

# SESSION ONE

# FOR TEACHERS ONLY

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

## ENGLISH

Thursday, June 15, 2006—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. Check this web site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents examination period.

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

#### Scoring of Multiple-Choice Questions

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

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

## 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: <b>6</b>	Responses at this level: <b>5</b>	Responses at this level: <b>4</b>	Responses at this level: <b>3</b>	Responses at this level: <b>2</b>	Responses at this level: <b>1</b>
<p><b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b></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><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b></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><b>Organization: the extent to which the response exhibits direction, shape, and coherence</b></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><b>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</b></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><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</b></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.

In honor of our school's Diversity Day celebration, I would like to make our community aware of the extraordinary accomplishments disabled people are capable of achieving. One such astounding individual is Christopher Reeve. Although a spinal cord injury physically bound him to a wheelchair, his spirit has allowed him to do more for others than most people who are in perfect health.

Despite his disability Reeve defines himself as "fortunate" in comparison to similarly disabled people because his daily activities are so varied. What does he do with his time? He works tirelessly to aid other disabled people. Knowing intimately the hardships that come along with spinal cord injury, Reeve travels to different rehabilitation centers to share what he has learned about spinal cord injuries. He has become a voice for the disabled through his role as a public speaker, sharing his experiences and giving new hope to those people who may have given up. He also established the Christopher Reeve Foundation and devotes much of his time to raise funds for this organization. In its first year of operation alone, Reeve was able to raise \$750,000, of which 70 percent was given to the American Paralysis Association and the rest went to organizations that promote quality of life issues for the disabled.

Not satisfied by these efforts, Reeve has furthered his cause through his participation in the "Circle of Friends" television commercial. He, himself, approved the script, then sought help from famous actors like Paul Newman, Mel Gibson and Meryl Streep, as well as several scientists, creating a high-profile, informative vehicle to help raise awareness for the disabled. In addition, Reeve has also gained creative satisfaction through his efforts as a film director (which he admits kept him "from thinking so much about himself"), writer (of his autobiography) and speaker (at the Oscars and the Democratic National Convention). Despite these achievements, Reeve still has had to face many setbacks. After first becoming paralyzed, Reeve kept a picture of Quetzalcoatl Pyramid on the wall. As he looked at the hundreds of steps, he saw the journey as a metaphor for his fight to overcome his disability. At a time, however, he had to accept a new reality; for every step up, he'd fall back three. Instead of attending certain engagements, Reeve would end up in hospital with a lung infection, disreflexia, or a broken arm. There were, however, more than medical setbacks.

Christopher Reeve also suffers from sensory deprivation. He has not been able to hug his five-year-old son Will since the child was two-years old. The hardest adjustment for Reeve has been going from a participant in life to an observer of it. Reeve expected that as he aged, he would begin to rely on others for support. He would need stronger arms to help him sail, and he would not be able to ski as fast. Unfortunately, he lost his independence all at once and much earlier in life than he expected. This new role as "observer" has caused Reeve to reflect on his life and to change his definition of a hero.

During "Superman" interviews, Reeve defined a hero as "one who performs a courageous act without thinking of the consequences" such as a soldier who leaves a place of safety to help an injured friend. He now believes a hero to be an ordinary person who perseveres and endures through adversity, like the fifteen-year old boy Reeve met in rehab who is barely able to swallow or speak as a result of a wrestling accident with his brother. Reeve knows this boy must fall into depression, but he is a hero, along with the family that supports him.

Despite his own disability, Christopher Reeve has accomplished a great deal with his life. His unselfish dedication to others, including his own family, makes him a believable superman and hero to many.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text ( <i>his spirit has allowed him to do more for others than most people who are in perfect health</i> ). The response makes insightful connections between information and ideas in the text and the assigned task ( <i>He has become a voice for the disabled</i> ).
<b>Development</b>	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific details from the text to discuss Reeve’s role as spokesperson for spinal cord injuries ( <i>devotes much of his time to raise funds</i> ), his shift from <i>a participant in life to an observer</i> , and his definition of a hero as <i>an ordinary person who perseveres and endures</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on Reeve as a role model for all. The response exhibits a logical and coherent structure, presenting information about Reeve’s activities as a fundraiser, his creative pursuits for the disabled and, in contrast, the setbacks he has faced and, consequently, strived to overcome despite being <i>bound to a wheelchair</i> . Transitions are skillfully used externally ( <i>not satisfied by these efforts</i> ) and internally ( <i>Despite these achievements, As he looked at the hundreds of steps, He now believes</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>creating a high-profile, informative vehicle to help raise awareness</i> ), with a notable sense of voice and awareness of audience and purpose ( <i>I would like to make our community aware of the extraordinary accomplishments disabled people are capable of achieving</i> ). Structure and length of sentences are varied to enhance meaning ( <i>There were, however, more than medical setbacks</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

One cannot overlook the achievements of people with disabilities or help but be awed by their perseverance, strength and courage. Many of these people have shown us, through their persistence, that nothing is impossible. Today, our school is celebrating Diversity Day to honor the lives and work of these individuals, along with the friends and family members who have supported them.

Actor Christopher Reeve is a perfect example of a person who has triumphed over adversity. Despite a tragic injury that left him a quadriplegic, Reeve has still performed many important activities. He has traveled extensively, keeping a busy schedule despite numerous medical difficulties. By unselfishly speaking at hospitals and rehabilitation centers, Reeve has offered hope and encouragement to many other disabled people, while also increasing public awareness of the challenges of paralysis. In the process, he has raised over \$750,000 for his Christopher Reeve Foundation, donating 70% of those earnings to the American Paralysis Association (APA) and the rest to various quality of life programs for the disabled.

Besides his charitable activities Reeve has also sought to develop his creative side by directing a movie. He was also involved in making a television commercial to benefit the APA, which featured many of his celebrity friends. In addition, he has

written a book and spoken at the Oscars and the Democratic National Convention as well.

However, "making the adjustment from participant to observer" in life was the most difficult challenge for him after paralysis, he says. He had always known that he wouldn't be in perfect physical condition forever, but he did not expect such a challenge so soon. He soon realized he had to remain strong and supportive for his wife and children in the years following his injury. He is determined not to "give in to anger and self-pity" for the sake of his family, especially his youngest son. As frustrating as it is for Reeve to be unable to play sports with or hug his son, he continues to be a loving and optimistic father and husband.

Today, Christopher Reeve's definition of a hero has changed. Before his injury, when asked what his idea of a hero was in interviews for his "Superman" movies, he responded that a hero was "someone who commits courageous acts, without considering the consequences." Then he listed the obvious "heroes", like soldiers, sports legends, JFK, John Wayne. Since his accident, though, his definition of a hero has markedly changed. He now believes that a hero is an ordinary person that, in the face of adversity, perseveres and endures, like the young quadriplegic boys Reeve met in rehab. Reeve is their role model despite major physical setbacks because he has forged a productive and unselfish



life, putting the needs of others before his own. For his heroic qualities, he is a role model for us all

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, showing how Christopher Reeve is a model of <i>perseverance, strength and courage</i> for all people. The response makes insightful connections between information and ideas in the text and the assigned task (<i>Christopher Reeve ... triumphed over adversity and Reeve has also sought to develop his creative side</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text. The response discusses Reeve’s achievements (<i>Reeve has offered hope ... to many other disabled people</i>), his efforts as a father and spouse (<i>he continues to be a loving and optimistic father and husband</i>), and his heroism for modeling a <i>productive and unselfish life</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on Reeve <i>as a role model for us all</i>. The response exhibits a logical and coherent structure, moving from a discussion of Reeve’s public actions as a spokesperson for the disabled (<i>He has traveled extensively</i>), to his private struggle (<i>he had to remain strong and supportive</i>), and concluding with Reeve’s new definition of a hero (<i>like the young quadriplegic boys Reeve met in rehab</i>). Transitions are skillfully used (<i>Despite a tragic injury, Besides his charitable activities, Today</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>help but be awed and he has forged ... a ... life</i>), with a notable sense of voice and awareness of purpose (<i>Many ... people have shown us ... that nothing is impossible</i>). The response varies structure and length of sentences to enhance meaning (<i>By unselfishly speaking ... increasing public awareness of the challenges of paralysis</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

A hero is someone who has the "strength to persevere and endure in spite of overwhelming obstacles." Christopher Reeve is a hero, along with many others who have fought and lived life with a disability.

Like many people Christopher Reeve has his fair share of feelings of jealousy and ~~sad~~ <sup>sadness</sup> ~~and frustration~~ and frustration. It is tough to go from "participant (being a) to being an observer. Living with paralysis is living in a world with no physical contact and no meaning to <sup>that</sup> physical contact. No longer can Christopher Reeve give his children a hug or embrace them lovingly. And not only must he 'sit on the sidelines' but with his condition come many other medical problems such as lung infection, skin tears, and dysreflexia, which result in unexpected hospitalization. It would be very easy to retreat within himself with all of this ~~negativity~~ negativity but ~~he no, Christopher Reeve is a hero~~ he does not.

Christopher Reeve is a hero. Despite his disabling condition Christopher Reeve travels all over the country speaking about his condition and ~~is~~ inspiring others. He speaks at many rehab centers to patients with conditions like his. He shares his experience with strangers ~~at~~ to help them be optimistic about life and to help increase awareness of disabled. As an activist for spinal chord patients Christopher Reeve plans <sup>multiple</sup> events to raise money for the Christopher Reeve Foundation. ~~At one event he~~ He has raised over \$750,000 ~~in~~ for this foundation,

and all of it is going towards the cause - 70 percent goes to the American Paralysis Association while the rest is used for the quality of life issues for the disabled. Along with raising money <sup>through fundraisers</sup> Christopher Reeve ~~also~~ was also <sup>asked to be</sup> in commercials to help promote the American Paralysis Association (APA), which ~~he~~ he willingly agreed to do:

Christopher Reeve has admitted that it is "hard to give and give but sometimes you want to take. He also admits that it can be difficult to keep his emotions about his condition inside and to himself. He does this though, for his family's sake. He is a foundation for them and must remain stable and secure. This in itself is a worthy trait to be considered heroic.

Despite overwhelming odds Christopher Reeve has managed to accomplish a tremendous amount of things including maintaining a career ~~as~~ as an actor and director, planning and organizing events to benefit the Christopher Reeve Foundation, and being a loving and stable father, husband, and friend. Just because Christopher Reeve has a <sup>physical</sup> disability ~~does~~ not mean he has mental or emotional disabilities. Christopher Reeve has accomplished so much despite his condition and he did so because he has ~~the~~ determination and heart.

### Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a thorough understanding of the text, explaining that despite being forced to <i>sit on the sidelines</i>, Christopher Reeve <i>has accomplished so much</i>. The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>He shares his experience with strangers ... disabled and This in itself is a worthy trait to be considered heroic</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the text to discuss Reeve’s <i>sadness and frustration of living with paralysis</i>, as well as his achievements (<i>travels all over the country ... inspiring others and Along with raising money ... to help promote The American Paralysis Association</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the difficulties Reeve faces and on his heroic response to them. The response exhibits a logical sequence of ideas, moving from both the physical and emotional problems associated <i>with his condition</i> to his varied achievements, although it does return to personal issues in paragraph 4. The response uses appropriate transitions (<i>And not only must he ... but, This in itself, Despite overwhelming odds</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent (<i>No longer can Christopher Reeve give his children a hug or embrace them lovingly</i>), with evident awareness of purpose (<i>As an activist for spinal chord patients ... Foundation</i>). The response varies sentence structure to control rhythm and pacing (<i>He is a foundation for them and must remain stable and secure</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting frequent errors in punctuation (<i>people Christopher, sidelines’ but, problems such, patients Christopher, This though</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Even though a person may be disabled, it doesn't mean that they can't accomplish just as much if not more than regular people. One person that is a great example of this is ~~Christopher Reeve~~ Christopher Reeve, the famous actor and director. He has made many great accomplishments even with being paralyzed from the spinal injury he received. However, he has to overcome difficult obstacles everyday of his life to keep going to other people like he does.

Christopher Reeve may be disabled, but he spends his life trying to help others get through their disabilities. He has appeared all over the country talking to spinal chord injury patients, and trying to keep them optimistic about the future. He has established the Christopher Reeve Foundation, which raised \$750,000 in only its first year. Much of this money went to the APPT, which is the American Paralysis Association. He also directed a paid commercial called "Circle of Friends" where he got such actors involved as Paul Newman and Mel Gibson.

What he does for other people is amazing, but what he does everyday for his family is even more extraordinary. With his accident he has had to go from a participant to an observer. He feels that he can't mourn the past though, and that he must make the best of his life now. To make best of the time he has to spend with his family and children. The difficult lesson he has had to learn

is how to face reality and how to give to other people instead of taking.

When Christopher made his Superman movie he was being interviewed very often, and one question asked a lot was "What is a hero?". He would answer that it is someone who commits some courageous action and doesn't worry about the consequences, like a soldier in war. Now he feels that it is any ordinary person who endures despite difficult obstacles faced everyday. To all the people that he helps Christopher Reeve is this hero that he talks about.

Many people may think that having a disability may limit what a person is able to accomplish. The truth is it will only stop you from your goals if you allow it to, and just give up. Christopher Reeve is a perfect example of someone disabled that has accomplished many great achievements. Hopefully there will be many more people to step up and overcome their obstacles in life due to the influence of this man.

## Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, explaining how the <i>difficult obstacles</i> Christopher Reeve faced did not prevent him from <i>trying to help others</i> and accomplishing <i>great achievements</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>He has appeared ... future and Christopher Reeve is this hero that he talks about</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss Reeve’s willingness to help others ( <i>talking to spinal chord injury patients and established the Christopher Reeve Foundation</i> ) and his <i>extraordinary</i> personal response to his disability ( <i>he can’t mourn the past</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on how Christopher Reeve has, through his public and private life, promoted the accomplishments of the disabled, moving from helping others <i>get through their disabilities</i> , to what he has done <i>for his family</i> , concluding with his changed definition of a hero. The response uses appropriate transitions ( <i>He also</i> and <i>when, Now</i> ).
<b>Language Use</b>	Uses language that is fluent, although sometimes awkward ( <i>regular people</i> and <i>has made many great accomplishments</i> ), with evident awareness of purpose ( <i>One person that is a great example of this is Christopher Reeve</i> ). The response varies length of sentences to control rhythm and pacing ( <i>what he does ... extraordinary</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>everyday, chord, comits</i> ), punctuation ( <i>accomplishments even</i> and <i>country talking</i> ), and grammar ( <i>a person ... they</i> and <i>a person ... you</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

While many disabled individuals are stuck inside their daily routine, and have a seemingly pessimistic outlook on the future, actor and director Christopher Reeve sees his disability in another light. He devotes himself to making other people's lives better, while still facing his own every-day difficulties. What Reeve does with an open mind and an open heart, some would consider impossible.

Christopher Reeve is a well known actor for his remarkable "Superman" movies, in which he played a crime fighting superhero. However, at the peak of his career, his life glamorous life was put on hold. Reeve was in a terrible car accident, and became paralyzed from the neck down with a severe spinal injury. Although this tragedy may seem like it would ruin someone's life, it has made Christopher Reeve a much stronger, influential man with many goals and a positive outlook on what the future holds.

It is natural to think that such a terrible disability would prevent someone from carrying out everyday activities, let alone extensive traveling. However, Christopher Reeve defies logic with his world travels. He travels the country speaking to others with spinal cord injuries, trying to let them see how much they can accomplish despite their disabilities.

Reeve once said that he used to picture himself climbing the steps of the Pyramid at Quezacoatl, making it to the clouds at the very top, but has now realized that in reality, you climb one or two steps, but fall back three. Along the way, Christopher Reeve



has managed to direct a film, publish a book, visit scientists' laboratories, and speak at seminars all over the world. However, Reeve has still had some difficulty~~s~~ detaching himself from the physical world. ~~He~~ He claims that the hardest part is going from a participant to an observer. He often gets jealous when people speak of their ski trips, or even watching people embrace, considering that he hasn't been able to hug his son since he was two years old. He has also been hospitalized eleven times for disreflexia, pneumonia, a collapsed lung, a broken arm, two blood clots, a possible hip fracture and a leg infection.

However, despite his setbacks, it's evident that Reeve will not stop seizing the day. When he speaks at the Democratic convention, directs his films, participates in commercials to help benefit the A.P.A., or travels the world, it becomes quite evident that Christopher Reeve will not let a disability prevent him from living his life. He used to say that "... a hero was someone who ~~commits~~ commits a courageous action without considering the consequences." Now he states that "a hero is an ordinary individual who finds strength to persevere despite obstacles," and based on his achievements, Christopher Reeve has proven to be a true hero to society.

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Conveys a thorough understanding of the text, explaining how Christopher Reeve makes <i>other people's lives better</i>. The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Although this tragedy ... man and it becomes quite evident that ... living his life</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the text to discuss how Christopher Reeve, despite his being detached <i>from the physical world</i>, has accomplished much (<i>direct a film, publish a book, visit scientist's laboratories; participates in commercials; travels the world</i>). The response makes one unjustified reference to “<i>a terrible car accident</i>.”</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>difficulties</i> of being disabled and his <i>achievements</i> despite the disability. The response exhibits a logical sequence of ideas, moving from Reeve's injury, to what he has accomplished, although paragraph 4 lacks internal consistency, shifting from a discussion of Reeve's setbacks, to his accomplishments, and then returning to his setbacks.</p>
<b>Language Use</b>	<p>Uses language that is fluent (<i>It is natural to think that such a terrible disability ... traveling</i>), with evident awareness of purpose (<i>Christopher Reeve has proven to be a true hero to society</i>). The response varies sentence structure and length of sentences to control rhythm and pacing (<i>However, at the peak of his career, his glamorous life was put on hold</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>corageous</i> and <i>perservere</i>) and punctuation (<i>well known actor; country speaking; top; but</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization and conventions.</p>	

Christopher Reeve is probably the most famous paralyzed ~~man~~ person in modern times. Christopher Reeve was injured during a filming of ~~the~~ Superman. Since then, he has not been able to move his legs or his arms.

Even though he is not able to experience the physical world anymore, he believes that he is fortunate to have a schedule that varies a lot; many paralyzed people are stuck in the same schedule every day. Reeve has also ~~started~~ started the Christopher Reeve foundation to help raise money for research on paralysis and ways to help people who are paralyzed. According to Christopher, in the first year, they raised 750,000 dollars. ~~The percent~~ Seventy percent of the money was given to the American Paralysis Association and the rest was given to quality of life funds for ~~paralyzed~~ ~~paralysed~~ ~~people~~ paralysed people. To promote awareness of paralysis, he did a circle of friends commercial that had Paul Newman, Mel Gibson, ~~me~~ other actors and scientists.

A common question ~~to Christopher~~ that people asks is "what is it like to be paralysed?". He responds that it is hard to give it up at once. He says that one expects to have to give some up with the ageing process, but having it all taken at once is too much.

After the release of Superman, Christopher got asked a lot about what ~~he~~ he thinks a super hero is. Before his accident, he said that it is

someone who does courageous things ~~but~~ without thinking of the consequences, but after his accident, he says that heroes are ordinary people who persist through adversity.

Christopher Reeves has also had many ~~accomplish~~ ~~accomplishm~~ accomplishments too. He has spoken at the Oscars and the Democratic National Convention. However, many of his appearances have been cancelled because of health problems that have arisen. For example, a tear of skin, lung infection or blood ~~dot~~ ~~can~~ clot can develop overnight and he may have to be hospitalized.

He imagines the steps of the Pyramid at Quetzacoatl as a stairway into the clouds as ~~his~~ getting closer or farther away from being healed. He considers every medical advancement to be a step ~~at~~ ahead and a fallback, like a blood ~~is~~ clot, as going back a few steps.

With all of the ~~Prob~~ problems that Christopher ~~Reeves~~ <sup>Reeves</sup> faces, he never loses sight of his goals, and he never stops pushing ahead.

### Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text by explaining the qualities and accomplishments that make Christopher Reeve heroic. The response makes implicit connections between information and ideas in the text and the assigned task ( <i>A common question ... is “What is it like to be paralised?”</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe Reeve’s efforts to raise funds ( <i>750,000 dollars ... given to the American Paralysis Association</i> ) and <i>promote awareness of paralysis (circle of friends commercial)</i> . The idea that <i>heroes are ordinary people who persist through adversity</i> is less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on Christopher Reeve’s ability to achieve his goals. The response exhibits a logical sequence of ideas through the use of internal transitions ( <i>Before his accident ... but after his accident, However, For example</i> ), but consistency is weakened by the presentation of different ideas in paragraph 2 and the lack of external transitions.
<b>Language Use</b>	Uses language that is appropriate, although sometimes unclear ( <i>give it up and give some up</i> ), with some awareness of purpose ( <i>he never loses sight of his goals</i> ). The response occasionally makes effective use of sentence structure ( <i>With all the problems ... he never stops pushing ahead</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>paralised, commen, ageing, Reeves, accomplishments</i> ) and punctuation ( <i>is “What and over night and</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Christopher Reeve's spinal cord injury held him back physically but, yet he has accomplished very much. From traveling, directing, <sup>and</sup> commercials, to planning events for his foundation.

Christopher Reeve has appeared all over the country in speaking engagements. He has even directed a film and wrote a book. He was involved in a commercial called "Circle of Friends" to benefit the APA. He even started his own foundation, which raised \$750,000 its first year. He is very involved in planning the events for the foundation. The worst part about his injury is "leaving the physical world", he says. The transition from participant to observer came sooner than he ~~thought~~ expected. When the first "Superman" movie came out he was asked, "what is a hero?" The response he gave quickly was, "a hero is someone who commits ~~a~~ courageous actions without considering the consequences." Now, he would say a hero is an ordinary ~~person~~ individual who inspires and includes even with obstacles. Christopher Reeve has appeared at Oscars, spoken at Democratic conventions, and even visited scientists to find out research and information months before it was published. For anyone being hospitalized 11 times for various problems is hard, yet Christopher Reeve seems to be getting through with more accomplishments than ever expected. Although, at times he knows he has to give when he really wants to take, ~~on~~ His sensory deprivation hurts him the

most because he is not able to hug his 5 year old son like he did when he was 2 years old.

For someone with such a disability, Christopher Reeve, has gotten very far with his accomplishments. Being held back physically everyday is a hard situation to be put in. All these obstacles in his path of life have shown us how great of a man he really is.

Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, explaining that despite his <i>spinal cord injury</i> , Christopher Reeve <i>has accomplished very much</i> . The response makes implicit connections between information and ideas in the text and the assigned task ( <i>Christopher Reeve has appeared all over the country in speaking engagements</i> ).
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the text to discuss Reeve's accomplishments ( <i>directed a film, raised \$750,000, spoken at Democratic Conventions</i> ), but his <i>transition from participant to observer</i> is undeveloped.
<b>Organization</b>	Maintains a clear and appropriate focus on Christopher Reeve's accomplishments despite his disability. The response exhibits a rudimentary structure with separate introductory and concluding paragraphs and one inconsistently organized body paragraph that first discusses Reeve's accomplishments, shifts briefly to his deprivation, follows with a discussion of Reeve's new definition of a hero, then shifts back to his accomplishments and deprivation.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>All of these obsticlis ... have shown us</i> ). The response occasionally makes effective use of sentence structure ( <i>Christopher Reeve has appeared at Oscars ... before it was published</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>physicaly, indures, deporvation</i> ), punctuation ( <i>but, yet; very much. From; For anyone being; expected. Although</i> ), and capitalization ("Circle of friends") that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

The diversity of someone can mean taking away the physicality of life, but not life itself. Christopher Reeve disability did not stop him from accomplishing many things other disabled are unable to do.

Christopher Reeve, ~~part~~ paralyzed has accomplished many feats for being disabled. Unlike other disabled, he is able to travel and does not have to follow an everyday routine. He also was able to direct a film, ~~write~~ climb up the steps of the Oscars, write a book, and work on political debates. Reeve's sense of selflessness allowed him to create the Christopher Reeve foundation and help raise over 750,000 dollars for the APA. Reeve is able to do everything except the physical aspect of life even though he has been set back, being hospitalized 11 times with injuries like, 2 bloodclots, broken arm, and an infection in his ankle.

"A hero is someone who commits an action without considering the result", like a POW, or soldier, or even Babe Ruth, thought Christopher Reeve. Now he believes that a hero is ~~an ordinary individual~~ "an ordinary individual who can endure in spite of obstacles," like Travis Ray who was paralyzed in the first eleven seconds of his freshman college hockey game. These people, and the family and friends are the real heroes, believes Christopher Reeve.



The diversity of someone can mean taking away the physicality of life, but not life itself. Christopher Reeve along with many other disabled are able to accomplish goals despite their situation, and now believed to be the real heroes in life.

Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, explaining how Christopher Reeve's <i>disability did not stop him from accomplishing many things</i> . The response makes implicit connections between information and ideas in the text and the assigned task ( <i>Reeve is able to do everything except the physical aspect of life</i> ).
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the text to discuss Reeve's accomplishments despite his disability ( <i>direct a film, hospitalized 11 times, 2 bloodclots</i> ) and his altered definition of who is a hero ( <i>like Travis Roy and the family and friends</i> ). The response is less specific about Reeve's loss of physicality.
<b>Organization</b>	Maintains a clear and appropriate focus on Christopher Reeve's accomplishments. The response proceeds from a discussion of Reeve's activities, to his definition of a hero, but the lack of external transitions weakens internal consistency.
<b>Language Use</b>	Uses appropriate language that is sometimes awkward ( <i>The diversity of someone can mean taking away the physicality of life</i> ), with some awareness of purpose ( <i>Christopher Reeve along with many other disabled are able to accomplish goals</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>Christopher Reeve, paralyzed has accomplished many feats for being disabled</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>indor, obstacles, dispite</i> ), punctuation ( <i>Reeve disability, disabled he, step's</i> ), and grammar ( <i>like ... broken arm and Reeve ... are</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

Disabilities come in many different forms, 99 percent of the time a disability will alter or change the lives of those who once lived a normal life. For actor Christopher Reeves, his life changed drastically. With Reeves paralysis, he still manages to get things done, without the physical aspect of it all.

Reeves spends his time raising money. He is hired and invited to speak, all over. Reeves raised \$750,000, with 70% of that going to the APA (American Paralysis Association). Reeves is a spinal patient. His life was changed completely when he became paralyzed. He moved from the physical world to the mental and sensory world. Reeves describe a hero as an ordinary person who persists through adversity and hardship, so a hero is what Christopher Reeves has become. Being as Paralyzed as he is, he speaks on behalf of other who have the same condition, in attempts to raise money for research. As research continues, hope of finding a cure for paralysis increases.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>With Reeves paralysis, he still manages to get things done</i> ). The response makes few connections between information and ideas in the text and the assigned task ( <i>Reeves spends his time raising money</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>raised \$750,000 ... to the APA and he speaks on behalf of other</i> ).
<b>Organization</b>	Establishes a focus on Reeve’s accomplishments. The response exhibits a rudimentary structure, but is inconsistent, listing some of Reeve’s achievements with alternate comments about paralysis and heroes.
<b>Language Use</b>	Relies on basic vocabulary ( <i>Disabilities come in many different forms</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>He is hired and invited to speak all over</i> ).
<b>Conventions</b>	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling ( <i>Reeves and reasearch</i> ) and grammar ( <i>lives of those ... lived a normal life and Reeves describe</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

## Anchor Paper – Part A—Level 3 – B

According to Christopher Reeve a hero is someone who is able to overcome extraordinary obstacles while their family and friends stand by them. Although Reeve is confined to a wheelchair for the rest of his life, Reeve still makes time to appear all over the country sharing the experience and awareness of being disabled. When not engaged in appearances, Reeves spends a majority of his time raising \$ money for the disabled which was totaled at seven hundred fifty thousand dollars (\$750,000). Reeves had once stated that leaving the "physical world" was tough and that he still cherished the physical activities. Also through his life, Reeves was able to direct a Hollywood film, but he also attended the Oscars as well as the Democratic conventions to share his story. Reeves described his sickness as "falling backwards" because everytime he seem to be getting better in a matter of night and day he could whined up get sickness 2 times as bad. Reeves goals are to hopefully make people with similar disabilities to his own aware and recognize what things can still be achieved even if this handicap limits your abilities! I leave you with this thought not only is a hero someone who risks their own life to save another's, but a hero can be said to give back and help the less fortunate in life much like Reeve's accomplishments each and every day!

### Anchor Level 3 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that Reeve speaks <i>all over the country sharing the experience and awareness of being disabled</i> . The response makes superficial connections between information and ideas in the text and the assigned task ( <i>Reeves goals are to hopefully make people ... recognize what things can still be achieved</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text. The response offers some details about Reeve's activities ( <i>appearances, \$750,000, a Hollywood film, attended the Oscars</i> ), but fails to develop other ideas it introduces ( <i>Reeves loss of the "physical world"</i> ).
<b>Organization</b>	Establishes an appropriate focus on Reeve's activities to help the cause of the disabled. The response exhibits a rudimentary structure (introductory statement, information on Reeve's achievements, conclusion) which closely follows the chronology of the text.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>contained to a wheelchair</i> ) and awkward ( <i>whined up get sickness</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>Also through his life ... but he also attended the Oscars</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>extrordinary, obsticales, everytime</i> ), punctuation ( <i>Reeve a hero, thought not only, life much</i> ), the lack of paragraphing, capitalization ( <i>christopher</i> and <i>hollywood</i> ), and grammar ( <i>he seem</i> and <i>people ... your</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

Disabilities hold many people down in life. Actor/director Christopher Reeve on the other hand didn't let his disability stop him. ~~Many other~~ Christopher Reeve has shown many a people that you can ~~still~~ still live ~~with~~ with a disability.

Christopher Reeve has raised over ~~750,000~~ 750,000 for the Christopher Reeve Foundation. ~~also~~ <sup>also</sup> has give money to the APTA. For motivation Christopher would look at the Pyramid at Q uet zakuatl. ~~He~~ He would picture him self climbing the steps. When the pyramid no longer worked to inspire him Christopher had to find new to motivate him. Christopher ~~was~~ stored in a paid commercial with some of his friends like Mel Gibson. ~~Christopher~~

Mr Reeve has done so many thing In his life time its hard to remember them all. During the superman premiere he was asked Many a time what is a hero. Mr Reeve answered them with a Hero is someone who risks him self with out thinking of the consequences, a soldier who craws out of a fox hole to save a wounded Allie. ~~and~~ Mr Reeve Now believes that a hero is a someone that was a ordinary person but due to some disability has overcome that and trys to live life to the fullest.

**Anchor Level 3 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, explaining that Christopher Reeve <i>didn't let his disability stop him</i> . The response makes superficial connections between information and ideas in the text and the assigned task ( <i>you can still live with a disability</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text to explain Reeve's accomplishments ( <i>750,000 for the Christopher Reeve fondation, the Pyramid at Quetzalcoatl, friends like Mel Gibbson</i> ).
<b>Organization</b>	Establishes a focus on Reeve as an inspiration to other disabled people, but shifts focus to his accomplishments. The response exhibits a rudimentary structure with an introduction, one body paragraph listing some of Reeve's achievements, and a conclusion.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes awkward ( <i>Mr. Reeve answerd them with a Hero is someone</i> ), with little awareness of audience. The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>Also has give money to the ApA</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>pictorr, soldger, Allie, overcond</i> ), punctuation ( <i>Reeve on the other hand didn't, to inspire him Christopher, its hard</i> ), capitalization ( <i>Hold, In, superman</i> ), and grammar ( <i>has give and a ordinary</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

Dear Editor,

My school is celebrating Diversity Day. As a member of the Publicity Committee I am writing you this letter. In different ways people could help people w/ disabilities. Also to accomplish and that they could do many things other people can do. Christopher Reeve was paralyzed after he fell down the stairs. And he did many things even though he was ~~the~~ disabled like, travel around the world, make fundraising, book writer, film directing, and help a lot of ~~dis~~abled people.

This kid was in a car accident at the age of 17 he was paralyzed from the chest down and he still finish school and at age 33 he was a professional working at the towers. (World Trade Center). even though he was ~~diastoly~~ disabled.

Reeve was hospitalized 11 times for different ~~res~~ reasons.

Sometime he said that is difficult because he has to give more than take. and that how we feel

Anchor Paper – Part A—Level 2 – A

to we have to help this ~~dis~~ disable  
people. and the the mean reason  
I'm writing you this letter.

Sincerely

Anchor Level 2 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused and inaccurate understanding of the text ( <i>Christopher Reeve was paraliest after he fell down the stairs</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>we have to help this disable people</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>Is different ways people could help, people w/disabilities and he has to give more than take</i> ) and irrelevant ( <i>These kid was in a car accident</i> ).
<b>Organization</b>	Suggests a focus on the need to help people with disabilities and Reeve's accomplishments but lacks organization, presenting a series of loosely related ideas with no clear connections.
<b>Language Use</b>	Uses language that is imprecise ( <i>that is difficult and the the mean reason</i> ) and unsuitable for the audience ( <i>w/disabilities</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Also to accomplish and that they could do many things</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>Committe, alot, proffesinoli</i> ) and punctuation ( <i>like, travel; book writer filim directing; 17 he</i> ), inconsistent capitalization ( <i>Publicity Committe</i> ), lack of paragraphing, and the omission of inflectional endings ( <i>he still finish, was hospitalize, different reason</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	



Christopher Reeve was among important  
many. He paved the way for stem cell  
research that would help people with back injuries.  
~~Reeve was a very sad man.~~ Some of his  
accomplishments were facing different injuries, fund raising  
and raising awareness.

Christopher Reeves had to endure a lot  
of Aches. One being all the injuries he went  
through. His main injury was his paralysis from  
the truck down. While taking therapy for his  
back, during all of that he also got some infection  
on his foot that caused it to get amputated. He also  
got bad spots on his lungs and a couple of fatal  
blood clots.

Christopher Reeves that his mother was  
a cure for his disability some where so  
he started a fund raiser that would raise  
enough money to start researching the disability and  
the causes of why it was incurable.

After his mother being disabled he  
tried for a couple of commercials that  
brought awareness to people that were clueless  
to what happened to Reeves.

Anchor Paper – Part A—Level 2 – B

All This Essay I have talked about how Reeves faced these things and the journey that changed his life. He fund raisers that he has ~~start~~ started to fight is Disability and the Awareness that he brought to people with his commercials.

Anchor Level 2 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused and inaccurate understanding of the text ( <i>He paved the way for stem cell Research, his foot got Aputated, Fatal Blood clots</i> ). The response alludes to the text but makes unwarranted connections to the task ( <i>He Payed for a couple of commercials</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>Christopher Reeves had to Indure alot of Absicles</i> ) and unjustified ( <i>While taking therapy for on his Back</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization, using separate paragraphs for the introduction, body, and conclusion.
<b>Language Use</b>	Uses language that is imprecise ( <i>Christopher Reeves that ther was a cure ... some where</i> ) and unsuitable for the audience ( <i>clueless</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>The fund Raisers that he has started ... with his commercials</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>Indure, paralis, Reaslearching, wat</i> ), punctuation ( <i>Apsicle One and where so</i> ), and grammar ( <i>rasid a Awareness and He gone</i> ), and random use of capitalization that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Throughout Christopher Reeve disabilities he still found away to come out strong. Fisculy no put mintally. He didnt want no one to feel sorry for him he looked at the world as if he wasnt sick. He used is money to help others over come the disability he want to diffring meeting diffrent outing to help others over come there hearts. He took his time out to share his heart with the world.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>he looked at the world as if he wasnt sick</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>He didnt want no one to feel sorry for him</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague ( <i>Still found away to come out strong and took his time out to share his heart</i> ).
<b>Organization</b>	Suggests a focus on Reeve’s accomplishments but lacks organization, with no clear connection between ideas.
<b>Language Use</b>	Uses language that is imprecise ( <i>put</i> for “but”, <i>is</i> for “his”, <i>heart</i> for “hurt”). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Fisculy no put mintally</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>away, over come, diffring</i> ), punctuation ( <i>didnt, him he, wasnt, disability he,</i> ), grammar ( <i>diffring meeting and diffrent outing</i> ), and usage ( <i>didnt want no one</i> and <i>Through out ... disabilities</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A

Christopher Reeves has had many great highlights in his career and in his life. But, there was one low-key moment in his life where his career would collapse. Christopher Reeves fell off a horse and damaged his spine which would give him a spinal injury that would last for the rest of his life. Christopher Reeves was a well-respected actor and human-being but is mostly known as "Superman" in the Superman movies. The spinal injury that he suffered ~~completely destroyed~~ completely destroyed his life.

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding beyond the reference to Christopher Reeve's spinal injury. The rest of the essay is based on personal knowledge. The response makes no connections to the task.
<b>Development</b>	Is minimal, offering only a personal response.
<b>Organization</b>	Suggests a focus on Christopher Reeve, but lacks organization, presenting a series of loosely connected statements about Christopher Reeve's life.
<b>Language Use</b>	Uses basic vocabulary, with little awareness of purpose ( <i>The spinal injury ... completely destroyed his life</i> ). The response occasionally makes effective use of sentence structure ( <i>Christopher Reeves fell ... life</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Reeves</i> and <i>sufferred</i> ) and punctuation ( <i>But, there; spine which; human-being</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to the text.	

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**Anchor Paper – Part A—Level 1 – B**

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Many people have disabilities & life has become a challenge for them. Christopher Reeve was very Optimistic & hoped that one day they would find a cure.

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding beyond two vague references to the text ( <i>dissabilities</i> and <i>challenge</i> ). The response makes no connections to the task.
<b>Development</b>	Is minimal. The response correctly mentions two ideas from the text, but fails to discuss either. The third assertion is not based on the text.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

In celebration of Diversity Day, I would like to honor the accomplishments of the individuals with disabilities. Christopher Reeve, an actor and director, is disabled ~~to~~ due to a spinal cord injury. This hasn't stopped him from doing some of the things he enjoys. Reeve travels, speaks at rehab centers to talk about what he's learned from the scientists he visits about the spinal cord disease. Most of Reeve's time is spent thinking of ways to raise money for his foundation. In just one year \$750,000 was raised. <sup>seventy percent</sup> ~~most~~ of the money went to the American Paralysis Association (APA). A commercial called The Circle of Friends was created to benefit the APA. Mel Gibson and Paul Newman were two of the people that were asked to participate in the commercial. Reeve has always been asked what it's like to be in a wheelchair and to have the spinal cord problem that he has. He explains "sensory deprivation hurts the most, because I ~~can't~~ haven't been able to hug my son, Will, since he was two, and he's now 5'2." When Superman first came out, he gave many interviews. The question that was always asked was, "what is a hero?" To respond Reeve would usually say, "A hero is someone who commits a courageous action without considering the consequences, the Prisoners of War that keep trying to escape knowing the consequences," and also

the individuals who were slightly larger than life - JFK, Hawaii, Lindbergh, Babe Ruth...": He now has a very different opinion on what a hero is - an ordinary individual who finds the strength to keep going. For example, the 15-year old that lives down the hall - he ~~was~~ landed on his head while wrestling with his brother and is now paralyzed, he can barely speak. Another example of Reeve's type of hero is Henry Stifle who got into a car accident at 11 and completed education, he is now 34. Also, the friends and family who have stood by them. Reeve has made many commitments to appear, for a speech, but he usually ends up in the hospital the day of or the night before. Most of the time it was for a skin tear or disc vertebra. Despite that, he did manage to appear at the Oscars, direct a film and travel. Another eleven hospital visits followed; ~~once~~ once, he had a collapsed lung, then two blood clots, pneumonia, a broken arm, a possible hip fracture and a broken knee which almost led to his leg getting amputated. When he hears people talk of their recent ski trips, hugging people or watching his youngest son, will, play hockey in the driveway with someone else, he tends to get jealous. With such a busy schedule, he still ~~manages~~ manages to keep a close relationship with his two teenagers, Matthew and Alexandria. Because of his busy schedule and not being able to do certain things, him and his wife decided not to have any more children. Reeve says "

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**Part A — Practice Paper — A**

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it would be too hard for me not to be able to hold it and love it." Throughout Reeve's life he has made many great accomplishments despite the problems he has. He is a very successful and well appreciated man.



Part A — Practice Paper — B

Christopher Reeve is a person that has many ~~problems~~ <sup>disease</sup>. He likes to travel and consider himself to be fortunate. Also Reeve ~~has~~ <sup>have 11 types of</sup> ~~many~~ <sup>disabilities</sup>. He also likes spending his time writing books, projects, and ~~commercials~~ <sup>likes to talk about heroes</sup>.

According to the ~~documentary~~ <sup>documentary</sup> Christopher Reeve was a person that suffered many problems as a young kid. He suffered from many diseases such as Anemia, and lung cancer. Christopher Reeve was also in a wheel ~~chair~~ <sup>chair</sup>.

Christopher Reeve also was an actress that travel a lot and consider himself to be fortunate. According to the article Christopher Reeve did commercials with APA. He also saved up ~~money~~ <sup>about 1750,000</sup> for the Christopher Foundation and gave 17% ~~to~~ <sup>of</sup> the money to the APA.

Christopher Reeve had 11 types of disabilities. He was not able to walk at a certain point and he ended up ~~in~~ <sup>in</sup> a wheel chair. At the age of 15 he was paralyzed. Christopher Reeve ~~was~~ <sup>was</sup> also working at the age of 32 having many disabilities. He was married to ~~a~~ <sup>a</sup> girl named Daina and had 2 kids named Matthew and Alexandra. His wife Daina did not want to have another kid for ~~physical~~ <sup>physical</sup> reasons.

Christopher Reeve is a person that travel a lot, read books, and did many projects. He suffered from many diseases such as Anemia, ~~and~~ <sup>and</sup> lung cancer. Even though he had many disabilities he was able to move on in life, and with his ~~profession~~ <sup>profession</sup> as being an ~~actor~~ <sup>actor</sup>.

In today's society, ~~too~~ people who are "larger than life," such as athletes and "sportsmen," presidents, soldiers and ~~POWs~~ POWs, are considered to be heroes. However, many fail to acknowledge the valiance and accomplishments of "ordinary individuals," especially those with disabilities. According to Christopher Reeve, a hero is one who can "persevere and endure in spite of overwhelming obstacles." This actor/director, along with many others, has not let his disability, a "spinal cord" injury, get in the way of living his life to the fullest, and most heroically possible.

Daily life for the disabled is extremely strenuous, for the very fact that he/she has left "the physical world," and has become an "observer" rather than a "participant" "long before expected." While many of the disabled have expectedly turned into "depressed hulks in ~~the~~ wheelchairs," Christopher Reeve has not. Instead, he <sup>has</sup> remained

"optimistic" and resilient despite his disadvantage.

Christopher Reeve has traveled all over the United States and has had the privilege of visiting "scientists in labs", learning about the progress in research "months before" the information is released to the public. In fact, throughout his travels, he has spread "disabled awareness", and has shared his experience with ~~others~~ a countless amount of people. He has also given up his time to visit rehabilitation centers, sharing "what [he] learned" with others who have spinal cord disabilities, and <sup>has</sup> even ~~directed~~ directed a film about these victims, <sup>which</sup> ~~caused~~ <sup>caused</sup> him to think more "about others" and "less of" himself.

As if that weren't enough, he has also established the Christopher Reeve Foundation, which is a program dedicated to planning "events" and raising money for those with disabilities.

He once raised over \$750,000, seventy-five percent of which was donated to the "American Paralysis Association".<sup>(ADA)</sup> The remaining portion was used to better "quality of life issues" amongst the disabled. He ~~also~~ also directed a commercial, entitled "Circle of Friends" for the APA, in which "Paul Newman", "Meryl Streep", "Mel Gibson", and many others participated.

Clearly, disability doesn't and shouldn't prevent one from reaching his or her own potential. If one <sup>with a disability</sup> ~~can~~ <sup>special</sup> ~~can~~ overcome those "overwhelming obstacles", those who are fortunate enough to be in good health should reconsider the true meaning of a hero. <sup>Mr. Reeve</sup>

As member of the publicity committee im writing this letter to expose the accomplishments of individuals with disabilities. These individuals have experienced ~~life~~ <sup>life</sup> threatening events that left them paralyzed. For example Christopher Reeves, he's a paralyzed actor that has many accomplishments that are known world wide. He has the ability to travel around the world and experience new adventures. Reeves has visited scientist labs and get and inside look on future ideas before it hits news lines. He has given speeches at rehab centers to other paralyzed patients like him self. Most of his time is spent raising money, in the Christopher Reeves foundation. They raised 750,000 dollars with some of it went the APA, American Parahise Association. Ch Reeves ~~to~~ account he states his apperence at the Oscars, democratic events and his experience as a director. He never forgets the paralyzed patients that are trying to have accomplishments also, Such as Travis Roy who was paralyzed playing hockey, and Harry Stiffler who was paralyzed in a car accident. Due to all Reeves accomplishments and strives he still ~~has time for his family~~ <sup>stays strong for his</sup> family. This shows paralyzed people can accomplish their goals to.

An individual with disabilities should celebrate their differences on Diversity Day. As a member of the publicity committee, promoting accomplishments of individuals with disabilities is very important. A unique individual named Christopher Reeve acknowledges his disabilities and triumphs over them. He has created many accomplishment for himself, such as actor and director.

Christopher Reeve excelled over the results of his accident and became a heroic symbol for the APA. He has directed a paid commercial called "Circle of Friends" for the APA, to create awareness of the ability for success in disabled individuals. Reeve raised over seven hundred and fifty thousand dollars for the ~~deaf~~ American Paralysis Association (APA). Now that Reeve is disabled he says he travels more extensively and has a varied schedule he follows.

Although Reeve is now disabled this does not keep him out of the spotlight. Reeve has appeared ~~at~~ at the Oscars, directed a film, and wrote a book. Reeve has also appeared at the democratic convention and plans events for the Christopher Reeve Foundation. The most important part of being disabled Reeve says "is to not get stuck in a routine."

Also his accomplishments "being such a big family man is outstanding. He gives his teenage children advice just like any physically active father would. Reeve states in the excerpt that "you have to give when sometimes you want to take." This statement shows his outrageous accomplishments and his acknowledgement to his disease. Although Reeve says "it is difficult to make the transition from physical to a being a participant as an observer" he has shown his many capabilities through his work.

Christopher Reeve's accomplishments as Superman and an actor have been acknowledged, although his many roles as a <sup>physical disabled person</sup> ~~disabled person~~, ~~a~~ hero, and a father ~~and a father~~ ~~have made~~ have made the world stop and take notice.

**Practice Paper A—Score Level 4**

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

**Practice Paper B—Score Level 2**

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

**Practice Paper C—Score Level 5**

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

**Practice Paper D—Score Level 3**

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

**Practice Paper E—Score Level 4**

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



**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><b>Meaning: the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</b></p> <p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</b></p> <p><b>Organization: the extent to which the response exhibits direction, shape, and coherence</b></p> <p><b>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</b></p> <p><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</b></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 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 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 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.

Acid deposition, commonly known as acid rain, can be described as a large proportion of acidic substances deposited over an area. Environmental agencies have become very concerned about this problem. The continued occurrence of acid rain has caused many harmful effects. However, there are many practical solutions to the problem.

The primary cause of acid deposition is the burning of fossil fuels. When these substances are burned, sulfur dioxide and nitrogen oxides are released into the air. Some particles are wind blown onto a surface, such as trees or buildings, but others fall into streams, lakes and other bodies of water. In either situation, these particles mix with other elements to form acidic compounds, which lower the pH levels of their surroundings. The result is environmentally dangerous.

According to the Environmental Protection Agency, "Normal rain has a pH of about 5.5. As of the year 2000, the most acidic rain falling in the US has a pH of about 4.3." That is a drastic change, considering that the pH scale ranges from 1 to about 12, with 7 being neutral.

Most bodies of water found within the US range from a pH level of 6 to 8. The effects of acid deposition have drastically altered the aquatic environment in which fish and animals live. The acidity of the soil has also been affected by acid deposition, altering the environment of land animals and plants. Entire species have been eliminated from certain bodies of water, which has tremendous repercussions on the ecosystem. The food chain is altered and survival of species is reliant on which can even find food.

However, there are several solutions to this environmental concern. Since most acid deposition is caused by the burning of fossil fuels, a solution would seem to be eliminating that source of electricity generation. A suggestion would be use of alternative fuel sources like wind <sup>power</sup> or nuclear energy. Sulfur dioxide is emitted when fossil fuels are burned to power electrical utilities. A way to reduce these emissions would be conservation of energy. In other words, people should turn off electrical appliances when not in use. Another form of energy conservation is proper home insulation, so that furnaces and air conditioners run efficiently in the corresponding seasons. Transportation emissions are a leading cause of acid deposition. Over fifty percent of all nitrogen oxide emissions from both Canada and the US are caused by transportation. A practical solution is the use of public transportation or carpooling.

An issue of the environment is an issue of the world. The destruction or harm brought to any aspect of the world must be decreased as much as possible in order to right the wrong, so to speak. As the dominant species of the planet, humans have a responsibility to take action against the pollution of our world. The effect of acid deposition on North America is a wake-up-call.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the documents, stating that <i>the continued occurrence of acid rain has caused many harmful effects</i> and suggesting <i>practical solutions to the problem</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>The result is environmentally dangerous</i> and <i>As the dominant species of the planet, humans ... against the pollution of our world</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents, explaining that <i>acid deposition has altered both aquatic and land environments</i> and that <i>these particles mix with other elements ... which lower pH levels of their surroundings</i>. The response discusses using <i>alternative fuel sources, proper home insulation, and carpooling</i> as ways to conserve energy.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on effects of acid rain and practices to remedy the problem. The response exhibits a logical and coherent structure, moving from the <i>cause of acid deposition</i>, to a discussion of its effects on inhabitants of water and land, to possible solutions. The conclusion reinforces the human obligation to protect <i>the environment</i>. Transitions are skillfully used (<i>However, In other words, Another</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated (<i>tremendous repercussions and destruction ... must be decreased</i>), with a notable sense of voice and awareness of audience and purpose (<i>to right the wrong, so to speak</i>). The response varies structure and length of sentences to enhance meaning (<i>Since most acid deposition is caused ... eliminating that source of electricity generation</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Acid rain is a problem with far reaching effects which, if not reduced, could cause more damage and leave a lasting impact on the populations of North America and the rest of the world. It impacts all living organisms and the environments in which they live. Solutions to the problem must be sought out before the damages caused by acid rain become irreversible, and there will be nothing left to do but measure the damage. It is our responsibility to solve the problem and restore the environment we have damaged through heavy industry and other technological advances which have occurred since the industrial revolution began.

The term acid rain refers to one way acid rain falls out of the atmosphere. "A more precise term is acid deposition, which has two parts: wet and dry" ([www.epa.gov](http://www.epa.gov)). Anything which relies on water in the area is affected by the acid rain. This includes most living things such as fish, trees, animals, and even humans. The cause of acid rain is primarily the activities of humans, including industry and automobile use. "Scientists discovered, and have confirmed, that sulfur dioxide ( $\text{SO}_2$ ) and nitrogen oxides ( $\text{NO}_x$ ) are the primary causes of acid rain. Acid rain occurs when these gases react in the atmosphere with water, oxygen and other chemicals to form various acidic compounds" ([www.epa.gov](http://www.epa.gov)). The effects of acid rain have no national borders, and the damage it causes is not only in North

America, but also global. Acid rain's pollution of water sources has wide ranging effects. When acidic substances enter streams or lakes their acidity increases causing damage to the organisms within them, and the surrounding areas. "Acid rain also releases aluminum from soils into lakes and streams; aluminum is highly toxic to many species of aquatic organisms..." (www.epa.gov). The result is fatally harmful to some fish species. Fish species that "tolerate" the toxicity may suffer from "chronic stress" decreasing their ability to survive.

The sources of Sulfur Dioxide and Nitrogen Oxide, the main ingredients of acid rain include: automobile transportation, electric utilities which burn coal and other fossil fuel, fuel combustion, and industrial sources. More than 50% of Nitrogen Oxide emissions from Canada and the United States come from forms of transportation, according to the Graph of emission sources from Canada and the United States in 1998. The graph also indicates that the majority of sulfur dioxide emissions came from electric utilities and industrial sources. Almost all of the emissions are a result of human activity.

There are ways we can reduce acid rain, and reverse the damage it has already caused. However, it will require society to become more aware of the problem, and take actions toward solving it. There are other sources of electricity besides fossil fuels. They include: nuclear power, hydropower, wind

energy, geothermal energy, and solar energy" (www.epa.gov). The main setback for alternate energy sources, however, is their high cost compared to conventional sources of energy, such as fossil fuels. Surprisingly, there are also things individuals can do to reduce acid rain, things as simple as turning off lights, computers, and other appliances (www.epa.gov).

The problems of acid rain must be dealt with before the damage it has already caused becomes worse and spirals out of control. Society must make changes to adapt to the challenge faced by acid rain. Every small action we take could help reduce the effects of acid rain.

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the documents by stating that <i>acid rain is a problem ... which, if not reduced</i> will have a lasting impact on the populations of North America. The response makes insightful connections between information and ideas in the documents and the assigned task ( <i>It impacts all living organisms ... in which they live and More than 50% of Nitrogen Oxide emissions ... come from forms of transportation</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss the effect of acid deposition as a result of <i>technological advances</i> and suggest ways to <i>reduce acid rain, and reverse the damage</i> . The response notes <i>the main setback for alternate energy sources, however, is their high cost</i> and states <i>surprisingly, there are also things individuals can do ... as simple as turning off ... appliances</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>effects of acid rain</i> . The response exhibits a logical sequence of ideas by identifying the causes ( <i>primarily the activities of humans</i> and their effects on <i>living things</i> ) and concluding with ways to <i>reduce acid rain</i> . The response uses appropriate transitions to include information from the graph ( <i>The graph also indicates ... industrial sources</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>irreversible</i> and <i>toxicity</i> ), with a notable awareness of audience and purpose ( <i>It is our responsibility to ... restore the environment</i> ). The response varies sentence structure and length to enhance meaning ( <i>The effects of acid rain have no national borders, and the damage it causes is not only in North America, but also global</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in punctuation ( <i>lakes their; rain, and reverse; aware of the problem, and take actions</i> ) and capitalization ( <i>Sulfur Dioxide</i> and <i>Nitrogen Oxide</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization and conventions.	

Through both my studies of environmental science and the information I have obtained from source ~~one~~ A and B, it has become quite clear that acid rain is a worsening problem that needs to be reduced. As the animals and ecosystems of North America continue to diminish due to our own destructive habits, we too will begin to feel the repercussions. It has become our responsibility to recognize our fault in the matter, and to find a solution.

In source A, "Acid Rain," it states that acid rain has damaging effects on "forests and soils, fish and other living things, materials, and human health." This indisputable fact has come to be due to North America's industrialized and commercialized environment. According to the graph, both the United States and Canada have together been producing absurd levels of sulfur dioxide and nitrogen oxide ~~em~~ emissions. These emissions have been produced by ~~various~~ transportation, electric utilities, fuel combustion, industrial sources, and a variety of other potentially harmful commodities. These gases float up into our atmosphere and come back down in the form of acid rain. The ecological effects of this acid deposition can "most clearly be seen in the aquatic, or water, environments, such as streams, lakes, and marshes." The rain either trickles down from "forests, fields, buildings, or roads," or falls directly on the aquatic ecosystem. Either way, the effects are the same. The pH levels in the water drop, making



the environment more acidic. Though this may not have a direct effect on the animals living in the water, having the strength to withstand such fluctuations, the acidity does kill the animals' food. In this way the entire food chain is disrupted. This disruption may even spread out of the <sup>aquatic</sup> ecosystem and into the surrounding forest when the woodland creatures have no fish to eat. This could potentially subtract from our own food supply, <sup>small</sup> proving that the disastrous effects on one ecosystem could spread all the way to ours.

What can we do to reverse this problem that we have created? That~~is~~ is a good question. First of all, we can stop relying on the sources that contributed to the acid rain problem to begin with. Much of the ~~pollution~~ pollutants that have been ~~emitted~~ emitted into the atmosphere have come from the burning of fossil fuels for energy. There are many alternate energy sources that could be used instead that do not have such disastrous effects on the environment. "These include: nuclear power, hydropower, wind energy, geothermal energy, and solar energy," many of which have not yet been harnessed on a large scale level. We can also stop the emission of hazardous gases from automobiles by using "natural gas powered vehicles, battery powered cars, fuel cells, and combination of alternative and gasoline powered vehicles." We can also help reduce the problem individually by turning off lights and appliances when ~~they're~~ they are not being used, using energy efficient

Anchor Paper – Part B—Level 5 – A

appliances, insulating ~~our~~ <sup>our</sup> homes, and carpooling. There are things that can be done on all angles to reduce the problem.

North Americans have created the environmentally hazardous problem of acid rain. The problem however, is not irreversible. By recognizing our responsibility <sup>in</sup> ~~one~~ creating the problem and in trying to reduce it, we can help fix the situation.

Anchor Level 5 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a thorough understanding of the documents by establishing the <i>worsening problem</i> in the environment posed by <i>acid rain</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task by noting that <i>it has become our responsibility to recognize our fault in the matter, and to find a solution</i> .
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the causes of acid rain ( <i>due to North America's industrialized and commercialized environment</i> ) and the ways that society and individuals can solve the problem ( <i>many alternate energy sources, natural gas powered vehicles, using energy efficient appliances</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>hazardous problem of acid rain</i> and its solutions. The response exhibits a logical sequence of ideas, first acknowledging the problem of acid rain, identifying the source ( <i>These emissions have been produced by ... industrial sources</i> ), then presenting the effects ( <i>the entire food chain is disrupted</i> ) and current solutions. Appropriate transitions are used ( <i>According to the graph</i> and <i>First of all</i> ).
<b>Language Use</b>	Uses language that is fluent ( <i>feel the repercussions, indisputable fact, ecological effects</i> ) but sometimes inaccurate ( <i>come to be due, their</i> for "there", <i>done on all angles</i> ), with evident awareness of audience and purpose ( <i>By recognizing our responsibility ... help fix the situation</i> ). The response varies sentence structure and length to control rhythm and pacing ( <i>Either way, the effects are the same</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>potentially, comododies, disasterous</i> ) and punctuation ( <i>way the, large scale, problem however</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

There are many problems that affect North America; Acid Rain being one of the biggest. Acid Rain is an environmental issue which needs to be taken care of. Through an essay titled "Acid Rain" and the "Emission sources of sulfur Dioxide and Nitrogen oxide" from Canada and the United States; graph, it is easy to see the impact Acid Rain has on our environment and what can be done to solve this problem.

Many people don't even know what Acid Rain is or what it does. <sup>Acid rain is more precisely called acid deposition and</sup> There are two kinds of it: wet and dry. Wet deposition is Acid Rain, fog and snow. Dry deposition is acidic gases and particles which are blown around by the wind. It has been proven by scientists that the cause of acid rain is sulfur dioxide ( $SO_2$ ) and Nitrogen oxide ( $NO_x$ ) reacting in the atmosphere with oxygen, water and other chemicals to form acidic compounds. Most of the  $SO_2$  and  $NO_x$  comes from burning fossil fuels to generate electricity.

Acid Rain is measured on what is known as a "pH scale". The lower the pH, the more acidic something is. Normal rain has a pH of 5.5 because, unknown to many, it is slightly acidic.

The effects of Acid Rain are best seen in water environments, such as lakes and streams. Unaffected lakes and streams have pH's between 6 and 8. But, through studies conducted of over 1,000 U.S. lakes and streams, many water environments affected by acid rain have been found with pH values of less than 5.

At pH values of 5 or lower, the ~~animals in the~~ <sup>fish</sup> cannot live. Fish eggs cannot hatch at a pH of 5 and at even lower levels, some adult fish die. But when one link in an ecosystem is disrupted, the whole ecosystem is disrupted. Due to the connection of all the organisms in the aquatic environment,

As lakes and streams become more acidic, the plants and animals in the water die off, killing all life in these areas.

But what can society do about this? "There are several ways to reduce acid rain... ranging from societal changes to individual action..." As stated earlier, burning fossil fuels to produce electricity is one of the main causes of acid rain. The graph shows that the highest  $\text{SO}_2$  emission in the U.S. is caused by electric utilities, and the highest  $\text{NO}_x$  emission in the US is due to transportation. So, naturally, the smart thing to do is to use electricity as little as possible. Only use electric appliances when you absolutely need to, and when finished with them, turn them off! Also, use cars as little as possible. Carpool and use public transportation as much as possible to reduce pollution. One can also bike or walk to their destination. It's not only good for the environment, but good ~~for~~ for your health as well.

Acid Rain is destroying the environment. To save aquatic ecosystems, something must be done. "Each individual can reduce their contribution to the problem and become part of the solution."

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the documents, asserting that acid rain <i>is an environmental issue which needs to be taken care of</i>. The response makes clear and explicit connections between the information in the documents and the task (<i>burning fossil fuels to produce electricity is one of the main causes of acid rain and use cars as little as possible</i>).</p>
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the harmful effects of acid rain ( <i>fish eggs cannot hatch ... some adult fish die</i> ) and possible solutions to the problem ( <i>use electricity as little as possible, carpool, use public transportation</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the effects of acid rain on the environment and solutions to the problem. The response exhibits a logical sequence of ideas by first acknowledging the size of the problem ( <i>There are many problems ... Acid Rain being one of the biggest</i> ), followed by discussions of its causes ( <i>Most of the SO<sub>2</sub> ... comes from burning fossil fuels</i> ), effects ( <i>an ecosystem is disrupted</i> ), and, finally, solutions.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>To save aquatic ecosystems, something must be done</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Due to the connection of all organisms ... killing all life in these areas</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in capitalization ( <i>Acid Rain and Nitrogen</i> ) and grammar ( <i>One ... their and individual ... their</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.</p>	

In North America acid rain is a major environmental issue that has many negative impacts on the continent. Acid rain has increased throughout the years because of technology. However there are many actions that can take place to reduce the problem of acid rain.

According to the article on ~~the effects~~ acid rain, scientists have discovered ~~that~~ that the primary causes of acid rain are sulfur dioxide and nitrogen oxides. Scientists have also confirmed that around  $\frac{2}{3}$  of all  $\text{SO}_2$  and  $\frac{1}{4}$  of all  $\text{NO}_x$  come from electric power generation which relies on burning fossil fuels. To eliminate the burning of fossil fuels people can use alternate energy sources. The most common alternate energy sources are nuclear and hydropower. However there are many more such as wind energy, geothermal energy and solar energy. Using alternative energy sources can greatly reduce the many negative effects of acid rain.

According to the graph on emission sources of  $\text{SO}_2$  and  $\text{NO}_x$  from Canada and the United States the biggest source of  $\text{NO}_x$  from both Canada and the U.S is from transportation. To eliminate some of the  $\text{NO}_x$  coming from transportation many simple actions can take place such as carpooling. Also according to the article there are many alternate energies available for automobiles. Some alternate energies are natural gas powered vehicles, battery powered cars, fuel cells, and a combination of alternate

and gasoline powered vehicles. Also by buying vehicles with low  $\text{NO}_x$  emissions and maintaining vehicles can decrease the emissions of  $\text{NO}_x$ .

Also according to the graph the biggest producer of sulfur dioxide in the U.S. is electric utilities.

To reduce the emissions of  $\text{SO}_2$  people can use energy efficient appliances such as lighting, air conditioners, heaters and washing machines. Also only using electric appliances when needed ~~es~~ can greatly reduce the production of  $\text{SO}_4$ .

Reducing acid rain is very critical to not only humans but the animal environment also. According to the article acid rain can harm or even kill fish reducing the fish population greatly. A decrease

in the fish population will then decrease biodiversity. Also food supplies can disappear with the increase of acid rain. A great example of this is stated in the article, "Frogs may tolerate relatively high levels of acidity, but if they eat insects like the may fly, they may be affected because part of their food supply may disappear."

The effects of acid rain are beginning to increase in North America. However there are many actions that people can take to reduce the risks of acid rain. Taking action will save the environment for ~~both~~ human, plant and animal life.

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the documents, identifying the <i>negative impacts</i> of acid rain on <i>the continent</i> and ways to <i>reduce the problem</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task, noting that <i>taking action will save the enviroment</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the causes of acid rain (<i>burning fossil fuels</i>), along with its effects (<i>decrease biodiversity</i>) and solutions (<i>alternate energy sources, carpooling, using electric appliances when needed</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the problem of acid rain and its solutions. The response exhibits a logical sequence of ideas, moving from a presentation of a problem (<i>the primary causes of acid rain are sulfer dioxide and nitrogen oxides</i>), to methods to reduce emissions (<i>natural gas powered vehicles and maintaining vehicles</i>), to consequences affecting the human and <i>animal enviroment</i> if nothing is done. The conclusion reinforces the need to take action. Appropriate transitions are used (<i>According to the article, also, However</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>However there are many actions ... to reduce the problem of acid rain</i>). The response occasionally makes effective use of sentence structure and length (<i>Using alternative energy sources can greatly reduce the many negative effects of acid rain</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>sulfer</i> and <i>enviroment</i>) and punctuation (<i>United States the, transportation many, Also only, fish reducing</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p>	



Acid rain poses a clear and dangerous threat to the environment. Not only is the world effected, but in particular, ~~the~~ North America has realized its threat to the ecosystem. Researchers have been hard at work however, and have compiled a few suggestions to make acid rain less of a threat.

Acid rain is caused <sup>primarily</sup> by sulfur dioxide and nitrogen oxide. When these two chemicals react together in the atmosphere, it results in a solution that is mildly ~~base~~ acidic. When this solution is precipitated down, it ~~is~~ has lasting effects on the environment. The acid rain contaminates the <sup>bodies of</sup> water, by making them acidic. Fish are very vulnerable and can easily die from a significant change in the water's pH (a scale to measure acidity). If the acidity does not directly kill <sup>the</sup> aquatic life, there is a rather large chance that they will die from the increased aluminum levels of the water that can result from a low pH. The dangers of acid rain do not stop at the aquatic life, because they are a part of a much larger ecosystem, every other animal is somehow effected. Many animals that eat fish, ~~or~~ or frogs could die from starvation, which progressively moves through the ecosystem and creates problems. Because of the severity of the problem, researchers have made some suggestions on how to decrease acid rain.

Every person can make a difference, if they try to help the ~~problem~~ solution. Simply conserving energy at home or at your work by shutting off appliances when they are not being used, could make a big impact. Nearly 75% of ~~both~~ the U.S' ~~and Canada's~~ Sulfur dioxide emissions are because of electric appliances.

The graph of "emission sources" from the U.S and Canada also shows that transportation causes more than 50% of Nitrogen Oxide emissions in both countries. This could be helped by buying cars with low NOx emissions, or find different modes of transportation like a bicycle, or walk if possible.

Another major factor is heating ~~emissions~~, when heating a house, "insulate your home as best you can" because the less energy it takes to heat the house, the less emissions there are.

Making a difference and being part of the solution is fairly easy to do, and has a positive effect on the environment. These suggestions will make a difference and could save you ~~money~~ in the long-run.

**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents, noting that <i>North America has realized acid rain’s threat to the ecosystem</i>. The response makes generally implicit connections between information and ideas in the documents and the assigned task (<i>there is a rather large chance they will die ... from a low pH</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, using specific and relevant details from the documents to discuss solutions to acid rain (“<i>Insulate your home ...</i>” <i>because the less energy ... the less emissions</i>). The response discusses the impact on animal life less specifically (<i>Many animals that eat fish or frogs could die from starvation</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on acid rain’s <i>clear and dangerous threat to the environment</i> and <i>suggestions that will make a difference</i>. The response exhibits a logical sequence of ideas by first establishing the problem of acid rain, then moving to its cause (<i>sulfur dioxide</i> and <i>nitrogen oxide</i>), its effects (<i>If the acidity ... kill the aquatic life ... will die from the increased aluminum levels</i>) and its solutions (<i>walk if possible</i>). Appropriate transitions are used (<i>Every person ... help the solution</i> and <i>Another major factor</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, that is at times imprecise (<i>effected</i> for “<i>affected</i>”), with some awareness of audience and purpose (<i>Researchers ... compiled a few suggestions ... acid rain less of a threat</i>). The response occasionally makes effective use of sentence structure and length (<i>Fish are very vulnerabe and can easily die ... change in the water’s pH</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>work however; life, because; heat, when</i>) and grammar (<i>person... they, Making ... and being ... is</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

Acid rain plagues many regions of the North Eastern United States, and Canada. This problem affects a variety of things, from plants and animals to human health. Acid rain is a rain, snow, fog, gas or particle with a particularly high amount of acidity.

The effect the acidic rain has on an environment is dependent on multiple factors. These deciding factors are concentration of the acidity, the chemistry and buffering (neutralization chemical) capacity of the soil, and the type of species and organisms that rely on the water.

Many water sources have a constant low pH level, this is called chronic acidity. The effects of this creates an effect that harms or kills individual fish, reduce a population of fish, exterminate certain fish from a water body, and decreases the biodiversity.

The environment of such a body of water could cause chaos.

"Ph" is a scale which measures the acidity of Acid rain. Pure water has a neutral charge and a pH of seven. The closer to one on the scale the more acidic the substance.

The most acidic rain tested in the year 2000 had an acidity of 4.3.

There are many industries that contribute to the pollution in the air, and acid rain. According to the graph for both the U.S. and Canada the Transportation industry had a high emission of Nitrogen Oxide. Also the Electric Utilities for the U.S. and the Industrial sources for Canada caused a high percent of Sulfur Dioxide to be released. The burning of fossil fuels such as coal, natural gas, and oil for the use of power cause a high amount of Sulfur dioxide and nitrogen oxide to be released into the air when burned. These two gases react with water, oxygen, and other chemicals to produce acid rain.

A person can help it enough collectively try to improve the problem. Alternative Sources of Energy are a big help they provide sometimes cheaper more cleanly sources of power. Wind, solar, hydro, nuclear, and geothermal powers are some of the cleanest but all with the exception of nuclear and hydro power have not been harnessed in a large scale way. Conserving energy is a large part of what an individual can do to help improve the situation.

Turning off appliances, and reducing the amount of energy by going to a lower setting are excellent ways to conserve energy.

If we act now and act as a whole our planet has a chance. If we collectively do nothing our planet is doomed and plague and famine should surely ensue.

**Anchor Level 4 – B**

Quality	Commentary
<b>Meaning</b>	Conveys a thorough understanding of the documents ( <i>This problem affects a variety of things, from plants and animals to human health</i> ), while calling on <i>our planet</i> to reach a solution. The response makes clear and explicit connections between information in the documents and the assigned task ( <i>the Electronic Utilities ... caused a high percent of Sulfur Dioxide to be released</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the impact chronic acidity has on biodiversity ( <i>reduce a population of fish</i> ), while limiting the discussion of <i>what an individual can do to help improve the situation</i> , to <i>turning off appliances</i> and lowering settings.
<b>Organization</b>	Maintains an appropriate focus on the issues associated with acid rain. The response exhibits a rudimentary structure, presenting separate paragraphs of information, but is inconsistent, shifting from the definition of chronic acidity, to the definition of the pH scale, to industrial pollution. The response concludes with an individual call for conservation ( <i>If we act now</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>A person can help if enough collectively try</i> ). The response occasionally makes effective use of sentence structure or length ( <i>The effect the acidic rain has ... multiple factors</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>industrys, sulfur, chace</i> ) and punctuation ( <i>scale the; air, and; graph for</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning and somewhat weaker in organization.	

Basically, acid rain is just acid falling from the sky. A better term that is used is acid deposition, ~~a~~ wet or dry.

Wet acid deposition is acid rain, fog and snow. It flows over the ground and affects plants and animals. ~~Depend~~ The way plants and animals are affected depend on how acidic the rain is, the chemistry and buffering capacity of soils involved, and the types of fish, trees, and other living things that depend on water. Dry acid deposition are acidic gases and particles. The wind blows it onto homes, trees, buildings, and cars, then when it is washed away by the rain, the particles or gases are added to the rain and make it more acidic.

The primary cause of acid deposition is sulfur dioxide ( $\text{SO}_2$ ) and nitrogen oxides ( $\text{NO}_x$ ), according to scientists in the text. The deposition occurs when gases react with water and oxygen and other compounds in the atmosphere. Also, sunlight can increase the rate of acid rain.

Acid rain can be measured by using a pH scale. An acid would have a low pH below 7.0. Normal rain has a pH of about 5.5 and the National Atmospheric Deposition Program measures ~~of~~ the wet and the Clean Air Status and Trends Network measures dry.

Acid ~~&~~ rain has many effects on many things. Such as lakes and streams, and the fish and other aquatic organisms. In all, it affects the ecosystem.

Acid rain flows into lakes and streams and affects the water. It also can ~~create~~<sup>cause</sup> aluminum to be released into the water and do harm to many of the aquatic species. "Acid rain causes a cascade of effects that harm or kill individual fish, reduce fish population numbers, completely eliminate fish species from a waterbody, and decrease ~~ecosystems~~ biodiversity." These things cause problems for fish, such as smaller size and weight, and kill many fish. This affects the ecosystem because certain animals food supply may die off and the food chain is disrupted.

Society, including you, can do something about it, however. You, as an individual, can use alternate energy sources. Rain becomes acidic when  $SO_2$  and  $NO_x$  are burned into the ~~atm~~ atmosphere. So by cleaning up smokestacks and Exhaust Pipes, we can help. You can also conserve energy, for example, turn off ~~excess~~ electrical appliances when you ~~are~~ are not using them.

So, as you can see, acid rain causes problems in the Earth's ecosystem. However, there are ways to help this. Car pooling is a good idea since in the ~~us~~ United States alone, transportation ~~puts~~ emits just of 50% of  $NO_x$  and about 10% of  $SO_2$ , according to the graph. So, ~~save~~ conserve and save your energy so the world can be a more efficient place and have a healthier ecosystem.



**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>Acid rain has many effects on many things</i> ). The response makes implicit connections between information and ideas in the documents and the assigned task [ <i>The primary cause of acid deposition is sulfur dioxide (SO<sub>2</sub>) and nitrogen oxides (NO<sub>x</sub>)</i> ].
<b>Development</b>	Develops some ideas more fully than others, using specific and relevant details from the documents to discuss the acidity of wet and dry deposition, the pH scale, and <i>harm to ... aquatic species</i> . The role of <i>alternate energy sources</i> is less developed.
<b>Organization</b>	Maintains an appropriate focus on acid rain and its effects. The response exhibits a logical sequence of ideas, presenting a discussion of causes, effects and solutions, but the lack of external transitions affects the internal consistency.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>as you can see, acid rain causes problems in the Earth's ecosystem</i> ). The response occasionally makes effective use of sentence structure and length ( <i>The way plants and animals are affected ... that depend on water</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Basicaly</i> and <i>efficiant</i> ) and punctuation ( <i>cars, then and streams., and</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Each year, Natural life such as plants, animals, and humans are affected by "Acid rain." Technically, acid rain is acid deposition, which has two parts: wet and dry. Wet deposition is acidic rain, fog, and snow. Dry deposition is acid particles and gases.

Acid rain affects watersheds because of its vulnerability. The soil cannot absorb the acidity and leads to toxicity of the water. Predominately fish and other water dwelling animals are effected because when the PH of the water drops, aluminium rises significantly enough to basically suffocate the animals. In an ecosystem, not everything is affected by acid rain directly. Indirectly however, if trees started to die out because of acid rain, herbivore type animals would die out. Continuing the pattern, if the plant eating animals die, the meat eating ones will also die because of no food.

The major problems forming acid rain is that individuals are unaware of "wasting habits!" Conserve energy! If you aren't using something, turn it off and unplug it. When building a new home, insulate it as best as possible, the better insulated the more warm it will be in the winter, and cooler in the summer. Instead of burning fossil fuels, one could use nuclear energy or hydropower. ~~Another~~ also, with vehicles, using different forms of fuel include fuel cells (Hydrogen) natural gas, and possible battery power. The benefits outweigh the negatives.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>plants, animals, and humans are affected by “Acid rain”</i> ) and provides possible solutions. The response makes few connections between the text and the assigned task ( <i>The soil cannot absorb the acidity and leads to toxicity of the water</i> ). There is no reference to the graph.
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Wet deposition is acidic rain, fog and snow and insulate it ... as best as possible</i> ).
<b>Organization</b>	Establishes an appropriate focus on problems associated with acid rain. The response exhibits a rudimentary structure, but includes irrelevancies ( <i>individuals are unaware of “wasting habits!”</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>If you arent using something, turn it off and unplugg it</i> ). The response occasionally makes effective use of sentence length ( <i>Conserve energy!</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>particals</i> and <i>everthing</i> ), punctuation ( <i>rain” Technically, Predominately fish, power The</i> ), capitalization ( <i>Natural, However, Eating</i> ), and grammar ( <i>water sheds ... its</i> and <i>problems ... is</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

Many people do not realize that when it rains there is a certain amount of acidity that comes down with it. In the following ~~essay~~ presentation I will discuss what exactly is "acid rain", the forms it can come in, what it does to us and our surrounding environment, and most importantly what we can do to reduce the problems it causes.

"Acid rain" is when acid falls out of the atmosphere. There are two types, wet and dry acid deposition. Wet deposition is acid rain, fog and also snow. This affects or could affect many types of plants and animals which will be discussed later in more detail. Dry deposition could refer to acidic gases and particles. Almost half of the acid in the world's atmosphere comes back down to Earth through dry deposition. This occurs when the wind blows and acidic particles get blown onto buildings, homes trees etc. When it rains the particles are then washed from the trees and causes the rain to be even more acidic.

People may be saying "Ok, there is acid in the rain and on the trees... how does that effect me and my

environment?", and that's a good question. Acid deposition (both wet and dry) damages forests and soils, living creatures and us humans. Acid rain can also make the sky more blurry and not as clear to see the sky, that is called "visibility reduction"

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating that <i>there are two types, wet and dry acid deposition</i> . The response makes superficial connections between information and ideas in the text and the task ( <i>This affects ... many types of plants and animals and acidic particles get blown onto buildings</i> ). There is no reference to the graph.
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Wet deposition is acid rain, fog and also snow and Dry deposition could refer to acidic gases and particles</i> ).
<b>Organization</b>	Establishes an appropriate focus on acid rain ( <i>what it does to us and what we can do to reduce the problems</i> ). The response exhibits a rudimentary introduction, body, and conclusion. The response includes some inconsistencies ( <i>will be discussed later in more detail</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>how does that effect me and my environment?</i> ). The response occasionally makes effective use of sentence structure or length ( <i>Almost half of the acid ... comes back down to Earth through dry deposition</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>most importantly what, worlds atmosphere, rains the</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

IN NORTH AMERICA, ~~THESE~~ THERE ARE ~~BUT~~ ~~THESE~~ CASES OF ACID RAIN. THIS ACID RAIN IS CAUSED BY MANY DIFFERENT ATTRIBUTES IN NORTH AMERICA. BECAUSE OF ACID RAIN THERE IS A MAJOR IMPACT ON NORTH AMERICA. BESIDES THAT THERE ARE SUGGESTIONS THAT CAN BE DONE TO REDUCE THE PROBLEM.

THERE ARE MANY CAUSE OF ACID RAIN SUCH AS SULFUR DIOXIDE ( $SO_2$ ) AND NITROGEN OXIDES ( $NO_x$ ) THAT ~~THESE~~ ESCAPE INTO THE ATMOSPHERE. ALSO ACID RAIN OCCURS WHEN THESE GASES REACT IN THE ATMOSPHERE WITH WATER, OXYGEN, AND OTHER CHEMICALS TO FORM VARIOUS ACIDIC COMPOUNDS. BECAUSE OF THIS, ACID RAIN DAMAGES FORESTS, SOILS, FISH, OTHER LIVING THINGS, MATERIALS, AND HUMAN HEALTH. ~~THE~~ IT EFFECTS LAKES AND STREAMS MORE THAN ANYTHING ELSE.

EVEN THOUGH ACID RAIN IS A MAJOR IMPACT ON NORTH AMERICA, THERE ARE MANY ALTERNATIVE ENERGY SOURCES AND SUGGESTIONS THAT CAN BE DONE TO REDUCE THIS PROBLEM. SOME OF THEM ARE NUCLEAR POWER, HYDROPOWER, WIND ENERGY, GEOTHERMAL ENERGY, AND SOLAR ENERGY.

IN CONCLUSION YES ACID RAIN IS A ~~BIG~~ ~~PROBLEM~~ PROBLEM IN NORTH AMERICA, BUT LUCKILY THERE ARE MANY ALTERNATIVES TO THIS PROBLEM.

**Anchor Level 3 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating that <i>acid rain</i> impacts <i>North America</i> and <i>there are suggestions ... to reduce the problem</i> . The response makes superficial connections between the text and the task ( <i>Many cause of acid rain and many alternative energy sources</i> ). There is no reference to the graph.
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague and repetitive ( <i>reduce this problem and alternatives to this problem</i> ).
<b>Organization</b>	Establishes an appropriate focus on the effects of acid rain and ways to reduce it. The response exhibits a rudimentary structure, listing some effects of acid rain and some alternate sources ( <i>nuclear power, hydropower ... and solar energy</i> ). The conclusion restates the issue ( <i>acid rain is a big problem</i> ).
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience and purpose ( <i>there are bad cases of acid rain</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>Because of acid rain there is a major impact on North America</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>Besides that there, Also acid rain, In conclusion yes</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.	

Acid rain is becoming a very large problem for not just one nation but many others. According to the Graph the USA and Canada are both having very large problems with  $\text{SO}_2$  and  $\text{NO}_x$ . Acid rain is rain that has acids putted ~~built~~ up in side then when it rains will form rain drops and fall back to earth. ~~There are also some~~

There are two forms of Acid Rain wet and dry. Dry deposition refers to acid gases and particles. About half of the acidity in the atmosphere falls back to earth through. Dry deposited gases and particles can also be washed from trees and other surfaces by rain storms. When this happens the runoff water adds the acid to the acid rain making the combination more acidic than the falling rain alone.

Winds are a very big part to do with the compounds that cause both wet and dry acidity in the atmosphere. The winds blow the compounds that cause both wet and dry acid deposition across state and national borders, and sometimes over hundreds of miles.

~~There are~~ Acid rain is measured using a scale called pH. The lower a substance's pH, the more acidic it is. Rainwater has a pH of 7.0 and the rain falling in 2000 into the US had a pH of 4.3. Acid rain's pH and the chemicals that causes acid rain are monitored by two ~~states~~ networks, both supported by EPA.

Some effects of Acid rain are depositions has a variety of effects, including damage to forest and soils, fish and other living things. Materials and human health are also things effects by acid rain.



Anchor Paper – Part B—Level 2 – A

Acid rain also effect ~~from~~ streams, lakes and rivers many places can and are being hurt by acid rain. The Graph shows that the US is a very large problemz needs to be fixed soon or else many more places will be hurt by the Acid rain problem.

Anchor Level 2 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that <i>the USA and Canada are both having very larg problems with acid rain</i> . The response makes few connections between information and ideas in the text and the assigned task ( <i>many more places will be hurt by te Acid rain problem</i> ), and alludes to the graph.
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>winds are a very big part ... cause both wet and dry acidity and Materials and human health are also thigs effects by acid rain</i> ), but is predominately copied from the text.
<b>Organization</b>	Suggests a focus on the problem of acid rain ( <i>the US is a very large problemz needs to be fixed soon or else ... Acid rain</i> ). The response suggests an organization, consisting of the definition of acid rain followed by separate paragraphs that closely follow the organization of the text.
<b>Language Use</b>	Uses language that is imprecise ( <i>witch</i> for “which” and <i>Acid rain are depootions has a variety</i> ) or copied from the text. The response reveals little awareness of how to use sentences to achieve an effect ( <i>acide partical built up in Side them witch in turne wil form rain drops</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>larg, Acordig, fallig, livig</i> ), punctuation ( <i>for not just are nation but many others and rivers many places</i> ), capitalization ( <i>Graph, inSide, Supported</i> ), and grammar ( <i>depootions has and Acid rain ... effect</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and development.	

Acid deposition more known as acid rain can effects are ecosystems to the point of kill fish and other living things. Acid rain can effects materials, and human health it also effects how clear the air is how we can see through it the effects it called Visibility Reduction.

Acid deposition Effects Lake and streams the acid rain flows in to streams, lakes and marshes after falling on the forests, fields, buildings and roads. Acid rain is highly toxic to ~~any~~ many plant and ~~animals~~ animals if the pH of the water is 5 most fish egg can not hatch a pH that is low most adult fish die some acid lakes have no fish.

We can reduce acid rain by conserving energy. Turn off lights, computers and other appliances when fossil fuels is the ~~main~~ help make acid rain. When there are other sources of electricity like nuclear power, hydropower, wind energy, geothermal energy, and solar energy.

The way we can help are Earth Back is to help to reduce acid rain and to reduce on all the thing we do.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents (<i>Acid depositions ... can effects are Ecosystems ... and other living things</i>), but makes unclear and unwarranted connections to the assigned task (<i>Acid Rain can effects materials and Some acid Lakes have No Fish</i>).</p>
<b>Development</b>	Is largely undeveloped, hinting at ideas ( <i>Acid Rain can effects ... human health</i> ), but references to the text are vague ( <i>there are other sources of electricity like Nuclear power, hydropower</i> ).
<b>Organization</b>	Suggests a focus on solutions to the problem ( <i>By Conserving energy Turn off lights, Computers</i> ) and suggests some organization on the problem of acid rain and its effects.
<b>Language Use</b>	Uses language that is imprecise ( <i>are for “our”, If the ph of water is 5 most Fish eeg can not hatch a ph that is low, when fossil fuels is the help</i> ). The response reveals little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>rian, eeg, re Dousee</i> ), punctuation ( <i>things Acid, streams the, roads Acid</i> ), capitalization ( <i>Known, Falling, Back</i> ), and grammar ( <i>piont of Kill Fish and the effect it called</i> ) that make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

The impact of acid rain on North America.

Acid Rain could be very damaging, it affects forests, living things and human health.

Acid Rain has an incredible negative affect, it comes from electric power. The effects of acid rain are mostly seen in streams, lakes bodies of water. Acid rain kills or harms fish.

Things that can help stop Acid Rain is natural gas powered vehicles, battery powered cars.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>Acid Rain could be very damaging</i> ). The response alludes to the documents, but makes unclear connections to the task ( <i>it comes from electric Power</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>Acid Rain has an incredible negative effect</i> ).
<b>Organization</b>	Suggests a focus ( <i>The impact of acid rain on North America</i> ) and suggests some organization, consisting of effects of acid rain and solutions to the problem ( <i>natural gas powered vehicles, battery Powered cars</i> ).
<b>Language Use</b>	Is minimal. Uses language that is predominately copied from the text.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use and conventions.	

Acid rain is one of the United States environmental issues that is effecting our ecosystem that ~~is~~ is home to plants and animals example frogs, fish and other aquatic Organisms.

Acid rain is a term scientists use to describe several different ways in which acids fall out of the atmosphere.

Anchor Level 1 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of understanding. The response implies that acid rain causes harm to <i>plants and animals</i> but makes no connections to the documents and the assigned tasks.
<b>Development</b>	Is minimal. The response consists of a general statement ( <i>Acid rain is one of the United States environmental issues</i> ) and some information from the opening paragraph of the text ( <i>acids fall out of the atmosphere</i> ), with no evidence of development.
<b>Organization</b>	Suggests a focus ( <i>environmental issues that is effecting our ecosystem</i> ) but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

The impact that has rain acid deposition has variety of affect including damage to forest and soils, fish and other living things, materials and human health.

Acid rain also reduced how far and how clearly we can see though the air and affect called visibility reduction.

Other impact that has acid rain is that affect the ecosystem. The plants and animals living within an within an ecosystem are highly interdependent.

The primary cause of acid rain are dioxide ( $SO_2$ ) and hitrogen oxides ( $NO_x$ ).

We can individuals can contribute directly by conserving energy since energy since energy

Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding. The response makes no original connections to the documents and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Lacks an appropriate focus. The response suggests some organization by grouping effects and the impact of acid rain, followed by a brief mention of a <i>primary cause</i> and a solution ( <i>conserving energy</i> ).
<b>Language Use</b>	Is minimal. The response's original language is at times incoherent ( <i>The impact that has rain acid deposition has variaty</i> ) and relies on copied material from the text.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> The response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

The human ~~to~~ race has progressed throughout the years. They have built big cities and created electricity. But with<sup>all</sup> this progress, ~~they~~ the human race has also caused some ~~envirom~~ environmental issues. ~~Enviro~~ Environmental issues like endangered species. But one of the main environmental issues today is the impact of acid rain on North America. ~~According to a website and a graph.~~ This presentation will discuss the impact of acid rain on North America and have suggestions on what can be done to reduce the problem.

The ~~enviro~~ environmental issue of acid rain that North America is facing is big. It has had a great impact on North America in many ways. One of the ways that it has impacted North America is by leading to damages on lakes and streams. Acid rain has damaged lakes and streams by making them acidic. This occurs when fallen acid rain flows from lands on the streams and lowers their pH because the water itself cannot neutralize the acid rain. ~~It has~~ ~~has caused a condition~~ This has caused a condition called chronic acidity. In which, water has a constant low pH level. Another way it has impacted is by the damaging of many aquatic organisms and its ecosystems. Not

only does the acid rain lower the pH of the lakes and streams but it also harms and kills individual fish. This causes for the population of this species to decrease. Since the low pH and increased aluminum levels are toxic to fish, acid rain ~~has~~ has also impacted the ecosystem. According to the website of [www.epa.gov](http://www.epa.gov), an example would be a frog. A frog will not be affected by acid rain that much but its food will. So now part of ~~its~~ the food supply is gone.

It is always said that with a problem comes a solution. And the website [www.epa.gov](http://www.epa.gov) made that clear. There are many suggestions that as a whole country and individuals that we can all do. One thing we can do as a whole is use other sources of electricity that is not fossil fuels because it ~~is~~ causes sulfur dioxide and nitrogen oxides which affect the pH of rain. We should use solar energy or wind energy. And we are not doing this because the graph shows how the United States uses a lot of SO<sub>2</sub> and NO<sub>x</sub> emissions. And Canada uses it even more. But individuals can do things as well. They can do this by conserving energy by turning light off when not using



them. Also by being well-informed, carpool or walking whenever possible.

Therefore, acid rain is a big impact on the North America, but it ~~is~~ can there are things to be done as well. Using different forms of energy source can go a long way. Who knows if we all do a little something this problem will not be as big in the end.

Acid rain is becoming one of the most major threats in our world today. Around the globe, acid rain is damaging our ecosystem and affecting the natural cycle of life. The only way the nations of the world can battle this threat is if they become informed about acid rain, its impacts, and ways to prevent it from occurring. There is much to learn on what acid rain really is and how to end its plague on our environment.

Acid rain is the falling of acidic particles from the atmosphere. A misconception among people is that acid rain can only fall as rain, but as stated in the article from [www.epa.gov](http://www.epa.gov), acid can fall in rain, snow, fog, gases, and even dry particles. Acid rain can spread over hundreds of miles and affect all regions of the world. Also stated in the article is that the primary pollutants of acid rain are sulfur dioxide ( $SO_2$ ) and nitrogen oxides ( $NO_x$ ), which are emitted mainly from power plants and electrical factories. ~~Water~~ <sup>Water</sup> that mixes with these particles form the acidic fallout that impacts our ecosystem. Measurement of acidic fallout is done by using the "pH" scale, with lower numbers representing a higher pH acidity. The article brings up an astonishing fact that "most acidic rain falling in the US has a pH of about 4.3," which is almost three points less than that of normal water.

The effects of acid rain in North America are numerous in amount. Acid rain damages lakes and streams, forests, soils, animals, and even human health. In lakes and streams, acid rain causes aluminum to be released from the soils surrounding the bodies of water as stated in the article. The high amounts of aluminum are poisonous to fish, and can kill off and severely threaten the water life in these bodies of water. With lakes at such a high pH level, fish eggs cannot hatch to make up for the amount of fish lost to aluminum poisoning. ~~Be~~ Ecosystems in lakes and forests are also disturbed by acidic fallout. The prey of some species may be wiped out by acid rain, and in turn start a vicious cycle of extinction in the environment.

Much can be done to reduce the likelihood and severity of acid rain. One major factor in the creation of acid rain are burning fossil fuels that create sulfur and nitrogen outputs. As shown in the graph of sulfur and Nitrogen emissions from the US and Canada, high outputs of chemicals come from transportation, electric utilities, and industrial sources. If alternative energy sources such as hydropower, nuclear power, solar or geothermal energy were used in place of these fossil fuel thriving industries, it would greatly reduce the probability of acid rain. Many actions can be taken on an individual basis to further reduce the output of acidic fallout.

As shown in the article, common things as conserving energy, insulating your home, carpooling, and buying low emission vehicles can all help in reducing acid rain.

By learning the effects and causes of acidic rain, hopefully it will better educate our society on how to reduce its frequency. Common and easy steps can be taken by individuals and the community to help in this effort. With acidic rain expunged from our world, this Earth will become a healthier and better place to live.

## Part B — Practice Paper — C

The environmental issues of North America is that there is so much Acid rain. The reasons for acid rain is people because of what they do to the world.

The reasons for the acid rain is, according to the Graph, Transportation, Electric Utilities, and Industrial Sources. The reason these are the more obvious reasons is because there is more acidic rain because of them. Transportation involves Cars, motorcycles, boats and ATVs. The reason Electric utilities is one is because of the chemicals they give off when creating the Electricity. Industrial Sources are because of the fumes and chemicals they give off during the happenings of the working.

The impact on the U.S. because of Acid rain is major. Many plants and animals die every year due to the acid rain that falls. Many trees remain barkless because of the acid rain. The acid rain is tested by the PH level. The acid rain in our country cause many problems and shouldn't cause many problems because the people of the U.S. can fix the problem very easy if they would only work together on it. One thing that can be done to reduce the amount of acid rain is car pool and slow down on the burning of so many fossil fuels.

Once people start to die or be very injured due to the acid rain hopefully the government will do something about it but until then the acid rain will keep occurring in the United States because there is so many people that don't understand the consequences to plant and wildlife from acid rain.

Through scientific studies and research, it is apparent that acid rain has a negative effect(s) of animals and their environment. Although many ~~the~~ people are unaware of it, every can help to stop it.

The cause of Acid rain, is when Sulfur dioxide ( $\text{SO}_2$ ) and nitrogen Oxide ( $\text{NO}_x$ ), both produced by the burning of fossil fuels, mixes with  $\text{O}_2$ ,  $\text{H}_2\text{O}$ , and other chemicals to produce a harmful rain. The acid rain comes in two forms, wet and Dry deposition. The amount of harm each does is based on how powerful an acid they are (PH levels). The Effects of Acid rain are mainly seen in aquatic environments, therefore, having more effects on fish, and animals of aquatic environment first. Acid rain has many different effects that may harm or kill certain fish, cause the population to drop, and decrease biodiversity. Acid rain also increases the amount of Aluminum in the environment, which is toxic to most animals. The combined results toxic aluminum and low PH levels, creates a problem for the fish, but not only the fish. A whole ecosystem can be effected by acid rain. If all the organisms in a pond or aquatic area were to die because of the Aluminum or PH levels, the animals that feed on the organisms may also die in a lack of food problem. Thus ~~creating~~ creating a chain of effects, all caused by acid rain. The outcome could be a huge problem.

Although many people do not know it, or are just to selfish to care, there are other energy sources besides the fossil fuels we use (the ones that produce the harmful

(SO<sub>2</sub>) and (NO<sub>x</sub>) that could power us the same, such as hydro power, wind energy, Nuclear ~~power~~<sup>power</sup>, geothermal energy and Solar energy. These do not have the same negative effects of pollution that fossils fuels give off. ~~As~~ <sup>As</sup> individuals people can make the difference. IF people were to push for different energy sources and powers, and created less pollution, the acid rain problem could be eliminated, almost completely. If people do not search for ~~them~~ alternate power sources soon, the effects could be ever lasting, and soon effect us.

way to much SO<sub>2</sub> and NO<sub>x</sub> given of American and Canadian sources, as shown on the graph

Although it has been proven acid rain is harmful it is possible to stop the effects. If individuals stopped and started helping instead of hurting, the problem would be completely gone. If more people were aware of the alternate energy sources that ~~use~~ could be used, the SO<sub>2</sub> and NO<sub>x</sub> could be eliminated, and the balance in the ecosystem can return to normal.

The presentation and the effect of acid rain and the impact on North America. Acid rain is a very dangerous and harmful thing to our community and the atmosphere. Acid rain is also known as acid deposition, which has two parts: wet and dry. It turns and soaks down and becomes acidic, which flows down to the ground and affects our plants and kills our animals. But it depends on how the acid is. Dry deposition refers to acidic gases and particles, but almost half of the acidity in the atmosphere comes back to earth through dry deposition, which by the acid hitting and falling back to the earth, it is building and destroying them: cars, homes, and trees.



**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 5**

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

**Practice Paper C–Score Level 3**

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

**Practice Paper D–Score Level 4**

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

**Practice Paper E–Score Level 2**

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

## **Submitting Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to [www.emsc.nysed.gov/osa/exameval](http://www.emsc.nysed.gov/osa/exameval).
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.



