home.

Vaudeville, ~~just like every~~ created productions of song, comics, and ~~and~~ more for the people in New York City.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, stating that <i>vaudeville was a stage show for everyone</i>. The response makes implicit connections to the task (<i>Vaudeville created many productions for each American group in New York City and Not only were people helped by vaudevilles productions but the tranistion period ... was as well</i>).</p>
Development	Develops some ideas more fully than others. The response uses specific and relevant details to discuss the appeal of vaudeville’s productions to specific audiences (<i>working Class, Business men and women, Homesick immigrants</i>). The profit motive in vaudeville is not addressed.
Organization	Maintains a clear and appropriate focus on the history of vaudeville. The response exhibits a logical sequence of ideas, first presenting information about vaudeville’s effect on various New York audiences, then broadening to a discussion of vaudeville’s influence on <i>electronic media</i> , but the conclusion does not follow logically from the previous discussion.
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>women were about glamour and uprising black music</i>), with some awareness of purpose (<i>Vaudeville, created productions ... for the people in New York</i>). The response occasionally makes effective use of sentence structure (<i>Even though ... it didn’t forget about everyone else in New York City</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in punctuation (misuse of commas), and occasional errors in spelling (<i>ethnical, aquired, tranistion</i>), grammar (<i>Productions ... was and times ... was</i>), and usage (<i>increase to and communication of</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

In a time of new ways of behaving and thinking, people began to stray away from the traditions that were once upheld. One particular aspect of culture this influenced was American theatre.

But, in this time of changing, one theatrical show offered something for every type of person in the diverse city of New York.

Vaudeville was the result of entrepreneurs out to make money. It was a bunch of stage shows that had a little of every culture that New York City has to offer. It came about in the middle of ~~the~~ transition to ^{a more} new popular culture, which was sparked by industrialization. At this time, the audiences that were 'once' so influential in the shows that they were described as co-producers, were now turning to the 20th century's mass media. Vaudeville helped ~~helped~~ this transition by offering it's broad audience: an energetic ~~and sordid~~, yet ~~old~~ fastidious, carnival type of show. It had singing, dancing, and music and was accessible to people throughout the society. The geniuses of vaudeville also were aware of the complex audience it must appeal to, so in writing and coming with the acts, they kept the vast diversity in mind.

The shows appealed to everyone because they were loud and blatant, like New York. Business men, women, Irish, Jewish, and white men all found something for themselves.

At the same time, they ~~found~~ ^{were} exposed to other's cultures, such as the new African American music, ^{known as} Ragtime.

The shows also offered variety with unexpected skits, using daredevils, comics, crooners, and tear jerks. That satisfied everybody's taste.

Anchor Paper – Part A—Level 4 – B

~~The~~ ^{In} the newly shaped metropolis environment, vaudeville developed from numerous factors that affected the people of New York. It had something for everyone, ~~new ideas~~, ^{and} traditional ideas, and was available to everyone. These factors helped to make it one of the more widely enjoyed forms of the turn of the century ^{theater} ~~films~~.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>something for every type of person in the diverse City of New York</i>). The response makes generally implicit (<i>accessible to people throughout the society</i>) though occasionally explicit (<i>in writing ... they kept the vast diversity in mind</i>) connections to the task.
Development	Develops some ideas more fully than others. The effect of a diverse audience receives ample discussion supported by some relevant details (<i>African American music ... Rag time</i>) which are often simply listed (<i>singing, dancing, and music</i>). The discussion of vaudeville's transitional effect is less adequately developed.
Organization	Maintains an appropriate focus on the idea that <i>vaudeville ... had something for everyone</i> , but organization suffers from the merging of a discussion of vaudeville's variety with the discussion of its transitional effect.
Language Use	Relies on generally basic (<i>every type of person</i>), occasionally appropriate (<i>developed from numerous factors</i>), and occasionally informal (<i>a bunch of</i>) vocabulary. Attempts at sentence variety are unevenly successful (<i>It came about ... sparked by industrialization</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (<i>it's broad audience and everybodies taste</i>), paragraphing, capitalization (<i>Geniuses</i>), grammar (<i>one of ... form</i>), and usage (<i>more new and old fashion</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

As New York city began to see the dawn of the 20th century it was housing a population of diversity. Separated by race, nationality, religion, age, and class, each group held their own preferences of entertainment. An idea soon spread in hopes to fulfill all these individual styles on stage in uniting the diverse citizens of New York. This idea was Vaudeville.

Vaudeville was set to mind as a business, and as with any modern business the motivation was profit. In order to benefit this cause a theatre relied on it's incoming audience. With a city such as New York in the late 1800's there held a ~~very~~ ~~wide~~ variety of potential customers. Thus to attract the greatest number of people Vaudeville was based on diversity. Rather than focusing on a particular act or group Vaudeville experimented with several different style's tones, and traditions to create a refreshing blend of entertainment for all.

Working men whether stressed out from a factory or office found relief in Vaudeville's acts of comedy, daredevil stunts, and plays. Women became attracted to the glamor which Vaudeville provided in their shows of dance and song. Music was often diverse as the city as people came together from many different backgrounds to perform. Harmony spread from the

loud tones of the stage to the inspired audience in gaze. Even minorities such as Irish immigrants found comfort in traditional performances of song, skit and old folk atmosphere. Performers such as Eva Tanguay, Eddie Cantor, Maggie Cline and Sophie Tucker ~~had~~ knitted together the hearts of their audience and created a overview of American identity.

When Vaudeville was rising in popularity so had competition. Not only from neighbouring theatres but more so in the realm of new technology. Film, radio recordings, and later television have given the public access to instant entertainment in the privacy of their own home. Audiences evolved into consumers of 20th century electronics.

Other aspects of Vaudeville appeared sour. People dreaming to be big were often falling short of their stardom dreams. Racial stereotype had also had an impact on the performers and politics of the Vaudeville production. Greed, which was the fuel for Vaudeville's success had trickled down to the squeezing of an artist's paycheck. Despite the underground difficulties Vaudeville continued to thrive ~~for~~ and provide the culture of America with it's shows.

From comedic Jew's to splendid choruses, to ragtime skits Vaudeville would always hold a special place in the minds of it's viewers. It's performers

Anchor Paper – Part A—Level 4 – C

and productions transformed all ~~new~~ ~~new~~ viewers, opening their minds and tastes to the diversity around them. Uniting a city for Entertainment Vaudeville had an impact of how New York thinks, feels, and believes in turn of the century entertainment

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text by making implicit connections between <i>New York city</i> , <i>diverse citizens</i> , and <i>Vaudeville</i> .
Development	Develops some ideas more fully than others. The design of vaudeville shows to please a diverse audience is supported by specific and relevant details (<i>Working men ... stressed out ... found relief in Vaudeville's ... comedy, daredevil stunts, and plays</i>). The effect of <i>new technology</i> is less developed.
Organization	Maintains an appropriate focus on the relationship between vaudeville and its audience. The response proceeds from the need for <i>profit</i> to attracting <i>the greatest number of people</i> , followed by examples of diverse entertainment, <i>competition</i> and <i>underground difficulties</i> . The conclusion introduces transformation, detracting from coherence.
Language Use	Uses language that is often imprecise (<i>Vaudeville was set to mind as a business, Music was often diverse as the city as people, Vaudeville was arising in popularaty</i>). Figurative references from the text are inappropriately used (<i>knitted together the hearts, Vaudeville appeared sour, dreaming to be big</i>). The response exhibits attempts to vary sentence structure with uneven success (<i>An idea soon spread in hopes to fulfill all these individual styles ... in uniting the diverse citizens and Not only from neighboring theatres but more so in the realm of new technology</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Seperated, benifit, refreashing, togather, stardoom</i>), punctuation (<i>it's ... audience, comedic Jew's, Entertainment Vaudeville</i>), paragraphing, and grammar (<i>each group ... their, Vaudeville ... their, a overview, stereotype had</i>) that do not hinder comprehension.

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

Vaudeville, a theatrical entertainment popular in the late 1890's to early 1900's, was based on a simple idea. In Vaudeville there were shows for everyone. Vaudeville was a business based in the dynamic and complex metropolis of New York City. Shows were performed by dare devils, comics and tear jerkers. Vaudeville was the place to go.

Audiences of all nationalities and races would go to see shows performed by slapstick clowns and devilish comedians.

When people entered the theater it was like entering an arena for communication or otherwise different people. Vaudeville was shaped and formed by society. All the shows were successable to anyone in society. There was literally a show for everyone.

Audiences came so much that they were like the co-producers of the shows. There were shows for the middle class

that involved Eva Tanguay, who danced and sang with such passion. The middle class loved this. There were shows

for the middle class factory workers. They were entertained by a man by Eddie Cantor. His act helped factory workers

escape from their factory work. To help the business men with their troubles, Vaudeville put on the show called black-mail.

A show about business. The Homesick Jews got their taste with Sophie Tucker singing a song about her mom call,

" My Yitish Mother." All this was the contrast between the old and new popular culture.

Culture was a many sided conversation. Vaudeville turned different races into a society. People of different races

and jobs came to see entertainment just for them.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Vaudeville was shaped and formed by society</i>). The response makes few connections between ideas and information in the text and the assigned task.
Development	Develops the idea of vaudeville’s variety briefly, using specific and relevant details from the text (<i>Eddie Cantor, the show called black-mail, Sophie Tucker</i>). Occasionally, references to the text are unjustified (<i>this was the contrast between old and new popular culture</i>).
Organization	Establishes an appropriate focus on vaudeville as having <i>shows for everyone</i> . The response exhibits a rudimentary structure (introduction, single body paragraph, conclusion) but lacks transitions between, and sometimes within, paragraphs (<i>Vaudeville was a business ... City followed by Shows were preformed by ... tear jerkers</i>) creating occasional inconsistencies.
Language Use	Relies on basic vocabulary, often using language borrowed from the text (<i>dynamic and complex metropolis, an areana for communication, culture, culture was a many sided conversation</i>) or directly copied from the prompt (<i>a theatrical entertianment ... early 1900’s</i>). The response attempts to vary sentence structure for effect, but with uneven success (<i>When people entered the theater ... or otherwise different people</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>preformed, Audiances, areana</i>) and grammar (<i>danced and song and They were entertain, an man</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Vaudeville was based on stage shows made with something for everyone. Development of vaudeville in such a large city was difficult due to all the different cultures taking place in New York City.

Vaudeville knew for them to succeed in New York City they would have to fit in. The only way to "fit in" in a large city is to be just as diverse as the city.

Vaudeville needed something for everyone, "rough fun, for the working men; glamour, for the women; and Old Country Sediment, for the immigrants." (Robert W. Snyder)

The only way to do this was to actually have someone from each group working in vaudeville. Audience members often

recognized the performers with similar diverse backgrounds as their own.

Women found comfort with Eva Tanguay, Eddie Cantor appealed to the working men, Maggie Cline sang her way into the hearts of the Irish. While Sophie Tucker sympathized with the Jewish.

Vaudeville developed during a time that needed entertainment. It thrived so well due to its widely recognized diversity in culture and tradition.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Vaudeville ... something for everyone</i>). The response makes few connections to the assigned task (<i>The only way to “fit in” ... is to be just as diverse as the City</i>).
Development	Develops ideas briefly, using some details from the text (<i>Women found comfort with ... Irish</i>). The response limits discussion to the need to appeal to a diverse audience.
Organization	Establishes an appropriate focus on the <i>development of vaudeville</i> . The response exhibits a rudimentary structure made up of an introduction, two body paragraphs, and a conclusion.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>cultures taking place in New York City</i> and <i>Audience memembers often ... their own</i>). The response exhibits some attempt to vary sentence structure for effect (<i>Vaudeville needed ... immigrants</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in punctuation and occasional errors in spelling (<i>actutally, memembers, symphized</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

The development of vaudeville in New York City took lots of change, addition, and much variety to make it what it is today. They have things for men, women, children and the elderly. Although the business was just out to make money it did a very good job at pleasing the people by having variety for all in the theatre.

Before the theatre vaudeville came along in NYC, there was nothing happening or providing any type of theatrical art. For this reason some people started vaudeville up into a place for stage shows, choir concerts, play productions, and many more things that made it a place for festivity, tradition, exploitation for the public. It had the fun that men were looking for, the glamour for women, and the old century settings for the elderly. There were daredevil stunts performed, comedians, comics, tearjerkers and many family fun events. It was the most widely enjoyed form of the century theatre. In order to produce vaudeville it needed as many people to voice their opinions as the city needed to survive. Vaudeville gave a new multi-cultural meaning to American Identity. Also it was marked the watershed in American Culture.

Custom tradition, public festivity and the people's need for theatrical production are a few reasons why vaudeville is widely known and influenced in today's culture.

Vaudeville is just a place for celebration, exploitation, interactivity, glitter, glamour, and meaningfulness.

The production of vaudeville took a lot of needs, wants, and must haves but the end product made a great impact on not only American life, but the life of anybody who came to vaudeville, American or not. It has brought people closer to the theatrical part of life and also put them in a fun and comfortable environment. All the work they put into making vaudeville what it is today was well worth it to see people celebrating cultures, exploring theatre, watching stage shows and choirs, and many other things vaudeville offered. The production of vaudeville was a great success and a good impact on everyone's cultures and traditions.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text (<i>Although the business was just out to make money it did a very good job at pleasing the people</i>). The response makes superficial connections between ideas in the text and the assigned task (<i>Before ... vaudeville ... there was nothing happening and For this reason some people started vaudeville up</i>).</p>
Development	Develops ideas briefly, using some details from the text (<i>It had the fun that men were looking for, the glamor for women, There were daredevil stunts performed</i>).
Organization	Establishes an appropriate focus on the development of vaudeville. The response exhibits a rudimentary structure, consisting of an introduction, one body paragraph, and a conclusion, but is dependent on words and phrases from the text that occasionally blur the focus (<i>festivity, tradition, exploitation; Vaudeville gave a new multicultural meaning ... Identity; Also it was marked the watershed ... Culture</i>).
Language Use	Relies on basic vocabulary, depending on the repeated use of terms from the text (<i>festivity, tradition, exploitation</i>). Exhibits some attempt to vary sentence structure with uneven success (<i>The production of vaudeville ... American or not</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>to make money it did, In order to produce vaudeville it needed, todays culture</i>) and capitalization (<i>American Identity and American Culture</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>	

Vaudeville was a type theatrical theater in the late 1890's early 1900's. Located in New York City. Vaudeville was a business to succeed. It was a business based on a simple idea stage show.

The shows had something for everyone each show featured a little bit of everything glamor for the women, enough rough fun for working men. Each show had parts of tearjerkers, chair tricks and comics. To succeed they had to swell together in a crowd. Children of slaves and immigrants were singing and dancing to the music. They had cheap theaters and saloons. Centralized entertainment business audiences eventually became consumers of television and old fashion carnivals. In the late 1920's they came out with film, radio, recording and television. New Yorkers had many differences than similarities.

Vaudeville was a popular in the late 1920's in New York City. It's no longer popular because they came out with television, radio, film, recording so people didn't have to leave their home they stayed home and got to watch t.v. people didn't want to waste their money to go to the theaters so they became unpopular.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys a generally basic understanding of the text (<i>each show feathered a little bit of everything</i>). The response alludes to the text, but connections to the task are unclear (<i>each show had parts of teargarkers, dairdevils and comics</i>) or unwarranted (<i>people didn't want to waist their money</i>).</p>
Development	Is largely undeveloped, depending on unattributed words and phrases from the text. Some combinations render ideas vague, irrelevant (<i>To succeed they had to swell together in a chours and consumers of television and old fashion carnivals</i>), or unjustified (<i>In the late 1920's they came out with ... televisions</i>).
Organization	Suggests a focus on why vaudeville was popular and suggests organization through indentions, though the body paragraph seems to be a sequential copy of notes from the text.
Language Use	Uses language that is primarily borrowed from the text (<i>Centralized entertainment business audiences eventuly became</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Vaudeville was a business to succeed and It's no longer popular ... became unpopular</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>theathical, everone, salons</i>), punctuation (<i>everone each and everything glamor</i>), capitalization, and proofreading (<i>1890's early 1900's and a popular in</i>), that hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.</p>	

Vaudville was a play that would give people something to do. This was something that agreed with the traditions of people. Vaudville was to do with the traditions but it also made money. The intentions were not to make money but it happened. This play was the one thing that allowed all sorts of people to do.

Vaudville attracted all sorts of people such as migrants, workers & the high class people. Vaudville was meant for them, for all people. This play was the attraction of the time. The people now had something that they could do.

Vaudville was the one great thing of the time that all people appreciated. This was something that did not intend to make money but it did & was performed for the people that had as many similarities as differences.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text by identifying Vaudeville as <i>something to do</i> . The response makes generally unclear connections to the assigned task (<i>Vaud Ville was to do with the traditions</i>).
Development	Is largely undeveloped, hinting at ideas (<i>Vaudville attracked all sorts of people</i>). References to the text are frequently unjustified (<i>Vaud Ville was a play, intentions were not to make money, Vaudville attracked ... high class people</i>).
Organization	Suggests a focus on vaudeville as something <i>that all people aprechated</i> , and suggests organization by paragraphing, but the same ideas predominate all three paragraphs.
Language Use	Uses language that is imprecise and repetitive (<i>something to do, something that agreed, one thing, something that they could do, something that did not intend</i>), revealing little awareness of how to use sentences to achieve an effect (<i>This play was the one thing that allowed all sorts of people to do</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Vaud Ville, attracked, imigrants, aprechated</i>) and capitalization that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

A new kind of entertainment has just been introduced to my attention and that is called vaudeville.

Vaudeville is an interesting matter that inspires people to change in many different ways. It's also a great entertainment that allows the people to interact with the performer ~~that~~ which put on "shows" for their amusement. Most people would ~~probably~~ probably enjoy the experience of this classic ~~kind~~ kind of fun because of the variety of the shows, their can be dancing, comic, or any thing the performers can think of.

There are some good and bad parts of big time entertainment centers. The good parts were that this show show variety in shows but also people. ~~They~~ They have all sorts of people from around the world but good times can't come without bad times too. The people who ran vaudeville wanted to win money by taking money out of the performers pay to suit their own purposes. That was not the only problem, people started to ~~be~~ by a new invention that satisfied the people's thirst for entertainment and not ~~even~~ even leaving the saveness of ~~the~~ their home and the invention is called the TV.

Vaudeville was a great source of entertainment because of the things you see but when ~~the~~ time goes on things ~~are~~ ~~are~~ tend to change and now we got the power of TV.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the text (<i>Vaudville ... enspires people to change in many differnt ways</i>). The response alludes to the text but connections to the task are unclear (<i>their can be doning, comic, or any thing the pramers can think of</i>).</p>
Development	<p>Develops ideas briefly, using some details from the text (<i>The people who ran vaudeville whated to urn money by takeing money out of the proformers pay and People started to by a new invation</i>).</p>
Organization	<p>Lacks both an appropriate focus and organization. The response combines allegations that <i>vaudeville enspires people to change, allows the people to inter act with the proformer</i>, and that <i>people ... injoy the exsperince ... becuse of the veriade</i> in one paragraph. Variety, greedy promoters, and the coming of television are more logically combined in paragraph 3.</p>
Language Use	<p>Uses language that is imprecise (<i>a enteresting mater, many differnt ways, this show show varite in shows but also people</i>), revealing little awareness of how to use sentences to achieve an effect (<i>It's also a grate entertainment that allows the people to inter act with the proformer whish put on show for their emusment</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>interdosed, attion, grate entertanment, pramers, perpis, invation, leveing</i>), punctuation (<i>shows, their; proformers pay; peoples terst</i>), grammar (<i>this show show, is call, thing tend to chang</i>), and usage (<i>proformer whish and we got</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in development.</p>	

Anchor Paper – Part A—Level 1 – A

I like vaudville store. theatrical stuff to. it got good
parts about challenged old codes and vaudville
polyhony sound Also dishonest entrapment & so -
odies & songs to. devilish ppl scar me

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding beyond vague references to ideas mentioned in the text or used in the multiple-choice questions.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on <i>vodiville</i> but lacks organization.
Language Use	Is minimal. The response uses language that is incoherent.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Although the response fits criteria for Level 1, it is somewhat stronger in organization.	

I plan to open my own business, so I liked reading the stuff about Broadway entrepreneurs. My business will be making cool snow boards. I already have my design colors and sketches and am planning to modify my old board at home as an experiment. I think I'll make more money than the Donald.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding beyond one vague reference to <i>broodway entrapranurs</i> . There are no connections to the task.
Development	Is minimal, offering a primarily personal response to the text.
Organization	Suggests a focus on business but lacks organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

There were many factors that influenced the development of Vaudeville in New York. These many factors were brought about by the change that had gone on in America at the time. New York was seeing many different cultures. These cultures made society a mix of different talents and festivities. Immigration had made show business in Vaudeville a lot more complex.

Vaudeville had provided all sorts of stunts, skits, and plays that would please everyone's needs. Vaudeville had comics, tear jerkers, dardovis, and cruners. These amusing acts influenced the make of Vaudeville in New York by a lot. In Vaudeville people were always surprised by the unexpected moves that the owners would make.

The owners would pay the performers less so they could make money. The owners had started this business out only looking for money. They ended up with real talented performers that appealed to individuals from diverse backgrounds. The comics had challenged the old codes of propriety to make their acts better. Talent was found in slaves and soon they became part of the stage too.

With all these actors improving the development of Vaudeville in New York was an all around great idea.

To New Yorks of all many shapes and sizes and of all different backgrounds, Vaudeville meant Freedom, abundance, intimacy, and most of all celebration. With New York as the largest diversity of old and new cultures most New Yorker were pleased with Vaudeville.

There were many factors that influenced the development of vaudeville in New York City. Entrepreneurs, the diverse culture of New York, and the emergence of electronic mass media all played a part in the development of vaudeville. Since it has developed, vaudeville helped show the multicultural meaning to the American identity.

Vaudeville started because of business entrepreneurs. It had very bureaucratic beginnings, but was also very intimate by trying to have something for everyone. Vaudeville satisfied working men with its rough fun, middle class women with its glamour, and immigrants with old country sentiments. Shows with daredevils, comedians, tear jerkers, and crooners spoke to New York City's diverse metropolitan environment.

The immigrants coming to America because of industry in the 1890s, led to a diverse New York culture, and to the popularity of vaudeville. Vaudeville's popularity also increased due to the fact that audiences were changing from being participants to being consumers. Electronic mass media was starting to take the place of custom, tradition, and public festivity in popular culture. This change in culture was significant, "vaudeville theater's polyphony was partly caused by the contrast between old and new popular culture."

The circularity of vaudeville is another reason why it had so much success. Separate types of people were communicating and learning more about each other. The singing and dancing of Eva Tanguay spoke to middle class women, Maggie Edin represented the Irish with the Boxing Ballad, and ragtime introduced African American culture to white culture. New York City had a voice through vaudeville.

There were many different aspects that helped influence the development of vaudeville in New York City. Entrepreneurs, electric mass media, and the diverse culture all played a major role. Vaudeville represented the diverse culture of New York City and America.

Part A — Practice Paper — C

From the earliest times of immigration, New York City has always been a diverse city of many different nationalities, races, religions, and classes. The late 1890s and early 1900s, however, brought a new type of entertainment that would help bring these differences together. The development of vaudeville in New York City was influenced by many factors including: the changing audiences, and the diverse community.

The development of vaudeville was largely influenced by the times in which it became popular. Most of the vaudeville theaters built up during the middle of a great transition. There was a clash of audiences between older society and newer society. The majority of the audiences from the colonial to middle 19th century were largely influenced by their customs, traditions, and public festivities. Figures acting for the new society challenged the codes of propriety, bringing about less sophisticated shows. Many of the audiences almost seemed like coproducers because the shows were highly based around their likes and dislikes. The changing society was not only that of old to new, but questions of the roles for men and women came into play. The time in which vaudeville came about was also when electronic mass media became popular. Those audiences that had once interacted with the theater now found themselves the consumers of such electronics as film, radios, recordings, and televisions. Theater quickly became known as a, "portable, marketable commodity."

The development of vaudeville came from a very simple idea, as most successful entrepreneurs have. The popular entertainment was influenced by the notion of having "stage shows with something for everyone." Vaudeville's location in the heart of New York City, of course, made this very difficult to achieve with its diversified residents. The key to the success of vaudeville would be to have as many voices as the city itself had. It seemed that for every nationality, race, religion, and class there was something in vaudeville. American women were inspired by the singer and dancer, Eva Tanguay, while the factory workers could be relaxed with the comic relief of Eddie Cantor. The Irish and Jewish were also entertained with old country sentiment by Maggie Cline and Sophie Tucker. No local community in the city seemed to go overlooked by vaudeville. This ever popular theatrical phenomenon was even described as having "bounce, immediacy, and energy." Although vaudeville seemed to please everyone, it more importantly brought "communications between otherwise separate people." For once, a city that was so diversified could finally share its cultures and differences.

The development of the great theatrical entertainment known as vaudeville was influenced mostly by the time in which ~~it~~ it became popular and the diverse community of New York City. It was said that, "In vaudeville, New Yorkers found celebration and sentiment, freedom and confinement, intimacy and bureaucracy, glitter and

Part A — Practice Paper – C

meanness: the voice of the city." Vaudeville an
incredibly popular development that the United States
history of theater will always remember New York City
for.

Vaudeville was a set of plays based on simple ideas. The shows were made for everybody.

They wanted to make shows for the workmen, mothers, and immigrants.

Vaudeville was changing to films, radio, and television. The people that used to watch began buying electronics to watch them at home.

Americans had theaters but vaudeville changed their way of thinking, acting, and changing their lives.

Businessmen went there to relax.

White Americans learned how musical Black Americans were by watching them perform there.

The term Vaudeville describes a musical era in which people from many different backgrounds could witness a musical play in the city of New York. Vaudeville came about from the dream of entrepreneurs whose goal was to make money in the extremely diverse city of New York. Audiences from many different cultures could witness their favorite performers play out acts that reminded them of their home city or country.

This prelude to modern musical theatre included acts that involved comedians, clowns, performers from certain countries, and shows that suited the tastes of men, women, or even businessmen. This cultural exchange was known to many critics as "circularity." Eva Tangay was a performer whom women loved to watch dance and sing. Businessmen were drawn to shows like "blackmail" while Irish American immigrants enjoyed watching Maggie Kline. Jewish immigrants loved to witness Sophie Tucker act in "Yiddish Momma".

Immigrants in New York no longer felt like ~~outs~~ outcasts in this diverse city. Vaudeville was not always this nice. Sometimes distorted portrayals of blacks occupied the stages of well known plays. This type of entertainment could be complex, mean, glittery, contradictory, a type of freedom, or an intimate account of a certain lifestyle. As the 19th century came around, the public became consumers of electronics that played this type of entertainment at home.

Vaudeville was obviously an important concept for when we look at theatre today. It challenged old codes, provided entertainment for everybody, and incorporated old and new culture. The performances were often loud and brassy and rarely in unison. We can credit the entrepreneurs that came up with this daring

Part A — Practice Paper — E

concept for the development and evolution of American theatre. Vaudeville was the "voice of the city" and knit the audience into the new era. Men, women and foreigners alike could enjoy the entertainment that they wanted from glamorous to rough, from comedies to tear jerkers.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

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

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

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

Global food production is becoming a very important issue in modern times. As the world population increases, farmers struggle to keep up with the large demand for agricultural products, while at the same time dealing with world wide fresh water shortages. Authorities believe a solution may be the widespread use of irrigation.

Irrigation has long played a role in farming. Some methods of supplying water to crops date back thousands of years to the time of the ancient Sumerians. These farmers dug ditches to divert water from the Euphrates River to their crops, and they successfully established an irrigation - based crop economy. However, the Sumerian civilization eventually fell; in part because of poor irrigation techniques.

Much of the modern world now relies on irrigation for crop production. As much as 40 percent of the world's food is harvested from irrigated land. However, this 40 percent of the worldwide food supply is grown on less than one - fifth of the earth's total farmland, a statistic showing just how valuable irrigation can be. In fact, farmers who irrigate their soil can typically see a doubling or even tripling of annual crop yield. However, there are also drawbacks to this system as well. For instance, irrigation is a leading

constituent in the current fresh water shortage, which is the biggest threat to food production. Another cause for alarm is a rapidly growing global population. In just over two decades the number of the world's urban-dwelling citizens will be over five billion. Shrinking resources are a looming threat to the destiny of humanity.

Despite this, significant technological improvements promise to increase irrigation efficiency. Two main goals are in mind: cutting water consumption, and making irrigation equipment and techniques available to every corner of the planet.

Most of the world now relies on surface irrigation, a low-cost method in which water is channeled through fields via furrows in the soil. However, this method is highly inefficient, and it often degrades the land. New and better methods must be developed for widespread usage. For example, in Bangladesh, an inexpensive but efficient device called a "Treadle Pump" has transformed much of the country from a fallow wasteland into a prosperous garden conducive to farming. It is a simple machine, costing around 35 dollars, but it gets the job done. Over 1.2 million of these devices have been sold in

the country, which have boosted the productivity of over 600,000 acres of farm land. Simple but inventive irrigation methods such as this one are now needed more than ever to help poor farmers across the globe.

There are much more productive irrigation methods, however. Drip irrigation, which reduces water usage by up to 70 percent and increases crop yields by almost 90 percent is a revolutionary new system, but due to costliness, it is used in only one percent of the world's fields. Another effective method is sprinkler irrigation, but again, the relatively high cost prevents widespread usage.

Many researchers believe that the problem is not with the irrigations systems; instead, it lies elsewhere. Some advocate that new varieties of plants must be developed to meet the ever-changing needs of society. Scientific improvements in genetic engineering and conventional breeding techniques promise modest gains in this respect. Nevertheless, many authorities claim that the real problem lies at the root core of society at large. People, especially those in North America, must learn to reconfigure their diets to promote

Anchor Paper – Part B—Level 6 – A

eating lower on the food chain. By doing so, less water would be needed to sustain the same nutritional impact on the human body. These radicals also advocate that other sweeping cultural changes must be enforced, such as population control and reduced food consumption.

Whatever the changes to be made may be, it is important that we do not idle in the quest for a sound agricultural foundation. With new threats to the core of our global agricultural market, it is evident that safeguards and changes are needed. However, history proves that if performed correctly, irrigation can maintain a key role in feeding the world.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the documents, noting that <i>this 40 percent ... is grown on less than one-fifth of the earth's total farmland ... showing just how valuable irrigation can be</i> . The response makes insightful connections between information and ideas in the documents and the assigned task, warning that <i>with new threats to the core of our global agricultural market, it is evident that safeguards and changes are needed</i> .
Development	Develops ideas clearly and fully, using information from the documents to explain the problems of successfully feeding the world's growing population and conserving water, simultaneously. The response uses a wide range of relevant and specific details to discuss irrigation systems (<i>surface irrigation, "Treadle Pump," Drip irrigation, sprinkler irrigation</i>), as well as the potential use of genetic engineering and adjusted diets.
Organization	Maintains a clear and appropriate focus on <i>the large demand for agricultural products in the wake of world wide fresh water shortages</i> . The response exhibits a logical and coherent structure, connecting the history, problems, and suggested solutions to the productive use of irrigation through the skillful use of appropriate devices and transitions (<i>As the world population increases; In fact; For instance; instead, it lies elsewhere</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>a looming threat to the destiny of humanity</i>), with a notable sense of audience (<i>it is important that we do not idle in the quest</i>). The response varies sentence structure to enhance meaning (<i>It is a simple machine, costing around 35 dollars, but it gets the job done</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.	

As our society progresses into the twenty-first century, sufficient food production will play a major role. However, today we are faced with problems in the area of irrigation that will have to be addressed. The early Sumerians developed the use of irrigation and became a strong, agriculturally based civilization. Although they enjoyed success for a long period of time, the irrigation methods, under which they thrived, eventually caused them to fall. In today's world, we are far more dependent on irrigation, so it is of paramount importance that we develop better methods of irrigation to support our food supply and help us avoid the same fate as the early Mesopotamian farmers.

Better use of our water supply is necessary for improved food productivity. Many natural sources such as rivers and aquifers are "stressed" beyond their limits. The already declining resources used by farmers will be nearly impossible to obtain by the year 2025, when the number of urban dwellers is expected to rise to five billion. ~~Now~~ New techniques are necessary to meet two primary goals of cutting water demands and supplying low cost agriculture.

There has already been much improvement in today's irrigation techniques. Surface irrigation is the most widely used system. Despite its low cost, it wastes too much water and degrades the land through erosion, salinization and waterlogging. The drip and low sprinkler systems are much more efficient. Instead of wasting water, they deliver it directly to the plants. Both systems increase crop yields compared to the surface system. Their only disadvantage

is high cost, a reason for which they account for a small percentage of the world's irrigated fields.

In poor countries, both efficient and less costly methods are being used to help farmers. S. Portel, author of the article "Growing More Food with Less Water," traveled to Bangladesh and observed the success of a new form of irrigation, the treadle pump. It costs only 1/10 of previously available systems, but it is just as successful. These machines, run by manpower, siphon water accumulated less than 20 feet underground during the MONSOON season for use. This has paid off tremendously. Rice and vegetable production has increased. The average farmer has seen an increase of \$100 per year. It has even helped to bolster the Bangladeshi economy by an additional \$350 million a year."

As our resources become less readily available, it is important to put these new advancements in irrigation to use. They will help to support our nation's food demand in the future. The steps that we have already taken will help us to flourish and avoid the fate of the Sumerians.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents, stating that <i>sufficient food production will play a major role</i> in the twenty-first century, but warning that there are <i>problems in the area of irrigation that will have to be addressed</i>. The response makes insightful connections between information and ideas in the documents and the task, emphasizing irrigation techniques which reduce <i>water demands</i> and the necessity for <i>low cost agriculture</i>.</p>
Development	<p>Develops ideas clearly and consistently, using relevant details from the documents to discuss <i>today's irrigation techniques</i>, their disadvantages (<i>wastes too much water</i> and <i>high cost</i>), and advantages (<i>Both systems increase crop yields</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on <i>better use of our water supply</i> to provide <i>improved food productivity</i>. The response exhibits a logical and coherent structure, recognizing the problem of <i>declining resources</i>, identifying <i>two primary goals</i>, and discussing how irrigation systems are connected to these goals. The conclusion reinforces this connection. Skillful use of transitions increases the response's coherence (<i>better methods ... Better use, There has already been, high cost ... In poor countries, These machines</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>under which they thrived, of paramount importance, help us to flourish</i>), with evident awareness of audience and purpose (<i>As our resources ... new advancements in irrigation to use</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>S. Potel ... observed the success of a new form of irrigation, the treadle pump</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development and language use.</p>	

About 40% of the world's food now grows in irrigated soils. The world's population is very dependent upon the food productivity that irrigation provides. But ~~and~~ with the growing population it is necessary to increase this production. This could be achieved by increasing the efficiency of irrigation with several different methods and scheduling techniques.

There are a few key types of irrigation systems, each having its benefits and flaws. The first and most popular of which is the surface method. With this system farmers use a great deal of water to flood their fields or channel it down to their crops in furrows.

The problem with this system is that only a portion of the water is absorbed by the plants while much of the water is polluted and salinized. However this method is relatively cheap so farmers are able to produce quite a large yield.

Another method of irrigation is the drip technique. About one percent of the world's fields that have irrigation use the drip method. Water is slowly and directly delivered to the plants' roots by a system of perforated plastic tubing. One reason this technique is not wide-spread though, is because of its cost, which is rather expensive. However those who invest in this method benefit

greatly because almost no water is ~~not~~ wasted, and crop yield is generally increased by 20-90 percent compared to the surface system.

Sprinkler techniques are also used. There are high and low energy sprinklers. These are used in 10-15 percent of irrigated fields. The high energy sprinklers are not as beneficial as low energy ones because much of the water sprayed with high energy is spread off course or evaporated because of the length of time that it is in the air. Low energy sprinklers are ~~base~~ one of the most efficient systems because the water is released close to the ground so plants absorb 90-95 percent of the water and little is wasted. This increases the crop yield greatly.

Another way to increase food production using irrigation is to use computers to help schedule key times to irrigate plants. This technology measures temperature and precipitation to calculate the amount of water plants are absorbing. Farmers can take ~~this~~ this information and apply it to how much to irrigate their crops at different times throughout the growing season. The University of California at Berkeley discovered in a 1995 survey that this schedually system reduced water use by 13 percent. Also farmers using this tool gained an 8 percent crop ~~yeit~~ yield.

Simply by increasing irrigation efficiency and using a few choice methods ~~farmers~~ ^{farmers} could be able to keep food production up to meet the needs of the growing population. The systems of surface, drip and sprinkler methods and simple scheduling techniques are all key factors to assist irrigation. By the year 2025, the number of urban dwellers will have reached five billion, Will we be able to meet the needs of the population?

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Conveys a thorough understanding of the documents (<i>The world's population is very dependent upon the food productivity that irrigation provides</i>). The response makes clear and explicit connections between information and ideas in the documents and the assigned task, explaining that food productivity <i>could be achieved by increasing the efficiency of irrigation with several different methods and scheduling techniques</i> .
Development	Develops ideas clearly and consistently, using relevant and specific evidence from both documents to discuss irrigation techniques (<i>surface method ... use a great deal of water ... only a portion of the water is absorbed, About one percent ... use the drip method, high energy sprinklers are not as beneficial</i>).
Organization	Maintains a clear and appropriate focus on <i>key factors to assist irrigation</i> . The response exhibits a logical sequence of ideas, first defining the problem (<i>The world's population is very dependent upon the food productivity that irrigation provides</i>) and then comparing a few key types of irrigation systems, <i>each having its benefits and flaws</i> . The response ends with a summary conclusion. The response uses appropriate transitions (<i>Another method, One reason, This technology</i>).
Language Use	Uses language that is generally fluent, with evident awareness of audience and purpose (<i>Will we be able to meet the needs of the population</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>One reason ... though, is because of its cost, which is rather expensive</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>delieved, pecent, schedual</i>) and punctuation (<i>However this method and Also farmers</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Irrigation is an agrarian technique used by farmers for many centuries. It involves the use of re-routing water in "tributary-type" methods to reach crops that need water to grow and survive. The world today has a growing population, which demands higher and higher crop yields every day. Therefore, to preserve the future, the needs of food production must be met. One way to increase this production is to develop new, ^{affordable, efficient} irrigation technologies. An excerpt from an article by S. Postel explains the use of irrigation, as does a table describing various methods.

The ancient Sumerian people of the Mesopotamia River Valley were, according to the article by Postel, the first to develop an irrigation system, making them dependent on this water supply. This water did lead to a stable yield of crops to supply the people; however, this dependency became a consequence. The scarcity of water is (and was) a threat to people today and the ancient Sumerians. But today, agricultural specialists are able to work around these presented challenges, unlike the Sumerians thousands of years ago.

Irrigation can allow farmers to typically get "two or three harvests" every year and get higher crop yields." This is why farmers need to continue to use irrigation to meet the growing demand of food, and therefore must work

around challenges like water scarcity. Managing the soil and water and using various cropping patterns can increase the crop yield. However, water demands must be reduced, making more efficient irrigation; and new technologies must be affordable to poorer farmers. There are more efficient ways of irrigation than flooding a field, according to the table. Using Drip or Sprinkler irrigation systems waste virtually no water, while increasing the average crop yield. These are more expensive systems, however. Farmers that cannot afford these systems must use other technology, but it can be just as efficient.

When Postel traveled to Bangladesh in 1998 he witnessed a successful, inexpensive system to increase water productivity. In Bangladesh monsoon months bring an inundating amount of water while the rest of the year is dry, with water below the surface that is unreachable at normal planting depths. But a foot-operated treadle pump, which resembles something like a stairmaster, sucks water from the ground to irrigate the land. This inexpensive system also offers a healthy exercise, which should probably be used by the growing overweight population of North America. This little device helped many Bangladeshi farmers yield a surplus of crops, which could be exported, and raised the Bangladeshi economy "an additional \$350 million a year."

Anchor Paper – Part B—Level 5 – B

The demand on farmers in years to come must be met by increasing food production. New irrigation technologies can make food production more efficient and less wasteful, like the Drip system which delivers water directly to plants' roots. Farmers can be more aware of how much water they use compared to what is needed. Scientific advances can also be made to bring another Green Revolution and increase yield per crop. Reduced consumption is another factor with a growing population. Relying on irrigation alone is not wise, as shown by the Sumerians, but using irrigation with other water-reducing technologies can increase food production and lead to a saturated and healthier future.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents, observing that <i>to preserve the future, the needs of food production must be met</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task by connecting these <i>needs</i> to the development of <i>new, affordable, efficient irrigation technologies</i> .
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the historic and present need for irrigation (<i>Sumerian people and use irrigation to meet the growing demand</i>), as well as the <i>more efficient ... irrigation and new technologies</i> currently available (<i>Drip or Sprinkler irrigation and treadle pump</i>).
Organization	Maintains a clear and appropriate focus on irrigation's role in increasing crop yields. The response exhibits a logical structure, first identifying the problem of water scarcity, and moving to a discussion of efficient uses of irrigation, while recognizing the role of <i>other water-reducing technologies</i> . Transitions are appropriate (<i>Therefore, unlike the Sumerians, When Postel traveled</i>).
Language Use	Uses language that is generally fluent and original (<i>agrarian technique, stable yield of crops, inundating amount</i>) but sometimes imprecise (<i>saturated and healthier future</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This water did lead ... became a consequence</i>).
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in punctuation (<i>food, and therefore must and in 1998 he</i>) and usage (<i>demand of food</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Food production remains a valid problem in the twenty-first century economy. According to the article, "Growing More Food with Less Water," there are currently approximately 500 million starving or undernourished people around the world. Potentially, this number could rise as the number of urban dwellers are expected to rise to five billion by the year 2025. S. Pastel claims that "severe water scarcity presents the single biggest threat to future food production," and "the spread of irrigation has been a key factor behind the near tripling of global grain production—irrigation will continue to play a leading role in feeding the world..." Exactly how does irrigation influence agricultural production?

Today most farmers irrigate by using a surface method. With this method, fields are flooded, and gravity forces water to move across the land. There are, however, serious problems with this method. Because plants only absorb a small amount of water, the rest is drained into rivers or aquifers, thereby causing pollution and erosion from contaminated runoff. Use of the surface technique also wastes so much water that by improving or eliminating this practice, water demands would be cut in half.

What are the alternatives? For those with plenty of money, there are technological advances that help. In 1995, a survey conducted by the University of California at Berkeley showed that farmers who used computers increased yield by

eight percent and decreased water use by thirteen percent. These computers measure climate factors and can help determine, how, when, and how much water should be used. In America, a method frequently used is the sprinkler system, which includes high pressure or low energy varieties. Although both systems have a relatively high cost, low energy sprinklers enable plants to absorb 90 to 95 percent of the water used. Another method, the drip system, allows water to travel underground and irrigate the roots of plants. Despite the high cost, this system is effective because of its ability to increase crop yield by 20 to 90 percent.

For those with less money, there are cheaper irrigation tools. For farmers living in Asia or Africa, long dry spells can make farming nearly impossible. Most of these farmers cannot afford the least expensive motorized pump (\$350) created for reaching groundwater. One affordable alternative is the treadle pump, a foot operated device. This pump pulls groundwater and places it into cylinders. This system, costing only 35 dollars, increases agricultural production. It has added an additional 350 million dollars per year to the Bangladeshi economy.

For those with money and those without, irrigation systems have dramatically improved human life through their ability to increase food production and it will continue to have an obvious effect on future global food production.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents, using information from both the article and the table to explain how <i>irrigation</i> influences <i>agricultural production</i> . The response makes clear and explicit connections between information in the documents and the task by providing answers to the rhetorical question (<i>What are the alternatives?</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents. The response describes several irrigation techniques (<i>surface method, computers, sprinkler system, drip system, motorized pump</i>), including information about their operation, relative cost, and level of efficiency.
Organization	Maintains a clear and appropriate focus on Postel’s claim that “ <i>severe water scarcity presents the single biggest threat to future food production.</i> ” The response exhibits a logical sequence of ideas, using cost as the organizing element within the body and at the conclusion (<i>For those with money and those without</i>). Transitions are appropriate.
Language Use	Uses language that is generally fluent, with evident awareness of audience (<i>According to the article ... around the world</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Because plants only absorb a small amount of water ... contaminated runoff</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Berkely</i> and <i>Blangladeshi</i>), punctuation (<i>production --;</i> <i>Today most; determine, how; foot operated device</i>), and grammar (<i>number ... are</i> and <i>irrigation systems ... it</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Since the beginning of time, water has and will continue to be a necessity towards living. Water has many uses in life. One of its major uses, is irrigation. Irrigation is a technique used to water ~~the~~ crops. The use of this technique began about six thousand years ago. In efforts to satisfy their crops, mesopotamian farmers dug a ditch to redirect water from the Euphrates River. As a result, they became the world's first irrigation-based civilization.

In today's present-day world, about 40% of our crop are grown by the use of irrigation. Farmers who use this technique can ~~grow~~ ^{gain} two or three harvests every year. Thus, resulting in the spread of the use of irrigation. Irrigation is one of the main factors in multiplying the global grain production since 1950.

According to the chart there are three types of irrigation systems. The first type is surface irrigation. Surface irrigation is done by flooding a field or channelling water down parallel furrows. Gravity then comes into play and moves water across the land. However, this technique has its disadvantages. These would include that plants only absorb a small fraction of the water which leaves the remaining amount to drain into the river or aquifers or either evaporate. Another disadvantage would be that the remaining amount often gets polluted it also degrades the land. On the up-side of things, it is the most common form used worldwide due to the fact that it has a relatively low cost.

The second type of irrigation is drip irrigation. Drip irrigation is done by delivering water directly to the root of the plants, drop by drop. The water travels through

a network of perforated plastic tubes, at low pressure this network is installed on or below the soil and the water emerges through the small holes. A disadvantage to using this technique is that it has a fairly high cost and about 1% of the world's uses it. The advantages to using this technique are practically no water is wasted, reduces water use by 30 to 70 percent, and it increases crop production by 20 to 90 percent. In comparison to the flooding method.

The third ~~type~~^{type} of irrigation is the sprinkler technique. There are two ways to use the sprinkler, either at high or low pressure. High pressure technique sprays water high into the air to cover a large area. However, a disadvantage to this is that the more time water spends in the air the more likely it is to evaporate or go off course. The low pressure sprinklers spray water through a nozzle positioned just above the ground. An advantage to using this type, is that almost no water is wasted and the plants absorb 90 to 95% of the water. An overall disadvantage^{to using this technique} is that it has a fair high cost.

With the world's continuing growing urban population it creates a major challenge to food production. As well as severe water scarcity presents the biggest threat to future food production. However, agricultural specialists are ~~concern~~^{depending} on irrigation to produce the additional food to supply the ~~needed~~ ever-growing population.

As you can see irrigation is a major factor in the production of food.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents (<i>agricultural specialists are depending on irrigation to produce the additional food to supply the ever-growing population</i>). The response makes explicit connections to the assigned task (<i>Irrigation is one of the main factors in multiplying the global grain production since 1950</i>).</p>
Development	Develops some ideas more fully than others. The response uses information from the table to discuss three irrigation techniques (<i>surface, drip, sprinkler</i>), their advantages (<i>practically no water is wasted</i>), and disadvantages (<i>it has a fairly high cost</i>). Ideas from the text are less developed.
Organization	Maintains a clever and appropriate focus on <i>water scarcity as the biggest threat to future food production</i> . The response exhibits a logical sequence of ideas through the use of appropriate transitions (<i>Since the Beginning, In today's ... world, The first type, The second type, However</i>).
Language Use	Uses generally appropriate language, with some awareness of audience and purpose (<i>as you can see ... production of food</i>). The response occasionally makes effective use of sentence structure or length (<i>Water has many uses in life</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>channelling</i> and <i>polluted</i>), punctuation (<i>year. Thus; chart there; water. Which</i>), capitalization, and grammar (<i>crop are</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

The use of irrigation since the ancient times has proven its power to greatly increase crop production. Irrigation, or the use of man-power to water crops, first came into the history books six thousand years ago in Mesopotamia.

According to an excerpt from a paper by S. Postel 40 percent of the world's crops are grown with the use of irrigation. According to a 1995 study by the University of California, the use of computers to determine when and how much to water the crops has increased production by 8%. The use of recycled water also is key to high crop production. Israel uses 30% of its recycled wastewater, this is planned to increase to 80% by the year 2025. Bangladesh, due to its long dry season, is in dire need of irrigation, but pumps cost \$350 and more. With the invention of the treadle pump, which is much like a StairMaster™, farmers in Bangladesh now have a surplus in crops for the irrigation cost of about \$35.

According to the table on the three main irrigation systems, most farmers use the barely effective surface irrigation method. ~~This is~~ The surface irrigation method, or the flooding of the field, may have a low cost but it often erodes the land and pollutes the water. Another irrigation method, the drip method, where the water is delivered right to the plants roots through a network of tubes, may have a higher cost but it increases crop yield by 20 to 90 percent. The last commonly used irrigation system has two different versions. The

Anchor Paper – Part B—Level 4 – B

use of sprinklers to spray large areas has been modified ~~as~~ to low energy sprinklers deliver water from right above the ground. It also has a high cost but 90 to 95 % of the water is absorbed by the crops.

The use of ~~sp~~ irrigation has greatly increased crop production world wide but the combination of the use of recycled water, the use of computers to help determine when to water, and the right kind of irrigation system can greatly increase crop yield while reducing the amount of wasted water.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents stating (<i>The use of irrigation ... has proven its power to greatly increase crop production</i>). The response generally makes clear connections between information and the ideas in the documents and the assigned task (<i>The use of recycled water also is key to high crop production</i>).
Development	Develops some ideas more fully than others. The response discusses <i>three main irrigation systems</i> , using relevant details from the table to describe and evaluate each method (<i>The surface irrigation method, or flooding of the field ... pollutes the water</i>). Ideas taken from the text are less well developed and occasionally inaccurate (<i>the use of computers ... has increased production by 8%</i>).
Organization	Maintains a clear and appropriate focus on irrigation and its effect on crop production. The response exhibits a generally logical sequence of ideas, first defining irrigation and its history, then presenting statistics and cost factors associated with irrigation used today (<i>Israel uses 30% of its recycled waste water, this is planned to increase to 80%</i>), followed by a discussion of three current irrigation methods, and ending with a summary conclusion. The response lacks effective transitions between and within paragraphs.
Language Use	Uses appropriate language, with some awareness of purpose (<i>According to an excerpt and According to the table</i>). The response occasionally makes effective use of sentence structure and length (<i>Bangladesh, due to its long dry season, is in dire need of irrigation, but pumps cost \$350 and more</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>may have a low cost but it often erodes and to the plants roots</i>).
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

The use of irrigation technology can increase food production greatly. As the world's population grows so does the world's need for greater crop yields. Today greater food yields are difficult to achieve because there is a severe water scarcity, and the way to fix this is through irrigation.

Irrigation is by far not new to civilizations and their farmers. Irrigation was first used by the Sumerians in the Tigris-Euphrates River Valley, in which they diverted the flow of the river towards their crops. Today about 40 percent of the world's food grows due to irrigation, but it has serious risks. The biggest risk is severe water scarcity, and then soil erosion. Ways to avoid these factors is the use of newer and more efficient irrigation technology.

One new machine used in irrigation is the treadle pump. The treadle pump is operated like a StairMaster exercise machine, as you push, the treadles turn two steel cylinders. The cylinders then draw water in by suction, and then the water is dispensed into an irrigation channel. The treadle pump is typically used in areas of poverty due to its low cost and efficiency. More advanced and expensive system types are the Surface, Drip and Sprinkler. The Surface System is simply a system of flooded channels which use gravity to move water across to soil surface. The major problem is that the surface system causes soil erosion, waterlogging and water pollution.

The Drip system is a system of low water pressure tubes in which water slowly runs out of one or below surface level. The Drip System typically increased crop yield 20-90 percent and reduced water use 30-70 percent, its only problem is its expense. Finally there is the Sprinkler System. The Sprinkler system uses new low-pressure sprinklers to give the crops small doses of water through the nozzles positioned just above ground. The disadvantages of the Sprinkler System are a relatively high cost but the plants absorb 90-95 percent of the water.

The use of irrigation technology can increase the production of food greatly. In the Sumerian civilization the process of irrigation was used to produce crops, but severe water scarcity caused their civilization to collapse. Today the world's population is greatly increased as is its demand for food, and if water is continually wasted in farming then our modern civilization will collapse. Ways to avoid this oncoming tragedy is more water efficient irrigation systems such as the Drip and Sprinkler Systems or more efficient machines like the treadle. So think of the world's future how irrigation can and will increase crop production.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents (<i>Today greater food yields ... through irrigation</i>). The response makes clear connections between ideas and information in the documents and the task (<i>The major problem is that the surface system causes soil erosion, waterlogging and water pollution</i>).</p>
Development	Develops some ideas more fully than others. The discussion of irrigation systems summarizes the operation of the <i>treadle pump</i> and <i>Surface, Drip and Sprinkler</i> systems, but the relationship of the treadle pump to increased food production is vague and the indication that surface irrigation is <i>advanced and expensive</i> is inaccurate. The relationship of <i>water scarcity, and ... soil erosion to irrigation technology</i> is undeveloped.
Organization	Maintains a clear and appropriate focus on <i>newer and more efficient irrigation technology</i> . The response exhibits a logical sequence of ideas, beginning with historic Mesopotamian irrigation practices, and moving through the more modern treadle pump, drip, and sprinkler systems. Organization is weakened by the discussion of four types of irrigation in a single paragraph and by introduction of <i>the worlds future</i> in the conclusion.
Language Use	Uses generally appropriate language, with some awareness of audience and purpose (<i>our modern civilization will collapse</i>). The response occasionally makes effective use of sentence structure and length (<i>In the Sumerian civilization ... scarcity caused their civilization to collapse</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>inwhich</i> and <i>tradegey</i>), punctuation (<i>Today greater; percent, its; worlds future</i>), capitalization (<i>Surface, Drip, Sprinkler</i>), grammar (<i>Ways ... is</i> and <i>is greatly increase</i>), and usage (<i>disadvantages ... are a relatively high cost</i>) and unwarranted shifts in tense that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all areas.</p>	

The Social Studies Department in my school has decided to write an article called "Global Food Production in the Twenty-First Century." This article is being written to describe ways of using irrigation systems to increase the amount of food production. Irrigational systems are widely used in the "bread basket" of the United States, which is in the southern states of the Great Plains. New ways of irrigation could mean much more plant growth and food surplus for the rest of the world.

Irrigational systems are used to water crops like that of oats and barley and other grains, when it doesn't rain enough on its own. The decreasing amount of water supplies due to pollution is another growing problem. So the best way to irrigate crops is to use as little water as possible on a large amount of crops. In the document it states that the more high pressured water systems throw water great distances through the air. The longer water is in the air, the more it evaporates and doesn't reach the plants. High powered irrigational systems also use more water than what is most likely necessary.

A better use of an irrigation system would be to run water through pipes with very small holes so the water can drip from the pipe directly to the roots. This would result in a more abundance of water, and the roots would receive more water

anyways. The electrical cost to run these pumps would be a lot less, so its sort of a win-win situation.

Our social studies class did a lot of research on this project and believe that this is the best way to save water and benefit the growth of the plants. Food productivity would increase greatly in our point of view, and would be dependent enough to feed the new uprising populations.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by stating that <i>new ways of irrigation could mean ... food surplus for the rest of the world</i> . The response makes few connections between information and ideas in the table and the assigned task (<i>A better use ... directly to the roots</i>). Connections between the text and the task are superficial (<i>The decreasing amount of water supplies ... growing problem</i>).
Development	Develops ideas briefly, using some details from the table (<i>the more high pressured water systems threw water great distances</i> and <i>The longer water is in the air, the more it evaporates</i>). References to the text, however, are vague (<i>when it doesn't rain enough on its own</i>), and the conclusion that <i>the electrical cost to run these pumps would be a lot less, so its sort of a win-win situation</i> is unjustified.
Organization	Establishes an appropriate focus in the first paragraph through a rephrasing of the task, but fails to maintain the focus. The response exhibits a rudimentary structure but includes irrelevancies (<i>Irrigational systems are widely used in "the bread basket" ... of the Great Plains</i>).
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>then</i> for "than", <i>dependent ... to feed, uprising populations</i>), with some awareness of audience and purpose (<i>Our social studies class</i>). The response primarily uses compound sentences with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>desided</i> and <i>recieve</i>), punctuation (<i>High powered ... systems, its sort of, greatly in our point of view</i>), grammar (<i>crops like that of and a more abundance</i>), and proofreading (<i>would to run water</i>) that do not hinder comprehension.
Conclusion: Overall, the response fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

We have more technologies today than ever before and that is one reason why our irrigation systems work so well. Irrigation is valuable to us because it helps to increase food production. More specifically, "farmers who irrigate can typically reap two or three harvests every year and get higher crop yields." (article lines 9-10).

One form of irrigation is surface irrigation. This has very few advantages other than it being cheap. It is very popular and the most used. Water does not go directly to the roots but it is a pretty successful way to irrigate since it is the most popular.

Another form of irrigation is by sprinkler and the low energy kind is the most efficient. The low energy sprinkler allows plants to absorb most of the water about 90 percent. The high pressure sprinklers work also but they waste more water than the low energy ones. This form is used in about 10-15% of the world.

Another way to irrigate is the most efficient, most expensive, and most rare way of drip irrigation. While more farmers would prefer this

only about one percent use it, because its so expensive.

These are the three major types of irrigation used in the world. All three are relatively effective and increase food productivity. Irrigation is a great way for farmers to increase the amount of food that their crops can use successfully.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>Irrigation is valuable to us because it helps increase food production</i>). The response makes superficial connections between information and ideas in the documents and the assigned task (<i>it is a pretty successful way to irrigate since it is the most popular</i>).
Development	Develops ideas briefly, using some details from the documents to describe surface irrigation (<i>few advantages, cheap, most popular</i>), sprinklers (<i>low energy sprinkler ... about 90 percent and high pressure sprinklers ... waste more water</i>), and drip irrigation (<i>most efficient ... expensive, ... and ... rare</i>).
Organization	Establishes a focus on <i>technologies</i> as <i>one reason why our irrigation systems work so well</i> , in food production, but strays from a focus on <i>crop yields</i> in the discussion. The response exhibits a rudimentary structure, primarily recounting information from the table.
Language Use	Uses generally basic language that is sometimes imprecise (<i>then</i> for “than”, <i>pretty successful, amounts of food that their crops can use successively</i>), with some awareness of audience (<i>We have more technologies today</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>It is very popular and most used</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>yelds, alows, realitively</i>), punctuation (<i>before and that, roots but it, also but</i>), and grammar (<i>farmer who irrigate and two or three harvest</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Even though irrigation started a very long time ago we still use this effective way in farming today. In Mesopotamia about six thousand years ago they were called a civilization based on irrigation. Also ancient Sumerians used this way to farm also. As years have gone by and all the new technology has progressed the ways of irrigation have improved, but the basic idea is still there. I guess if the irrigation process is working so well for so many years that is why people and farmers still use it today.

Due to irrigation and the different way to do it a lot more food is becoming available all over the world to many people. It is said that about 40% of our world's food is grown on irrigated soil and plantations. Also those farmers who do use irrigation tend to get two to three harvests each year. They say if we keep up using these ways to irrigate we will continue to be able to feed the whole world.

Some threats to irrigation are, for one that not being able to keep the water clean enough to use. Also we ~~are~~ in the world are 'stretching' our water supply available to us. But even with some of these things new inventions are being made in order to make a better irrigation system. Something new that they have come up with

is a computer that helps tell how much irrigation is needed at points in the seasons. Also new ways to recycle water are being invented.

Bangladesh has done some great work with efficient but low costing irrigation. An invention called the treadle pump has greatly improved the income of their farmers. Due to it being human powered it doesn't cost a lot but at the same time uses the irrigation to create a surplus of crops.

A few different types of systems have their advantages along with their disadvantages. Sprinklers which a lot of people use work without a lot of lost water going to waste. But when you get up into the higher powered sprinklers cost increases greatly and less water get to the plants. When you use the surface way of irrigation which is flooding them with water down a channel the crops don't get a lot of the water and also is very pollutionative to the water. The only real upside to this was the low cost. The last way was the drip. This puts the water right by the roots so the most possible water can be given to the plants. This only downside is the cost, while everything else is good.

So as you can see irrigation has come quite a long ways to the way we do it today.

Anchor Paper – Part B—Level 3 – C

As time and technology increase I'm sure new and better ways of irrigation will come about. Maybe we really will be able to have such a surplus that people won't go hungry any longer.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents, stating that <i>as years have gone by and all the new technology has progressed the ways of irrigation have improved</i>. The response makes few connections between information and ideas in the documents and the assigned task, placing more emphasis on <i>the basic idea</i> of irrigation and on current practice than on increased food production (<i>They say if we keep up using these ways to irrigate we will continue to be able to feed the whole world</i>).</p>
Development	Develops ideas briefly, using some details from the documents. For example, the third paragraph addresses both <i>threats to irrigation</i> and <i>new inventions</i> but provides little elaboration of these ideas (<i>Also new ways to recycle water are being invented</i>).
Organization	Establishes a focus on irrigation (<i>Even though ... we still use this effective way in farming today</i> and <i>Due to irrigation ... to many people</i>). The response exhibits a rudimentary structure, but primarily parallels the organizational pattern of the text and table.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>points in the seasons</i> and <i>very polutionative</i>), with little awareness of audience and purpose. The response's attempts to vary sentence structure (<i>Some threats ... clean enough to use</i>) and length (<i>The last way was the drip</i>) are unevenly successful.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>availble, effecient, dosn't, creat, wated, channed</i>), punctuation (<i>long time ago we, years that, see irrigation</i>), and usage (<i>They say</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

"Global Food Production in the Twenty-First Century."
Today in the Twenty-First Century food

production is at a minimum. Farmers have produced
~~enough~~ enough to get by. I feel we should do something
about. Here I have wrote an article about "Food
Production in the Twenty-First Century." First you need
to know that in order to get better and more efficient
crops is to get a better irrigation system. Right now

In the Twenty-First Century we use a
system type called surface which is low-cost,
plants only receive a small portion of water,
the water is then drained into rivers or aquifers
and it pollutes the water. Researched from the
"Table of Irrigation Systems".

I believe that the world should come up with a better irrigation systems. With the new technologies farmers can grow crops fresher and make a bigger production. I also feel we should try to help the rivers, oceans, and lakes at the same time.

A quote from the, S. Postel states that "over the next quarter of a century the number of

^{people} living in water-stressed countries will climb ~~to~~ from 500 million to 3 billion. This states that more people will die from bad irrigation systems than from a gunshot, rape, murder, or robbery.

In the conclusion of my article for my "Global Food Production in the Twentieth Century" I

Say the world should help on making a difference

into the world rather than fighting or going to war

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the documents (<i>Farmers have produced enough to get by and more people will die from bad irrigation</i>). The response alludes to the documents, but makes unclear connections to the assigned task (<i>the world should come up with a better irrigation systems</i>).
Development	Is largely undeveloped. The response hints at ideas (<i>we use a system type called surface</i>), but references are vague (<i>food production is at a minimam</i>) and unjustified (<i>Withe new techologies farmers can grow crops freasher</i>).
Organization	Suggests a focus (<i>in order to get better and more eficent crops is to get a better Irrigation system</i>) and suggests organization with separate paragraphs for the introduction, body, and conclusion. The response mixes different ideas in the same paragraph (paragraph 2), and ideas are only loosely connected throughout.
Language Use	Relies on generally basic vocabulary, that is occasionally imprecise (<i>water ... pollutes the water</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>I feel we should do something about</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>minimam, eficent, artical</i>), punctuation and capitalization (<i>Today in the Twenty-first Century food</i>), grammar (<i>I have wrote</i> and <i>the, S. Postel</i>), and usage (<i>I the Twenty-First Centrury</i> and <i>should help on making</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.	

My social studies class is creating a publication entitled "Global Food Production in the twenty-first century." I have decided to write an article for this publication in which I will describe ways of using irrigation to increase food production. With my experience and read other documents I will have a clue. So it was not easy to make, but with the time so far so good. When you have a project about plants, you have to be a good cultivator and know how to think about doing a good and a wonderful garden, specially by using irrigation. First asking for information is the best way to have success. So there is my article.

Global Food Production In the twenty-first century

Most of the time in a farm, you could find information about irrigation. So to have it complet you need to do some good thing for the nature like to protect the nature as lake, rivers and the sea. To produce more food in a farm land you need water, to have water you have to make some reservation, so you can use it in dry time either. So to have more

Capacity to produce more food you have to control the water.

Some food need less water to produce

Some food need more water to produce

So let's take a look at that:

There are many systems of irrigation

1) surface

2) drip

3) sprinkler.

In the surface irrigation surface fields are flooded the gravity moves water across the land there are some advantages in that systems. the same for the two others.

So the best thing to do to have a good irrigation is to control the amount of water a plant need to grow to and to be ready.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the documents (<i>in a farm, you could find information about irrigation</i>). The response alludes to the documents (<i>to have water you have to make some reservation so you can use it in day time either</i>) but connections to the task are unclear.</p>
Development	Is largely undeveloped, listing the three irrigation types from the table and making vague references to the table (<i>there are some advantages and the same for the two others</i>).
Organization	Lacks an appropriate focus (<i>when you have a project about plants</i>), but suggests some organization, beginning with a reference to the situation (<i>My social studies class</i>) then presenting <i>my article</i> .
Language Use	Uses language that is frequently imprecise (<i>With my experience and read other documents, make some reservation, need to growth</i>) and unsuitable for the audience (<i>have a clue</i>). The response exhibits some attempt to vary sentence structure and length, but with uneven success (<i>So there is my article</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>specially, complet, accross</i>), punctuation (<i>water, to have; food you; produce some; produce so</i>), grammar (<i>some good thing for the nature and food need</i>), and usage (<i>in a farm</i>) that make comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

For millions of years people have been trying to find ways to get water to there crops. They would try to find ways to get water to there crops on low water situations. such as a drought.

Six thousand years in mesopotamia farmers dug a ditch to divert water from the Euphrates River. This would be a form of irrigation. people have always been finding ways of irrigation. We still do it today. We use ditches, tunnels, and crop sprayers.

for millions of years people have been trying to find ways to get water to there crops. They would try to find ways to get water to there crops on low water situations such as a drought.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the documents (<i>people have always been finding ways of irrigation</i>). The response alludes to the documents but makes unclear connections to the assigned task.
Development	Is largely undeveloped. References to the documents are vague, repetitive (<i>They would try to find ways to get water to there crops</i>), or unjustified (<i>for millions of years</i>).
Organization	Suggests a focus on finding new ways of irrigation and suggests organization with a three paragraph structure, though paragraphs 1 and 3 are identical.
Language Use	Is minimal. The response uses predominantly repetitive student language that is at times incoherent (<i>Six thousand years in Mesopotamia</i>) or copied directly from the text (<i>dug a ditch to divert water from the Euphrates River</i>). The limited amount of original student writing makes assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use and conventions.	

Part B

The articles are about growing more food with less water and irrigation systems. These have advantages and disadvantages. Advantages are low cost, no water wasted, can reduce, and increase crop yield. Disadvantages are plants absorb, pollutes water, some are high cost, and more time.

Surface is a type of Irrigation System. Fields or channeling the water furrows parallel. According to the article and chart, there's many disadvantages that water pollutes and salinization.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding. The response makes no original connections between the information in the documents and the assigned task.
Development	Is largely undeveloped, hinting at ideas. References to the documents consist of partially copied text (<i>Advantages are low cost, no water wasted, can reduce</i>).
Organization	Suggests a focus on irrigation, but lacks organization, consisting of words randomly copied from the titles of both documents and the content of the table.
Language Use	Is minimal, using language that is predominantly incoherently copied from the texts.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in development and organization.	

Today there is some many ways to help to prevent an increase in food production. we have so much technology and well developed ways to help this problem out. If people back in the day could come up with ways to try to help themselves out. then I'm sure that we can now.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of understanding (<i>some many ways ... to prevent an increase in food production</i>). The response makes no connection between information in the documents and the assigned task.
Development	Is minimal. Development is limited to a personal response (<i>Im sure that we can now</i>) comparing the present to the past.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response uses language that is imprecise (<i>there is some many ways and back in the day</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: The response best fits the criteria for Level 1 in all qualities.	

Food production is totally necessary for the survival of the life on this planet. With the rapidly increasing population it is prudent to incorporate new ways of increasing food production. There are many simple & complexed ways to go about doing this, but one that makes the most sense is irrigation. By discussing three different methods of irrigation the reason for suggesting this single idea as a means for an increase in production will become obvious.

The first method is commonly used by farmers and required very little complexed, involved technology. This would be surface irrigation. Basically an enormous amount of water is released into fields, intended on giving the plants and soil as much water as possible. The fields are flooded and or water is channeled down narrow parallel furrows. Yes this does deliver the water to the soil, but the huge abundance is sometimes harmful and works against the field. The plants only absorb a "small fraction" of the water, and the rest degrades land by erosion or drains into river or aquifers, or evaporates. This is the most

commonly used method worldwide.

The second form of irrigation is referred to as a "Drip" irrigation. This is costly and reduces water use by 30% to 70%. It also increases crop yield by 20% to 90% when compared with flooding methods.

The basic idea is simple. A series of plastic tubing is placed or installed on or below the surface and it emerges through small holes at a slow steady pace. As you can see this is much more efficient and effective than the previous form that is most commonly used worldwide.

The third form of irrigation is known as the "Sprinkler" effect.

This is fairly self explanatory. There are high & low pressure sprinklers used when this is in effect. The idea is to cover as wide a large area as possible by blowing the water at great distances 10 to 15 feet above the ground. The big problem is when the mist is in the air the rate of evaporation is very high and a lot of water is ~~not~~ ~~not~~ not being put where it is intended to be. The sprinklers are high in cost but they are high in effectiveness. Plants absorb 90 to 95% of the

Water that flows through the ~~nozzle~~ nozzle with low pressure sprinklers.

These three methods are all different from each other, and they all accommodate special needs and circumstances for many farmers. But the fact still remains that irrigation is a relatively inexpensive and non-harmful way to increase crop production.

Ever since 6,000 years ago irrigation has been used. Different types of irrigation have been used over many years and each one is different. The main three types of irrigation are surface, drip, and sprinkler irrigation. There are advantages and disadvantages of them all.

Surface irrigation is cheap but causes corrosion of the land over some time. This irrigation is done by fields being flooded using gravity. This is the most common irrigation system used. Drip irrigation is expensive but almost no water is wasted and can increase crop yield up to 90 percent. This irrigation works by tubes being planted in or below the soil and water flowing through them. Last, sprinkler irrigation is also expensive and with high pressure sprinklers, water spends time in the air and is wasted. With low pressure sprinklers, plants absorb 90-95 percent of water.

Considering severe water scarcity is a major threat to us, irrigation will be used more and more often. I feel that the irrigation system that wastes the least water will be best. If little water is wasted and crops increase, a higher priced irrigation system will pay off.

"Global food production in the Twenty-first Century"

The world all time is trying to advance and always to improvement this advances. One of the most important advance in the Twenty first Century was the irrigation system, this invent was very famous and also was a new system to help the farmers.

The irrigation system is used by many countries such as Somalia. More than 40 percent of the world's food is grown in irrigated systems. Also as much as 8 percent of food crops grows on farms that use groundwater faster than the aquifers are replenished. Farmer will be have to compete even more aggressively with cities and industry for shrinking resources.

The most important reason to use the irrigation system is the production of food, because the irrigation is a system to use the water for increase the production of food. Irrigation technologies can also help reduce agricultural demand for water. Now the most advanced technology about irrigation is the people can be precisely match plants' water needs, this method is using by the computer that calculates how much water a typical plants is consuming. with this system by the University of California and they used this tool reduced

water use by 13 percent, and achieve an 8 percent increase in yield — a big gain in water productivity

In conclusion, with the irrigation system the people can save a lot of things like, time, money and water at the same time they are growing the productivity of food. So the irrigation is one of the most important advantages around the world.

Since the beginning of civilization, people have been forced to think up creative solutions to their problems. Whether the issue centers around economy, social ~~problems~~^{unrest}, or political structures, people have been challenged to invent ways to make their society livable. However, more often than not, the main issues to be resolved in a society are geographically related. Perhaps the most useful innovation was discovered in irrigation, a system of farming that has been used ~~in~~ throughout the world for centuries. Unfortunately, some problems have arisen in the system that has helped so many, and how new ways are being presented to bring irrigation into the 21st century!

Irrigation was first used in Mesopotamia to utilize the Euphrates River for full-scale farming. By digging ditches from the river into the fields, the water was able to saturate a larger area of land, thus producing more crops. However, now this idea is used the world over, helping millions of impoverished farmers to increase their food production. Almost 40% of the world's food is grown in soil that has been irrigated, and world grain production has tripled since 1950. While irrigation has allowed an overall improvement in global agriculture, it is also the cause of many problems, both for farmers and for the entire population. Water usage is going up, and the reservoirs, rivers, and other sources are unable to keep up. As the world population

continues to grow, it is obvious that the water shortage will only get worse, and irrigation is infamous for a quick way to waste water. Also, irrigation can have other negative consequences if it isn't utilized properly. Using the most popular irrigation method ~~the~~ called "surface" (or flooding), the plants only absorb a fraction of the water, and the rest sits on top of the ground. This non-absorption can lead to saturation, erosion, and salinization, a poisonous salt buildup left by large quantities of evaporated water.

However, things are being done to counteract the negative points. firstly, it is suggested that a change in diet will help conserve water. By eating a diet with less animal products but more grains, fruits, & vegetable will help ~~reduce~~ ease water issues in Western countries. Also, many innovations in technology have been developed; new types of "hybrid" grains have been produced that need less water to grow more food. In addition, small pumps called "treadles" can be purchased cheaply to help farmers in places like Bangladesh, where a large, unattainable water source lies just feet beneath the fields. By using these pumps, poor farmers are able to greatly increase their productivity. finally, new methods of irrigation promise less wasted water. Drip irrigation uses small tubes under the soil that deliver small amounts of water directly to each plant, and increases crop yield by 20-90% compared to the traditional method. Also, sprinkler irrigation utilizes low-energy

sprinklers to deliver water to individual plants, and practically all of the water is absorbed. The only real drawback to these new methods is that they are costly; however, as most things do, they will get less expensive as they become more mainstream + readily available.

Irrigation has helped millions of people to make a living and to improve their eating habits. However, it does not come without a price: a depleting water supply. Fortunately, if the proposed irrigation systems are put into use, it is hopeful that both the pressures of the water shortage and world hunger will be partially relieved.

In the 21st century people, especially farmers, depend on irrigation more than they ever did. 40% of the World's food now grows in irrigated soils, which makes up 18% of global cropland. Farmers who use irrigation can get higher crop yields. There are three ways of using irrigation to increase food production: Surface, drip, & sprinkler. But there are also risks involved with depending on irrigation as a method. Agricultural specialists are counting on irrigated land to produce additional food that we need across the world.

Right now, most farmers irrigate their crops by flooding their fields, and by doing this the plants only absorb a small portion of the water. By using the three different irrigation methods that can improve how much water the plants absorb and will be much better for the plants themselves. The best irrigation system out of all three would have to be the Drip. The Drip gives the water directly to the plants' roots slowly. Almost no water is wasted, it reduces water use by 30-70%, and it increases crop yield by 20-90% compared with the old traditional flooding methods. Even though it costs more it has its certain advantages. The surface method the plants absorb only a small portion of the water and it wastes and pollutes the water. The flooding idea for this method is not very effective. The sprinkler has its advantages, but too much of the water is wasted in the air rather than soaking into the plants. Even though the sprinkler is used in 10-15% of the world's irrigated fields and the drip is only 1% the drip seems more effective overall for the plants.

The risks involved with depending on irrigation is severe water scarcity is the single biggest threat to future food production. Freshwater sources, underground aquifers, and rivers are stressed beyond their limits. There are many people in countries such as Asia and Africa who cannot afford these new irrigation technologies. In countries such ^{like} as Bangladesh there are times where there are very heavy rains and then the dry season kicks in and they have little or no rain. These people use what is called a

treadle pump which they have to operate by hand like a stairmaster. It costs less than 35 dollars, ^{and} ~~but~~ it is a success. The pumps are adding an additional \$350 billion a year to their economy. Over the next quarter of a century the number of people living in water-stressed countries will climb from 500 million to 3 billion. Irrigation will never reach its potential to alleviate rural hunger and poverty without additional efforts."

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 2

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 4

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

