

# SESSION ONE

# FOR TEACHERS ONLY

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

## ENGLISH

Thursday, June 14, 2007—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 check mark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a check mark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A and Part B multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

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

## Rating of Essays

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p><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 with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

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

The power of books on an individual's life is one that can be either calming or stimulating. To Gary Paulsen, books became both his haven as well as an unending adventure. The power of books on Gary Paulsen's life is a perfect example of how books can influence and change a person's character and outlook on life, both in the past and in the future.

As a child, Gary Paulsen growing up in the Philippines, Gary Paulsen grew up ~~without~~ with very little or no socializing. He received his education solely through a private military tutor. When he was 10 years old, Gary's parents moved to Washington D.C., where Gary received his first taste of going to a public school. The few years of private tutoring had made Gary very timid and shy, and the sight of all the rowdy kids in the classroom terrified him. Overcome by his fear, Gary remained in the cloak closet after all the other children had taken their seats. It seemed as if nothing could make Gary feel comfortable and ~~overcome~~ in this environment, but his teacher had the answer - a picture book. Instead of forcing Gary to come out of the closet and sit with the rest of the class, Gary's teacher sat down beside him and gave him a picture book that had a horse's head on the cover. <sup>The effect was ~~startling~~ calming.</sup> As Gary flipped through the book, he was entranced by its beauty and lost in the stillness around him. ~~The book had calmed Gary down~~ Gary's teacher had given him something that would change his view of public school forever. He was no longer terrified, but rather he willingly consented with his teacher to join the class after he'd flipped through the storybook. This picture book had transformed young Gary from a "painfully shy" individual, to a bold, but calm one.

The effect of books on Gary Paulsen's life did not end when he was 10 years old. Books continued to influence his life, but in different ways as he grew older. As an unpopular thirteen-year old living in a small town in Minnesota, Gary would ~~sell~~ wander in the streets selling newspapers, ~~or~~ hoping to earn money to buy better clothes ~~made~~ in an effort to escape his chaotic life at home with two drunken parents. Gary ~~has~~ believed that money was the answer to his ~~life's~~ problems at home and school, but he desined otherwise. Gary ~~in~~ counts "one better winter evening" when he ~~had~~ waited outside a bar in hopes of hustling ~~some~~ drunks for some extra change. Gary While waiting for the drinkers at the bar to get drunk, Gary walked into a library to stay warm. It was then that the librarian handed ~~for~~ Gary a library card and ~~begans to~~ <sup>used books to lead Gary to</sup> ~~opened~~ the door to a world where, ~~to Gary,~~ there was "something other than... drunken parents, or being beaten up by school bullies, or a life where ~~was~~ always hurt." Books became a place where Gary could escape the realities of ~~his~~ his miserable childhood and look "outside himself, forward and not backward." Because of the power of books, Gary was given an opportunity to look forward to ~~better present~~ ~~and~~ a better future. <sup>reading it with a book in his hand</sup> to be ~~sat~~ in a creaking rocking chair in a basement with a dimly lit bulb, Gary was able to ~~realize~~ ~~everyth~~ perceive ~~over~~ a better future instead of wallowing in his present condition. <sup>New paragraph</sup> Even after he joined the army and started a family of his own, ~~too~~ Gary's life was still affected <sup>by</sup> the power of books.

This time, he would write them, forsaking his "work, family, earning and potential." Once again, "books changed the course of his life," as Gary began to spend the rest of his lifetime in Hollywood, proofreading and writing articles ~~and~~ or a chapter of a book every night. Although Gary admits that ~~being~~ writing a book or an article is difficult, he finds excitement in what he calls the "staydance." ~~If it wasn't for books, Gary might have been an unhappy electronics engineer in a satellite tracking station, but books gave him something more than the misery that he had gone through in his childhood.~~ Through books, Gary was able to achieve his true longing ~~and~~ for a better future, ~~as it~~ they gave him an optimistic view of the future, which helped him bury the misery of his past childhood.

"Books saved my life," <sup>said Gary Paulsen.</sup> The influence of books on the life of an individual is astounding. In Gary Paulsen's life, books became a haven of tranquility in his childhood and eventually a lifetime ambition. Books gave Gary the brought to Gary to the realization that there is always hope despite the presence of misery. Just as (the power of) books influenced Gary's life, books can have as much a positive influence on the generations now and to follow.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the text, stating that <i>the power of books ... can be either calming or stimulating and can influence and change a person’s character and outlook</i>. The response makes insightful connections between information and ideas in the text and the assigned task [<i>Just as (the power of) books influenced Gary’s life, books can have as much a positive influence on the generations now and to follow</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 to describe Paulsen’s elementary school experience with books (<i>timid and shy, remained in the cloak closet, a picture book</i>), <i>his chaotic life as a teen (unpopular thirteen-year old, selling newspapers ... to buy better clothes, two drunken parents)</i>, and adult realizations (<i>he would write books forsaking his “work, family, earning, and potential”</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>influence of books on the life of an individual</i>. The response exhibits a logical and coherent structure by chronicling Paulsen’s association with books, first presenting him as a <i>terrified child</i>, and then tracing his development into a teen able to <i>escape the realities of his miserable childhood</i> to become an adult with <i>an optimistic view of the future</i>. Transitions are skillfully used (<i>Overcome by his fear, Because of the power of books, Even after he joined the army</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>books became ... his haven as well as an unending adventure and he was entranced by its beauty and lost in the stillness around him</i>), with a notable sense of voice and awareness of audience and purpose (<i>instead of wallowing in his present condition</i>). The response varies structure and length of sentences to enhance meaning (<i>Gary believed that money was the answer to his problems at home and school, but he learned otherwise</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>	

Literature is one of the most important forms of communication. It can easily spread new ideas to large groups of people in our modern world, just as it has for hundreds of years. The promotion of book fairs and local libraries is something all societies should endeavor to perform, because of the many positive effects books have on people. Gary Paulsen's life is an example of the power of books, and praises their merit for bringing him through the many challenges he has faced. Books can affect our emotions in powerful ways; they can comfort, provide hope, and inspire dreams.

Paulsen recalls how books comforted him in his time of need in his childhood. He writes of one episode on his first day of public school, where he was too terrified to leave the classroom, his teacher comforts him by reading a picture book to him, until he feels ready to leave the room. The power of the comfort books provide is also evident another time in Paulsen's life. At a time when he was selling newspapers at night, and hustling drunks for loose change, Paulsen describes how books changed his outlook. He describes his society when he was 13 as finding him very unpopular, and he entertained the vain hopes that making money to buy new clothes would change his life for the better. Instead he found relief in a book that a caring librarian provided when he strayed into the library on a cold winter night. Then comforted his fear of being bullied from the tougher kids in school. At a very desperate and fearful time in his life Paulsen found comfort in reading. The individual books are not important, as Paulsen says he can't ~~remember~~ remember any of the titles he read. It is the overall feeling that is instilled by literature which renders it so important in our daily lives.

Another large message that literature can convey is one of hope, and there are many novels that can pull us in our most depressing times. In attending public school for the first time, Paulsen held a strong fear of rejection, but the books he reads gives him a hope of being accepted. The other time when Paulsen needed hope was in the long Minnesota winter of his thirteenth year, with his parents continually drunk and fighting. The books that his librarian gave him changed his depressing outlook, by illustrating that there is a whole life outside himself, and a wide world to explore. He recalls, "It made me look forward, instead of backwards". He needed hope when he had little to look forward to, and books provided a way to forget about reality for a while.

One of the most powerful feelings literature can convey is inspiration. Paulsen persevered in that dark basement behind the furnace because these books provided him with the inspiration to become



Anchor Paper – Part A—Level 6 – B

Successful in his life. He struggled to read them, citing "it must have taken me a month" to read his first book, but he continued because he liked the positive message he derived from it. Like in his life, books gave him the inspiration and the courage to chase his dream. He risked his and his family's well being when he left his established job and home to move to Hollywood to pursue being a writer. He gave up his salary of \$500 a week to earn \$400 a month to do what he loved to do. This was all done out of his passion for reading and writing books. Literature has inspired to continue to pursue his dream, and after 30 years of it, he says he loves it more than ever. Rankin has been inspired to do what he loves by literature, and is better because of it. All people who invest in the knowledge and messages of books could similarly aspire to accomplish their goals.

Rankin's life serves as a testament to the power of books. He swears by their ability to lighten the darkest moments of life, and even attributes his life to them. Books can be saviors to us all if we invest in their power, which is no less today than it was at the beginning of time, when man first put pen to paper.

## Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the text, stating that <i>Gary Paulsen’s life is an example of the power of books</i>, which brought <i>him through the many challenges he has faced</i>. The response makes insightful connections between information and ideas in the text and the assigned task by suggesting that the <i>promotion of book fairs</i> benefits society <i>because of the many positive effects books have on people</i> and that, like Paulsen, through books <i>all people ... could similarly aspire to accomplish their goals</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 provides information about Paulsen’s experiences with books as a child (<i>his first day of public school, reading a picture book, strong fear of rejection</i>), as a teenager (<i>hustling drunks for loose change, books ... his librarian gave him, He struggled to read</i>), and as an adult (<i>He risked his and his family’s well being, moved to Hollywood, gave up his salary of \$500 a week</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the power of books <i>to lighten the darkest moments of life</i>. The response exhibits a logical and coherent structure, synthesizing information from the text to show how books have the power to <i>comfort, provide hope, and inspire dreams</i> established in the introduction and restated in the conclusion. Transitions are skillfully used (<i>At a time when, In attending public school, One of the most</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>something all societies should endeavor to perform and when man first put pen to paper</i>), with a notable sense of voice (<i>there is a whole life outside himself, and a wide world to explore</i>) and awareness of audience and purpose (<i>Books can affect our emotions</i>). The response varies structure and length of sentences to enhance meaning (<i>It can easily spread new ideas to large groups of people ... just as it has for hundreds of years and Later in his life, books gave him the inspiration and the courage to chase his dream</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Instead he; not important, as Paulsen says; literature, and</i>) and agreement (<i>in a book ... They and the books he reads gives</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Today, I would like to discuss the power of books. Books are extremely powerful tools we can use to change lives. One person whose life was changed by books is Gary Paulsen. Books helped him escape from fears, escape misery, and caused him to make a huge change in his life as an adult. Without books, Paulsen would be a very different person.

Firstly, books can help people escape from fears. When Paulsen was 10, his family moved to Washington, D.C., and he was very afraid to go into his classroom at his new school. His new teacher helped him get over his shyness by using a book. She read him a story and he got "lost in the book... and everything else fell away." The book enabled him to stop focusing on his fears and helped him escape to a calmer place.

Secondly, books can help people escape misery. Paulsen was very unhappy with his adolescent life in a small Minnesota town. He was very unpopular and tried to make money selling newspapers so he could buy better clothes. One day, he went into the library to get warm, and the librarian gave him a book, and by doing this, according to Paulsen, "gave him everything." ~~She~~ He began to read more and more, and the books showed him that there was happiness out there and helped him escape from his unhappy life.

Thirdly, books can cause people to make ~~g~~ big lifestyle changes. ~~After~~ after Paulsen had a job and

a family, he decided that his true dream was to become a writer. He moved to Hollywood to follow his dream and apprenticed himself to two editors to ~~to~~ improve his writing abilities. He still finds writing difficult but loves it now more than ever because ~~to~~ "the stories dance, and the ~~stories~~ rhythms and movements of them are gradually exciting."

Books have the power to change lives. They help us escape from the realities of life and can greatly influence decisions we make in our lives. I urge all of you to harness this powerful tool and get out there and read!

Anchor Level 5 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a thorough understanding of the text, explaining how <i>books are extremely powerful tools</i> and how <i>without books, Paulsen would be a very different person</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>The book ... helped him escape to a calmer place and the books showed him that there was happiness out there</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss how books <i>helped Paulsen get over his shyness</i> , gave him relief from <i>his unhappy life</i> , and allowed him to <i>follow his dream</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on the power of books <i>to change lives</i> . The response exhibits a logical sequence of ideas, moving from how books affected Paulsen's childhood and teen years to their effect on him as an adult. Appropriate transitions are used ( <i>Firstly, Secondly, Thirdly</i> ).
<b>Language Use</b>	Uses appropriate language, with evident awareness of audience and purpose ( <i>Today, I would like to discuss the power of books</i> ). The response varies structure and length of sentences ( <i>After Paulsen had a job and a family, he decided that his true dream was to become a writer</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 5, although it is somewhat stronger in conventions.	

Books and literature in general can have an overwhelming impact and influence in one's life. Words, organized creatively and poetically, have the ability not only to change lives but define them as well. Gary Paulsen, a renowned author, has first hand experienced just what significance books can hold in someone's life. His success just goes to show that in ~~the world~~ a world with books all things can be.

A book is much more than just words arranged methodically on a page, or even the story within the leather binding. According to Gary Paulsen books can save ~~the~~ lives. Quoted directly, he states that, "books have sustained me." In other words books can keep you going when nothing else will. They have the ability to erase fears and worries, shyness and anger. Books have allowed the unknown to become a little less frightening. Gary Paulsen reiterated this fact when he told a tale in which he as a young child was forced into a public school and became overwhelmed by the foreignness of it all. He explained how the teacher had drawn him out, literally and emotionally, simply by reading to him. The words, although he can't remember them now, calmed him and he became lost in the story allowing all the worries and fears to fall away. Books have the incredible power to make things seemingly insignificant and, at times, to protect you from the outside world.

Not only can books ~~save~~ change your life but they have the ability to define it as well. Books can create realizations that life can be different. This fact was one that Gary Paulsen was lucky enough

to realize, and a fact that shaped him into the wonderful writer he is to this day. Growing up with angry, drunken parents had lead Mr. Paulsen to believe that that was all he could amount to.

He began to feel that he was destined to be poor, miserable, and worthless just like the people he grew up around. Opening a book one day, however, showed him that there were places out there, in the world where he, Gary Paulsen, didn't have to hurt. With this thought resounding in his head Gary Paulsen was able to look at life outside of himself. He was able to look forward instead of backwards.

The books he read during those vulnerable times of his youth motivated him and showed him just how grand life could be. Taking the initiative Gary Paulsen worked long and hard, through good times and bad, to create for himself a life described in the storybooks. He put his life, ~~and~~ faith, and trust, in books and came out on top. Books have the power to define your life, to direct you on where to go, and to motivate you to take that first step.

Gary Paulsen owes his life to the "loops and whirls of the story dance" and so do many others. Books have changed lives, spurred action, and brought sense and purpose to readers. Have you read a book lately?

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, stating that <i>books ... can have an overwhelming impact</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>He explained how the teacher had drawn him out ... by reading to him and Opening a book one day ... showed him that there were places ... where he ... didn't have to hurt</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe how books affected Paulsen's childhood and teen years ( <i>The words ... calmed him once he became lost in the story and The books he read ... motivated him and showed him just how grand life could be</i> ). The discussion about how Paulsen <i>came out on top</i> is less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>ability</i> of books <i>not only to change lives but define them as well</i> . The response exhibits a logical sequence of ideas, moving chronologically through Paulsen's life to show how books affected him during each stage. Appropriate transitions are used ( <i>A book is much more than just words and Not only can books change your life</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>reiterated, seemingly, vulnerable</i> ), with evident awareness of audience and purpose ( <i>Books have changed lives ... and brought sense and purpose to readers</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Books have the power ... to motivate you to take that first step and Have you read a book lately?</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in the use of commas ( <i>states that, "books; calmed him and; Taking the initiative Gary</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

Books are very powerful tools. As we gather today surrounded by so many, it is important that we fully appreciate all that books can provide. They act as a unifier, common ground for those who feel worlds apart. They can provide you with a career. But most importantly they can give you new aim in life. Author Gary Paulsen has experienced each one of these firsthand.

As a kid, Gary was homeschooled, and when introduced to the public school system, was hesitant to assimilate. His first life changing experience involving books occurred soon after: ~~his~~ his teacher read to Gary alone, and allowed him time to become comfortable with the teacher, and gave him the confidence to join the other students. By sharing something as special as a book with him, Gary felt welcome, and no longer felt like an outcast.

Paulsen's next life-altering run-in with books happened when he was still relatively young. After enduring a chaotic home life, Gary became a vagrant of sorts, living in a shabby apartment, hustling drunks for the little money he survived on. At one point, he stole away into a library for some peace and warmth. After being befriended by the librarians and given books, he began to turn his life around. Instead of wandering the streets at night, he read. The books prevented him from continuing down the wrong path.

As a grown man with a good job, Gary had many reasons to thank the books that brought him to his current status in life. Little did he know that he would



experience another change. One night while at work, he realized that instead of doing ~~what~~ he was doing then, he wanted to be a writer. He packed up his things, moved to Hollywood, and worked to become the well-known author he is today.

All of these minor changes, no matter how small at the time, changed ~~the~~ the life ~~of~~ Gary Paulsen, and all of them stemmed from his experience with books. He says that books gave him "a look at life outside of myself that made me look forward instead of backward." This redirection is the main ~~the~~ characteristic of books that help so many. Reading can provide knowledge, comfort, support and, most important of all, a chance at new life. And so, as we open this book fair, and as you all browse through the titles, keep in mind the possibility that the next book you read could change your life forever.

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the text, explaining ways books can act as <i>a unifier</i> and provide a <i>new aim in life</i>, but including some inaccuracies (<i>Gary became a vagrant ... living in a shabby apartment, hustling drunks for money ... he survived on</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>As a grown man ... Gary had many reasons to thank the books that brought him to his current status in life</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the text to discuss books as <i>powerful tools</i> (<i>By sharing something as special as a book with him, Gary ... no longer felt like an outcast; Instead of wandering the streets ..., he read; he realized ... he wanted to be a writer</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>life-altering</i> experience of reading books. The response exhibits a logical sequence of ideas by exploring the effect of books on Paulsen’s life from his childhood to the present, using appropriate transitions to signal transformations (<i>His first life changing experience</i> and <i>All of these ... changes ... stemmed from his experience with books</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent (<i>At one point, he stole away ... for some peace and warmth</i>), with evident awareness of audience and purpose (<i>And so ... keep in mind ... the next book you read could change your life forever</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Reading can provide knowledge ... and ... a chance at new life</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>homeschooled, and; alone, and; welcome, and</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities, although it is somewhat weaker in meaning.</p>	

In this world books are essential to the growth of people's minds. When people strive to be the best and achieve their dreams, they get their knowledge from books. It is unbelievable the effects books can have on life, on its youth and its older generations. It is the power of books that helps people continue to live.

Books affect the minds of all people. The young children of kindergarten or 1<sup>st</sup> and 2nd grade are being affected by books. Books are broadening their thoughts and helping them grow. In the account written by famous author Gary Paulsen, he ~~tells~~ <sup>says</sup> ~~about~~ ~~how~~ ~~books~~ ~~of~~ "Books saved my life". Gary Paulsen describes his first day of school in ~~this~~ <sup>a</sup> ~~portion~~ of this account; he was very nervous and scared <sup>on</sup> his first day, but books helped him get through it. Books were a relaxing activity for Gary Paulsen when he was young, and he enjoyed it very much. Books affected Gary Paulsen's childhood in many ways.

For the Young Adult or teens books can be very supportive during their time of growth. During Gary Paulsen's teen stage his family was unstable. Paulsen characterized his home life as chaotic. During this time Gary Paulsen used books to escape. Gary described books as a world where he can get away from the pain and get away from the troubles in life. This shows that books can also be essential for survival, it is important to the mental status of young growing adults. Books also can increase your reading ability. Before it took Gary hours to read a single page because he was unable to read well. Books are important in many ways during life.

Books can also be supportive to adults. Book allow many adults to escape from the hardships of ~~work~~ Jobs and life troubles. Gary Paulsen uses books as a escape. He refers to them as "exciting". Gary says he enjoys the way the stories dance. Books can help stimulate the mind and create a peace. Book are essential to all stages of life and can give enlightenment.

The power of books on this world is magnificent. It is books that create heroes and stars. Books are a source of knowledge for all people and effect lives every day. There is no underestimating the power of books on life. ✓

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>Books affect the minds of all people</i> ). The response makes implicit connections between information and ideas in the text and the assigned task ( <i>Books affected Gary Paulsens childhood in many ways</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss how books helped Paulsen escape his <i>chaotic</i> home life. Paulsen's use of books in his adult life is less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on how books affect people. The response exhibits a logical sequence of ideas by chronologically presenting information about the impact of books on young children, teenagers, and adults, including references to Paulsen, but the discussion of the effect on Paulsen's job lacks internal consistency ( <i>Gary Paulsen uses books as a escape</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>It is the power of books that helps people continue to live</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Gary Paulsen describes his first day of school in a portion of this account; he was very nervous and scared ... but books helped him get through it</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>essencial, acheive, kindergarden</i> ), punctuation ( <i>peoples minds; life".; During this time Gary</i> ), agreement ( <i>Books ... it and Book are</i> ), and shifts in tense and point of view that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Regardless of where a person is from or how old they are, at one point or another they have been affected by "the power of books". Though some may not agree, books give us so much within our lives, from education to pure leisure. Yet, it is still important to understand how great an impact books make on people and ~~it~~ can completely change their way of life. For instance, author Gary Paulsen has been changed and even "saved" by books numerous times with his life.

As a young boy, Gary Paulsen lived on a military base outside of the country. There he had no (formal) public schooling; therefore, when it came time for his family to return to the States, and Gary to attend public school, he was "painfully shy". As he explains how his teacher handled him the first day of school he not only implies that his teacher did everything right, but also states his new appreciation for literature. (Though he was only 10 years old). He says he was, "lost in the quiet of the cloak room, lost in the book so deeply that everything else fell away".

Once again, Paulsen was struggling just to attempt to live a normal (teen) life. While out one night trying to salvage any money he could obtain from the "drunks" leaving the bars, Paulsen decided to enter a

library to get warm. There a librarian found him and gave him not only a library card and book, but "according to Paulsen she gave him, "everything... Showed me places where it didn't hurt all the time".

Even as an adult Gary Paulsen wanted nothing more than to give back to what had "saved" his life. Moving to Hollywood to become a writer he began to pursue this

Gary Paulsen's story of how his life changed through just reading a picture book to writing novels is worthwhile to know. For it truly shows the power of books and how they can indeed change the course of any life and are so important to every community and human being living on the earth.

### Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text, stating that <i>Gary Paulsen has been changed and even “saved” by books numerous times</i>. The response makes implicit connections between information and ideas in the text and the assigned task (<i>As he explains how his teacher handled him the first day of school he ... implies that his teacher did everything right</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss Paulsen’s elementary and teen experiences related to books (<i>“painfully shy”, “lost in the quiet of the cloak room”, Paulsen decided to enter a library to get warm</i>). His decision to become a writer in adulthood is less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>how books can indeed change the course of any life</i>. The response exhibits a logical sequence of ideas, moving chronologically through Paulsen’s experiences with books, using the conclusion to reiterate ideas stated in the introduction about the <i>great ... impact of books</i>. The response lacks internal consistency in paragraph 3, weakly transitioning from a discussion of Paulsen’s <i>10 years old</i> experiences to those of his teen years [<i>Once again, Paulsen was struggling ... to live a normal (teen) life</i>].</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>books give us so much within our lives</i>). The response occasionally makes effective use of sentence structure [<i>There he had no (formal) public schooling; therefore, ... he was “painfully shy”</i>].</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in the use of commas (<i>school he</i> and <i>Even as an adult Gary</i>) and punctuation with quotations (<i>books”</i>. and <i>time”</i>.) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Escaping to other worlds, meeting new people, seeing new things, seeing things from another's point of view all seem like very hard things to do. Maybe even impossible to some people. Yet that isn't truly the case. As long as one knows how to read, books can help one do all those things and more. Books help to educate and sometimes even provide an escape, saving ~~the~~ people from the wrong kind of life.

Gary Paulson's life was affected by books. This can be seen clearly in his account. He even went so far as to say that they saved his life. He wasn't popular as ~~was~~ a child, his parents were drunks and fought in front of him, and he was picked on by school bullies. Yet he turned out to be a good person with a job as a writer. All thanks to books.

When that librarian handed him a book she gave him an escape from a painful existence. He got to see new worlds, learned to look forward, and came to realize that there was more to life than what he had experienced. In short, books had given him a life.

Books can even be seen as a very important part of society. Without them, where would we be? Our doctors, scientists, teachers, etc. would have a hard time without books. That's because books educate, they reveal past mistakes, things that can be done in the present, and future possibilities. Passing down information to future generations is much easier when that information is written down.

That's just a brief look at what books can do. They open doors for ~~people~~ <sup>a person</sup> ~~that~~ <sup>info</sup>. Sometimes, ~~a person~~ <sup>one</sup> doesn't even know to look for them. They may just be made up of paper and ink, but they're still helpful and good to have around.



**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>Gary Paulson’s life was affected by books</i> ). The response makes implicit connections between information and ideas in the text and the assigned task ( <i>When that librarian handed him a book she gave him an escape</i> ).
<b>Development</b>	Develops some ideas briefly, using some details from the text ( <i>he turned out to be a good person with a job as a writer</i> ).
<b>Organization</b>	Maintains an appropriate focus on how books can <i>open doors for a person</i> and exhibits a logical sequence of ideas by presenting information to reiterate ideas set forth in the introduction ( <i>Books ... educate ... provide an escape, saving people</i> ). The response lacks internal consistency in paragraph 2 by shifting discussion from Paulsen’s youthful experience to his adult life as a writer and then returning to his youthful experience.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Escaping to other worlds, meeting new people ... seem like very hard things to do</i> ). The response occasionally makes effective use of sentence structure and length ( <i>In short, books had given him a life</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Paulson’s</i> ), punctuation ( <i>Yet he; book she; educate, they</i> ), and proofreading ( <i>where would be</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 development.	

Books are very powerful and are able to change someone's life. In preparation for this speech, I listened to an account by Gary Paulsen. This author's life was transformed by books. From the time he read his first book to the time he started writing his own books, <sup>they</sup> <sup>had</sup> a great impact on his life.

Books have the potential to excite and educate but in Gary Paulsen's case they also had the power to rescue. When he was young books helped him overcome shyness but also sustained him as an adult. When Gary Paulsen moved to Hollywood to follow his dream he wanted to be surrounded by writers. He left his old job just to follow his dream to become an author. The power of books drove Gary Paulsen from reading books to actually making a living writing them. Gary Paulsen describes his craft of writing as relaxing and stimulating.

The power of books grows on people to excite, educate, and even rescue. From a young age when ~~one~~ <sup>one</sup> can't even read books they can excite your mind. ~~When~~ From a young age to old books always have a powerful affect.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text by stating that <i>books are very powerful and are able to change someones life</i> . The response makes few connections between information and ideas in the text and the assigned task ( <i>When Paulsen was young books helped him overcome shyness but also sustained him as an adult</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text. The response refers to Paulsen’s childhood, his move to <i>Hollywood to ... be sairrounded by writers</i> , and his desire to <i>become an author</i> .
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on the power of books to have a <i>great impact</i> on a person’s life and to <i>excite</i> the mind. The response exhibits a rudimentary structure, including an opening paragraph, one body paragraph of loosely related ideas, and a conclusion.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Paulsen’s life was transformed by books</i> ), although the response occasionally relies on language from the text ( <i>sustained him as an adult</i> ) and the multiple-choice questions ( <i>excite and educate</i> and <i>relaxing and stimulating</i> ). The response occasionally makes effective use of sentence structure ( <i>From the time he read his first book to the time he started writing his own books, they have had a great impact on his life</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting frequent errors in punctuation ( <i>someones life, authors life, from a young age to old books always have</i> ) and occasional errors in paragraphing 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.	

Books <sup>are</sup> a wonderful tool. They give you knowledge and information about things you wouldn't know about. A book will give you ~~them~~ the chance to ~~relax~~ relax and stimulate your mind.

The reason why books are so useful is because they give you a chance to escape reality and become something you want. A book is a great tool for new information and knowledge. After you read any book I guarantee you will have learned something new. Also, when you're reading you become one of the characters. When a character gets hurt you feel it when they're happy you feel it. ~~The author~~ The author has a job to make you feel like one of the characters and if he doesn't then the book or the author is no good. A book is a good way to escape reality. For example the boy would go into his basement to a dark place behind the ferns with some jelly and crackers and hardly enough light and would read for ~~hours~~ hours going page after page to make sure he wouldn't forget about anything.

~~Do you~~ Have you ever ~~say~~ thought there's only one thing that's gonna make you who you are. For this boy it was that book. If this boy never wanted it then he wouldn't be where he is today. He took the risk of trying to be a writer and ~~so~~ started as an apprentice and look at him now he's writing his own books today. ~~and then~~ and that boy is ~~now~~ now Gary Paulsen.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, stating that <i>books are a wonderful tool</i> that can <i>relax and simulate your mind</i>. The response makes superficial connections between information and ideas in the text and the assigned task (<i>The reason why Books are so useful is because they give you a chance to escape reality and become something your not</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the text. The response includes only brief descriptions of Paulsen reading <i>for hours going page after page</i> as a boy, then <i>trying to be a writer and started as an apprentice</i> as an adult.
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on the power of books to <i>give you Knowledge and Information</i> . The response exhibits a rudimentary structure, but includes irrelevancies ( <i>The author has a Job ... the author is No good</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>No</i> for ‘know’ and <i>your</i> for ‘you’re’), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence length for effect, but with uneven success ( <i>He took the risk of trying to be a writer ... and that Boy is now Gary Paulsen</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>grantie, dosn’t, Basment, fernness</i> ), punctuation ( <i>When a character get’s hurt you feel it when there happy you feel it and For example the Boy</i> ), and capitalization ( <i>New Information, Something New, this Boy</i> ) that hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

The power of ~~books~~ <sup>by Gary Paulsen</sup> it ~~is~~, it was said "has the power to save or change your life". Books can save you many different ways. If you have already written books and you have a block in your ~~thats~~, read other books until it comes to you. If you haven't written a book before and in the ~~first~~ <sup>first</sup> one book is all it takes to ~~change you~~ <sup>save you</sup>. Gary Paulsen was affected by books, his first time in school he was scared to enter the class room. The teacher could have made him go into the room but she didn't she brought him a book. ~~Then~~ Gary didn't know how long he was sitting with her but he does ~~know~~ know that after he was able to enter the class room.

Gary Paulsen attributes all the good things that happened to him to books. He also attributes ~~his writing~~ <sup>the start of his</sup> writing career to books. Gary said once "that he was sitting at a satellite tracking station when he realized that he wanted to write. He handed in the security badge and left to live in Hollywood, he left everything his wife and ~~date~~ <sup>date</sup>. Gary new writing was all he wanted to do and he followed that dream.

Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating that <i>books can save you many different ways</i> . The response makes few connections between information and ideas in the text and the assigned task ( <i>Gary Paulsen was affected by books, his first time in school and Gary new writing was all he wanted to do</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>he was scared to enter the class room and He handed in the security bage and left to live in Hollywood</i> ).
<b>Organization</b>	Suggests a focus on <i>the power of books</i> in Gary Paulsen's life but lacks organization. The response consists of two paragraphs of loosely related ideas with no conclusion.
<b>Language Use</b>	Relies on basic vocabulary ( <i>The teacher could have made him go into the room but she didn't</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>If you have already written books ... read other book until it comes to you</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>thouts, atributs, happend, wrighting, dater</i> ) and punctuation ( <i>books, his first; didn't she; "he was; Hollywood, he</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization and conventions.	

The power of books, to some people, may or can be very enriching. For example me. To the people who find reading very enriching usually have free time (a lot of it) on their hands or they work with books, in a school, in a library, or they have some in their business offices or at home.

If anyone has read any of Gary Paulsen's books you could probably tell that he was a poor reader and it took him a while to become an awesome reader and then follow his dream of becoming an author. When Gary was a young boy books were everything to him especially after his dog Cookie pulled him from the bottom of the lake after falling through the ice. Books also saved his dull life and childhood.

Also when Gary was 7-10 years old he lived on the Philippine Islands and had a private military tutor. So as you can see, even famous authors start out as poor readers.

## Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the text ( <i>books were everything to him especially after his dog Cookie pulled him from ... the ice</i> ). The response alludes to the text but makes unwarranted connections to the assigned task ( <i>So as you can see, even famous authors start out as poor readers</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are irrelevant ( <i>To the people who find reading very enriching usually have free time ... at home</i> ) and unjustified ( <i>Also, when Gary was 7–10 years old ... had a private Military tutor</i> ).
<b>Organization</b>	Suggests a focus on reading. The response also suggests an organization with paragraphing, but the ideas within the paragraphs are loosely connected.
<b>Language Use</b>	Relies on basic vocabulary that is occasionally imprecise for the audience ( <i>a lot of it and have some</i> ). The response exhibits some attempt to vary sentence length for effect but with uneven success ( <i>If anyone has read any of Gary Paulsen’s books ... and it took him ... and then follow ... an author</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting frequent errors in comma use ( <i>example me; books, in; books you; reader and; boy books; him especially</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	



Gary Paulsen is a writer that did not think he could be one.

Gary Paulsen is a smart guy because he did not get no education until he was 10. The books give Gary Paulsen power because when he went to school this teacher read him a book and he fell in love with books. When he first started to read it was hard for him he was in the basement and he would hide and he would read but his first time he had to go back to remember what went on and it would take him like a month to finish.

When Gary Paulsen had people help him read and what was going on in the books.

Gary Paulsen was a security ~~guard~~ guard and quit so he could write books because he just thought writing books was better. The librarian give him books and he realized he wanted to be a book writer. Gary Paulsen went to a college course to help him and some guys said if he did not write every night they would not help him anymore.

Therefore now Gary Paulsen is a writer now and has been for 30 years now.

## Anchor Level 2 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the text ( <i>Gary Paulsen ... did not get no education until he was 10 and Gary Paulsen went to a college course to help him</i> ). The response alludes to the text but makes unwarranted connections to the assigned task ( <i>Gary Paulsen was a security grad and quit so he could write books because he just thought writing books was better</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague ( <i>When Gary Paulsen had people help him read and what was going on in the books</i> ) and unjustified ( <i>Gary Paulsen is a writer that did not think he could be one and The libarber give him books and he realized he wanted to be a book writer</i> ).
<b>Organization</b>	Suggests a focus on the power books hold for Gary Paulsen. The response suggests an organization with paragraphing, but the ideas within paragraphs are not clearly connected.
<b>Language Use</b>	Relies on basic vocabulary that is occasionally imprecise ( <i>like a month and some guys side</i> ), with little awareness of audience. The response reveals little awareness of how to use sentences to achieve an effect ( <i>When he first started to read ... and he would hide and he would read but his first time ... and it would take him like a month to finish</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>grad, writting, libarber, fer</i> ) and comma use ( <i>read it, basement and, Therefore now</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Books have many powers like rescuing, education, or excitement. Books let off many powers to many different people every book has a different power that it lets off in people. Book help people learn in every way not just one way alot of ways because every book is different. Books have many powers to help people when they are in need in many many ways just like in this passage when the power of books is used for rescuing.

In this passage Gary Paulsen uses the power of books for rescue. Because when he fell into the ice cold water he had read a book about that before it happened to him. He actually saved himself with the information that he got from that book and used it to save himself. He studied that book cause it actually worked and he did not die and he did a good job. He moved to Hollywood to escape his dull child hood and start a writing career or should I say to follow his dream in becoming a writer.

Books have many powers all you need to do is read it and you'll get them powers.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the text ( <i>Because when he fell into the Ice cold water he had read a book about that before it happened to him</i> ). The response alludes to the text but makes unwarranted connections to the assigned task ( <i>every Book has a different power that it lets off in people</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague and unjustified ( <i>He Actually saved himself with the Information that he got from that book and used it to save him self</i> and <i>He moved to Hollywood to escape his dull child hood</i> ).
<b>Organization</b>	Suggests a focus on how books are used to rescue people and suggests some organization with separate paragraphs for the introduction, body, and conclusion. In paragraph 2, the response abruptly shifts from how Paulsen used a book to save himself to his move to Hollywood.
<b>Language Use</b>	Uses language that is imprecise for the audience or purpose ( <i>let off many powers, not just one way alot of ways, get them Powers</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>He studied that book cause it Actually worked and he did not die and he did a good job</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>exitment, Pulsin, carrer</i> ) and frequent errors in punctuation ( <i>many many ways, Passage Gary, carrer or, say to, youll</i> ) and capitalization ( <i>Book, Passage, Ice, Actually, Information</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

The power of BOOKS is overwhelming, they can take you into a whole different world and rescue you from yours.

When I was young I read all the time. it would help me pass time, and rescue me from my boring social life. Now that I am a little older I don't just look ~~at~~ <sup>at</sup> books for a way to pass time but I read them for the adventure, the fun, and the ~~wonderful feeling I get~~ <sup>mixed feelings I get when</sup> I am at the climax of the Book. BOOKS make my feelings shine through, they make me feel wonderful about myself.

The power of BOOKS is stimulating, wonderful and stupendous. I recommend to everyone pick up a book and read it, you will be amazed at the way it makes you feel.

Anchor Level 1 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides no evidence of textual understanding beyond a reference to the prompt. The response consists of personal reactions.
<b>Development</b>	Is minimal, offering primarily a personal response to the text.
<b>Organization</b>	Establishes, but fails to maintain, a focus on <i>the Power of Books</i> . The response exhibits a rudimentary structure made up of an introduction, a body paragraph, and a conclusion.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>You will be amazed at the way it makes you feel</i> ). The response occasionally makes effective use of sentence structure ( <i>Now that I am a little older ... at the climax of the Book</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>overwelming, diffrent, recomend</i> ), punctuation ( <i>young I; time, and; older I</i> ), and capitalization ( <i>time. it, Book; Pick</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Although the response best fits the criteria for Levels 1, 3, and 4, it remains at Level 1 because the response makes no reference to the text.	

Anchor Paper – Part A—Level 1 – B

Reading books gives you power it helps Books  
helps you figure out what you want to do in  
life. The books also show you what other  
peoples lives are like and teach you a lesson.

Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding beyond a reference to the power of books.
<b>Development</b>	Is minimal. The response mentions some ideas from the text ( <i>Books helps you figure out what you want to do</i> and <i>The books also show you what other peoples lives are like</i> ) but fails to develop any of them.
<b>Organization</b>	Is too brief to demonstrate 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.	

Many people underestimate the power books hold when you hold them in your hands. Some view them as just pages with words. Others see those words form into sentences, then paragraphs, then chapters, chapters that will hold you until the very end. ~~of~~ ~~the books~~ For Gary Paulsen books were much more than <sup>just</sup> words on pages.

Gary grew up ~~in~~ under miserable circumstances. Because his father was in the military, he ~~attended~~ ~~had~~ a military tutor until he was ~~at~~ ten years old. At this age he began attending public schools and described himself as "painfully shy." His teacher was the first person to introduce him to books. He said he had become "lost in the book so deeply, everything else went away."

When Gary was ~~at~~ thirteen his life wasn't any better. He would hustle drunks for some extra change and sell newspapers... all to buy new clothes just to feel popular. A librarian introduced him, again, to the ~~the~~ wonderful world of books. Books helped him escape from his harsh life of drunk, screaming parents and bullies. They made him "look forward instead of backward." Not only reading them, but ~~at~~ writing them as well. He <sup>later</sup> quit his job as an engineer for a satellite tracking company, left his family and money, and went to Hollywood. Gary became an apprentice ~~to~~ to two male editors. Here he learned the meaning of hardwork and the difficulty of

Part A — Practice Paper — A

writing. But he also felt the glory and pride that comes with that hard work.

Hopefully, to you, books are more than just words on pages. They should yield within them, the power to move you, rescue you, or even change you. You should not only read them, but become lost ~~and~~ ~~in~~ ~~them~~ in them. ~~Enjoy~~ Enjoy the book fair everyone. ~~Enjoy~~

It's pleasure to come the local library's book fair and take you guys about the important of book and how books ~~books~~ saved my life. the books are important in life it can get you place to place that you never been before. So, I advised guy's to read book and stay in school you can get a better education and follow you're dream to become nothing you want in life like Doctor, Firefighter, police and other things in life that you can pursue you're dream and goals in life.

Books have saved my life through out my childhood. It was hard for me growing up in life not know how to read and write because I come from a long way in life I was ~~was~~ born as phillipines I come to america ~~at~~ <sup>at</sup> the age of 10 years old my father ~~and~~ Mother both worked my dad job was big it stuff about military.

Like I said books are the main reason in why I stand in front of you guys at local library's book fair, ~~I~~ have been asked to give a speech about the power of books. It is honor ladies and Gentleman and kids of all age to out speak out on the power of books. Book are very important in life because it teaches you moral and important of life in how to live you life in a well ~~more~~ <sup>as</sup> mature Adult that we hope you guys could live. We go to school or libraries make guy's want to learn new things about life so as well ~~as~~ keep ~~on~~ reading and writing we learn things new ~~everyday~~ everyday. The Book teaches base and values of life and how to carry on in life because as you keep reading and writing <sup>it</sup> could take you next level in life and reading and writing has it way to complete your life. When writing and reading we wouldn't have problems in life. there famous sayings that the "Our kids is our feature." So as a parent it our job to teaches



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Part A — Practice Paper — B

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the kids our important and values about books and what  
power it holds for our kids in the future. As child ~~was~~<sup>could</sup> never  
read or write so it important enough to read books to  
kids so they can get a better view in world next for child as he  
grows up in life. Read or Writing Books once again change my life  
from ~~being~~ become soldier for a while into electronics  
engineer so as you can see read and write could get you place in  
life. As ~~the~~<sup>you grow</sup> up in life you could be nothing, you want  
in life.

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## Part A — Practice Paper — C

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Everybody has something that motivates them to work hard and keep moving forward in life. For some it might be a hobby or a sport, for others it could be something else. Books can be very powerful in this way. Although their message varies, all books, even picture books, have the power to change the path of your life. Whether it is simply providing an escape from your hectic life, or teaching you a lifelong lesson, books can change your life if you simply take the time to read them, in his speech author Gary Paulsen discusses ~~about~~ his life and accounts for how reading changed it.

Gary Paulsen grew up in the Phillipine Islands where he lived from the age of 7 until he was 10. ~~There~~ He did not attend public school, and instead he was taught by a tutor. When he was 10 years old he moved to the United States with his family. His mother enrolled him in public school, where he got his first exposure to reading as a means of escaping from your world. Growing up he lived in a "crummy apartment" where he was constantly faced with his drunk parents fighting and at school he faced bullies. Reading allowed him to live in a fantasy world.

Paulsen's first exposure to the power of books came on his first day at his new school. His mother dropped off her shy and terrified son at school. He hid in the closet, where he was joined by his teacher with a book. Instead of forcing him to come out,

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Part A — Practice Paper – C

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she read to him. Everything else fell away and he was able to join his peers in the classroom. This was the first realization that books could provide an escape from the world. His next realization came when he was 13 and selling newspapers. To escape the cold he goes into the library, where the librarian gives him a library card and a book. He takes the book home and although he is a poor reader, he hides in his basement every night reading. He says, ~~the librarian~~ "she showed me places where it didn't hurt all the time." Again, Paulsen is able to escape to a fantasy world, but this motivates him to keep on reading.

Not only did reading provide a haven for Paulsen, so did writing. When he got older he gave up his life to become a writer. His writing became everything to him, ~~and~~ He became a proof reader for a magazine and was exposed to people who forced him to write every night for critique the next day. Again, books provided Paulsen with an escape, but this time he was writing them.

Books have the power to alter your thinking. One minute you could be extremely angry and once you start reading you could find a sense of peace. Books allow people to escape from reality and slip into a fantasy world where they will find serenity. Books have the power to change your innermost emotions.

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Books have a lot of power. They can change people's lives like Gary Paulsen. He had a very poor childhood. His dad was in the army.

During his childhood his mom and dad were both alcoholics and mean to him. His first day of school he was afraid of the other children. So he went and hid in the closet. The teacher found him in the closet. So she went and sat next to him and read him a book. Then she asked him to come out and take his seat so he did.

When Gary was thirteen he sold newspapers for some extra money. So he would wait outside of the bars so he could hustle the drunk men for some extra money. He could buy new clothes so his class mates would think that he was cooler.

After he graduated he started to work for a guy's magazine as a proofreader. While he was working their two people said they would help him write better. So every night he would have to write a paragraph or a short story. If he

did not they weren't going to help him anymore.  
After that he started to write his own books,

The meaning of this story is that  
books can change peoples lives. Just by the  
teacher reading that book it changed his life.

A book can make you get thru hard times.

Gary Paulsen is not only a great author, but a person who has gone through many obstacles in his life. He came out of his bad experiences appreciating books for things that most do not notice. For that reason, Gary Paulsen demonstrates the power that books can have.

Paulsen explains in his speech that, "books are the reason he survived his childhood." He had to deal with daily bullies and dramatic events at home by his arguing parents; his own escape was reading books. He tried to escape the evils of school children by getting a job as a newspaper boy and earning some money to purchase clothes that he thought would improve his conditions of being humiliated at school.

His first teacher and librarian helped him to acknowledge how books can help. He was very afraid when he first attended school, but soon found out that there were people to show others the light. His first teacher got him a picture book to put him at ease, and it did. His librarian introduced him to reading more, and really changed his life by doing this.

Gary Paulsen went on to accomplish great things in life. He was an engineer, but later realized that was not what he really

wanted to do. He decided that he wanted to write his own works of literature and got an apprenticeship that was not top of the trade, but did the job.

Although Gary Paulsen experienced several instances of demeaning acts, he learned that life can be totally flipped over with a little reading. He said that books changed his life, that they were the reason he survived his childhood. From Paulsen, we are able to learn the power that books can have.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 2**

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

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 3**

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

**Practice Paper E–Score Level 4**

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



**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>-reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task</p>	<p>-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task</p>	<p>-are minimal or no evidence of development</p>
<p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</b></p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the documents</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the documents</p>	<p>-develop ideas briefly, using some details from the documents</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p><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 predominantly incoherent, inappropriate, or copied directly from the text</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 with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

- If the student 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.

Volcanoes, large mountainous structures which periodically extrude lava, continue to be the focus of many scientists and geologists. They have concluded that there are many volcanoes threatening the inhabitants of large metropolises, yet few of these inhabitants are educated about the threat of these deadly mountains. In order to save the lives of those near volcanoes, scientists have developed visual guides ~~as well as~~ <sup>sophisticated</sup> and ~~new~~ scientific equipment to detect eruptions and inform those in danger of the impending catastrophe. One such person who is informing the public is S. Blakeslee, from whose study this essay is based.

Few realize the jeopardy the world's 1,500 active volcanoes can put them in. Of the 1,500, some 50 to 60 volcanoes are in some state of eruption. These eruptions can threaten those living in regions of Japan, Columbia, the United States and Mexico. Those in Columbia are especially aware of the threat volcanoes possess; in 1985, 26,000 people died from an eruption the people had thought was harmless. Five hundred million people live near an active volcano, yet it is unknown whether they know what to do in case of an eruption.

Because of eruptions such as the one in Columbia, the United Nations has declared the 1990's the "International Decade of Natural Hazard Reduction." Scientists from the International Association of

Volcanology and Chemistry of the Earth's Interior have begun their own program to educate those in the "danger zone" using audio and visual guides; one such guide aired in the Philippines and is believed to have saved 50,000 lives. Scientists have begun to study 15 volcanoes around the world which, by understanding them better, will give volcanologists the knowledge they need to estimate eruptions and promptly inform the public. Scientists and geologists have developed new techniques to study and inform people of eruptions.

While the forecasting of volcanic eruptions used to be minimal, new technological discoveries have now made it more reliable. The seismometer can be used to detect faint vibrations in the ground, indicating an eruption may be imminent. Tilt meters are sensors placed closer to the lava dome of the volcano; they measure the level of magma, which indicates whether or not the magma is swelling. Revealing changes in the size of cracks on the volcano, ground crack meters are essential in forecasting eruptions. High levels of carbon dioxide can lead scientists to believe an eruption will occur.

Satellites have also become key in predicting eruptions, as they are able to monitor ground displacement and thus pinpoint future activity. Dr. Stanley N. Williams has developed ~~the~~ a graphic which displays the several ways scientists have used technology to

forecast future volcanic eruptions.

Science continues to be on the forefront of predicting volcanic eruptions. Such predictions have proven to save thousands of lives. Because there have been over 1.5 million eruptions in the last 400 years, now is a crucial time in educating the public on the dangers of volcanoes. An example of technology and education coming together is shown as only five people died in an eruption in Papua New Guinea, an eruption that destroyed 75 percent of homes. This combination is key in saving countless lives in the wake of an eruption.

**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>to save the lives of those near volcanoes, scientists have developed visual guides and sophisticated scientific equipment to detect eruptions and inform those in danger of the impending catastrophe</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>Few realize the jeopardy the world’s 1,500 active volcanoes can put them in and Revealing changes in the size of cracks on the volcano, ground crack meters are essential in forecasting eruptions</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 to discuss the danger of volcanic eruptions and the efforts to lessen them (<i>Of the 1,500, some 50 to 60 volcanoes are in some state of eruption; Because of eruptions such as the one in Columbia; The seisometer can be used to detect faint vibrations; Tilt meters ... measure the level of magma; An example of technology and education coming together is shown</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the life-saving work of volcanologists. The response exhibits a logical and coherent structure, moving from the general threat of volcanic danger (<i>it is unknown ... what to do in case of an eruption</i>) to the ways this threat is being met (<i>new techniques to study and inform people of eruptions</i>), concluding with a positive prognosis for the future. Skillful use of appropriate devices and transitions is evident (<i>by understanding them better, While the forecasting ... used to be ... have now, Science continues to be on the forefront</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>large mountainous structures which periodically extrude lava, estimate ... and promptly inform, in the wake of an eruption</i>), with a notable sense of voice and awareness of audience and purpose (<i>This combination is key in saving countless lives</i>). The response varies structure and length of sentences to enhance meaning (<i>Those in Columbia ... the people had thought was harmless</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Volcanoes are a formidable and unpredictable natural danger. The lack of public knowledge and the belief in volcano myths over facts are major reasons a volcano is so threatening. A volcano's unpredictability is another weapon in its arsenal of destruction and simultaneously creates skepticism about volcano warning systems. However, volcanologists are beginning to gain ground in the field of volcano safety, thanks to educational programs and advances in technology.

Recent success stories, such as Mt. Pinatubo, in the Philippines and Rabaul in Papua, New Guinea, have increased the volcano warning system's credibility.

Dramatic educational films have been made by scientists from the International Association of Volcanology and Chemistry of the Earth's Interior. The video is geared toward educating officials in charge of evacuation and natural disaster precautions. It is hoped that the "horrifying accuracy" with which the video depicts the destruction a volcano <sup>can</sup> cause will validate the <sup>evacuation</sup> response and make the public respect and fear the power of a volcanic eruption.

Another goal of the video is to dispell volcano myths; for example, that you can outrun a lava flow and then be

safe from danger. This is not true; the major cause of death from volcanic eruption is the "glowing clouds of super-hot gas and ash particles that sweep ~~across~~ across the countryside at 60 mph..." These gas clouds are incredibly destructive, able to knock down walls and and kill thousands of people in a matter of minutes.

Scientists have also increased the intensity of their research using new technology which can help them better understand and predict a volcano's activities. Sensors, called seismometers, are buried in the ground on a volcano's slope. They detect movement which could be deep magma movement leading up to an eruption. Although in its infancy, satellite surveillance seems to be the future of volcanic prediction. It can monitor ground movement with extreme accuracy and speed. However promising, the technology is restricted by its high cost.

The public is gaining faith in volcanic prediction. Recent doses of disaster at Mt. Pinatubo in the Philippines and Rabaul in Papua New Guinea saved many lives. In the case of Mt Pinatubo, 50,000 people evacuated and were saved.

Volcanologists are working hard to better understand volcanoes and for the public to better understand them as well. New educational programs, educating municipal leaders and new, more accurate technologies are being used to protect the public.

Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the documents by noting the progress of the scientific community (<i>volcanologists are beginning to gain ground in the field of volcano safety and Although in its “infancy,” satellite surveillance seems to be the future of volcanic prediction</i>). The response makes insightful connections between information and ideas in the documents and the assigned task, successfully distilling information (<i>Volcanoes are a formidable and unpredictable natural danger and However promising, the technology is restricted by its high cost</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 to emphasize volcanologists’ contributions (<i>Recent success stories ... have increased the volcano warning system’s credibility, Another goal of the video is to dispell volcano myths, Scientists have also increased the intensity of their research</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the efforts of volcanologists to lessen the danger of volcanoes. The response exhibits a logical and coherent structure, discussing the inherent dangers of volcanoes and the efforts being made to lessen those dangers (<i>new technology to better ... predict a volcano’s activities</i>). Skillful devices and transitions are used (<i>A volcano’s unpredictability is another; This is not true; Recent dodges of disaster</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>another weapon in its arsenal and the video ... will validate the evacuation response</i>), with a notable sense of voice and awareness of audience and purpose (<i>The public is gaining faith in volcanic prediction</i>). The response varies length of sentences to enhance meaning (<i>Sensors, called seismometers are buried in the ground on a volcano’s slope</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>formidable and dispell</i>) and punctuation (<i>myths; for example and movement which</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	



Volcanologists are very worried about the drastic effects that erupted volcanoes have on people's lives. There are 583 volcanoes that have exploded within the last 400 years out of a total of 1,500 volcanoes worldwide. Each eruption leaves horrible destruction and death in its path. One volcano in Colombia killed over 26,000 people in one night from an eruption. While volcano eruptions can't be stopped, the deaths of so many people from them can be prevented. Recently, volcanologists have been working hard to save lives through education.

Volcanologists believe that they can save thousands of lives by educating people on how to look for clues of an eminent eruption and what to do if one occurs. If they succeed, they will save thousands of lives and greatly lessen the dangers of volcanic eruptions. One form of education that they are using is through an informational video. ~~With hopes that people will listen to~~

Since people don't listen to warnings about volcanoes, believing them to be pointless and inaccurate, scientists hope that a gruesomely graphic video shown to city and evacuation officials in possible volcano affected areas will be able to change that. Another method they have instituted is to hold workshops at 15 volcanoes near large population areas that have been studied extensively. The third way is to educate people on how they can help to predict an eruption, since volcanologists can't keep an eye on every single volcano in the world. People are taught to scan the sky for clues, looking for hints of carbon dioxide or ~~an~~ unusual changes in their natural surroundings. Scientists feel that education and communication are essential in reducing risk from volcanic hazards. This method appears to be working very well, for though there was great property destruction, 50,000

people's lives were saved in the Philippines by Mount Pinatubo after they voluntarily evacuated having watched the educational video. Another volcano ~~is~~ at Rabaul in Papua New Guinea had even destroyed 75 percent of homes in the city, but only killed 5 people because the city had been educated in evacuation procedures.

An important part of saving people's lives once they know what to do in an evacuation situation is to tell them when they have to evacuate. In order to better predict volcanic eruptions, scientists have developed many new technological tools. They watch for movements and ground displacements via satellite and the Global Positioning System. Measuring tools such as the seismometer, which picks up the vibrations of deep movements of magma, or the tilt meter, which determines if accumulating magma is beginning to swell in a volcano's upper reaches, are all used to help predict volcanic eruptions. Even ~~measuring~~<sup>testing</sup> the air for high levels of carbon dioxide, an indicating hint of volcanic plume, can be used to help predict them. These forecasts of eruptions are essential to lessening the damage that they cause because the sooner people know of the danger they may be in, the faster they can escape and save their lives.

Volcanologists understand the importance of better predicting volcanic eruptions and informing the people of what they can do to protect and save themselves. It is for this reason that they have put so much effort into their predicting tools and education of the people who are at risk of being hurt by a

volcanic eruption These actions will greatly lessen the dangers of volcanic eruptions.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, stating that volcanologists <i>have put so much effort into their predicting tools and education of the people ... at risk of ... a volcanic eruption</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>Recently, volcanologists have been working hard to save lives through education</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss how volcanologists are educating people who are near active volcanoes ( <i>Since people don't listen to warnings ... scientists hope that a gruesomely graphic video ... will be able to change that</i> ) and predicting volcanic eruptions ( <i>scientists have developed many new technological tools</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on what volcanologists are doing to lessen the dangers of volcanic eruptions. The response exhibits a logical sequence of ideas, first explaining the potential result of reducing the danger of volcanoes, then presenting the way in which volcanologists can address the problem ( <i>informational video and workshops</i> ). The conclusion reiterates the need to predict <i>volcanic eruptions</i> and inform <i>the people ... to protect and save themselves</i> . Appropriate transitions are used ( <i>One form of education, Another method, Another volcano</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>Each eruption leaves horrible destruction and death in its path</i> ), with evident awareness of audience and purpose ( <i>Volcanologists are very worried about the drastic effects that erupted volcanoes have on people's lives</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>If they succeed, they will save thousands of lives and greatly lessen the dangers of volcanic eruptions</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>eminent, occurs, satellite</i> ) and punctuation ( <i>lives once and situation is</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

The men and women that study volcanoes, otherwise known as volcanologists, are coming up with new ways to lessen the dangers of volcanic eruptions. With increasing technology, volcanologists have many new resources that they are able to use to research the volcanoes and to help educate the public to help save lives.

There are about 1,500 active volcanoes on our planet. Out of these, 583 have recently erupted, thus they are more dangerous than the rest. Since the number of people living just under these volcanoes has increased in the past few decades, volcanologists were forced to do something to prevent/lessen all the possible dangers that were about to arise. As stated in passage 1, civil-disaster officials "are not always listened to." This was the case in the 1985 Colombia eruption. Volcanologists needed new ways to predict these eruptions earlier and make people listen, this could have saved many of the 26,000 that were killed.

The first attempt at lessening the dangers of volcanic eruptions came in video form. This video was shown

to public officials that were in charge of evacuating towns near active volcanoes. It contained horrifying footage of what volcanoes can do to you, trying to promote the fastest evacuation possible. The second attempt was made by scientists. They intensely studied the "top 15" most active "decade" volcanoes. Workshops were held at these specific volcanoes at which the scientists helped to educate disaster relief officials on procedures of volcanic eruptions. The third and so far, final attempt made by volcanologists, was to try and make better predictions of the eruptions. This was done using the more advanced technology.

There are about five new technological ways to forecast volcanoes according to the graphic. Now that satellites are invented we can do surveillance or use a GPS (global positioning system), this is used to monitor ground displacements. Tilt meters and seismology are also used. These indicate deep movements of magma and if the accumulating magma is swelling into the upper reaches of the volcano. One of the

newest ways to predict eruptions is by using a crack measurement. These are sensors, placed on the slopes of the volcanoes, that reveal changes in the size of cracks and gullies on a volcano's flanks. The obvious sky scan can also be used. Simple things like checking carbon dioxide levels and looking for other unusual readings can also be helpful.

As displayed by the graphic and the passage, volcanologists have made many advancements in lessening the dangers of volcanic eruptions. Even though some may have failed, they are working together with public officials to reach their main goal of keeping our people and environment protected.

## Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a thorough understanding of the documents, stating that <i>with increasing technology, volcanologists have many new resources ... to help save lives</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>The men and women that study volcanoes ... are coming up with new ways to lessen the dangers of volcanic eruptions</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss the efforts of volcanologists (<i>The first attempt came ... in video form, They intensely studied the “top 15” most active “decade” volcanoes, make better predictions</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on what volcanologists are doing to lessen the danger of volcanic eruptions. The response exhibits a logical sequence of ideas by first establishing the problem (<i>583 have recently erupted, thus they are more dangerous than the rest</i>), then describing the ways in which volcanologists can educate the public (<i>make people listen and workshops ... to educate disaster relief officials</i>), followed by an explanation of new technological ways to forecast volcanoes. The response uses appropriate transitions (<i>Since, The second attempt, So far</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent, with evident awareness of audience and purpose (<i>Even though some may have failed, they are working together with public officials to reach their main goal of keeping our people and environment protected</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This was the case in the 1985 Columbia eruption</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Sattelites</i> and <i>volcanoe</i>) and punctuation (<i>erupted, thus; invented we; system, this</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>	

There are 1500 active ~~volcanos~~ volcanoes in the world today, and each ~~one~~ is a natural disaster waiting to happen. Active volcanoes have become an increasing danger due to the increasing number of people who live close to them. Volcanologists have been working on lessening the dangers of erupting volcanoes by educating people about the true dangers & threats ~~eruptions~~ eruptions propose.

The first step these scientists are taking is trying to be able to predict when a volcano will erupt. As shown in the graphic, there are several things being done to achieve this. Seismeters have been developed, a tool which is buried in the side of a volcano & is used to sense slight vibrations which may indicate the movement of magma inside the volcano. Another instrument which is explained in the diagram is a tilt meter. Tilt meters can detect if magma



accumulation is making the upper part of a volcano swell, suggesting a possible eruption.

Developing new tools to detect volcanic activity isn't the only thing volcanologists have been working on. They are also attempting to get people to comprehend the reality of an eruption. One idea they came up with and acted upon was making a video that depicts the reality of what a volcanic eruption has the potential to do. This video was made with such accurate detail that "...it is not recommended for children under 15." Volcanologists show this video to people who are in public authority & evacuation teams in hopes that they will get people to evacuate when a volcano may explode. Another thing they are doing to lessen the danger of erupting volcanoes is closely studying threatening volcanos located near large populations.

Between raising awareness of the danger of volcanic eruptions and new tools used to monitor volcanos, scientists have saved many lives which have otherwise possibly been taken by an eruption. Such as in the Philippines, where 50,000 people voluntarily evacuated after ~~watching~~ viewing a video about the danger of volcanic eruptions. "Educating the public saves lives." Because of being properly educated, only 5 people died when a volcano at Babau erupted; the citizens had been trained in evacuation procedures, and did not panic. Because of knowing the probable danger & how to react, they were able to save many lives from the eruption.

**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, asserting that <i>volcanologists have been working on lessening the dangers of ... volcanoes by educating people</i>. The response makes clear and explicit connections between information in the documents and the assigned task (<i>raising awareness of the danger of volcanic eruptions using new tools ... to monitor volcanos, scientists have saved many lives</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss volcanologists' attempts <i>to predict when a volcano will erupt and to get people to comprehend the reality of an eruption</i>. The idea that volcanologists are <i>studying threatening volcanos</i> is less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on what volcanologists are doing to lessen the dangers of volcanic eruptions. The response exhibits a logical sequence of ideas, moving from scientific devices that monitor volcanoes (<i>Seismeters and a tilt meter</i>), to educating people on <i>the reality of what a volcanic eruption has the potential to do</i>. The response uses appropriate devices and transitions (<i>The first step, Another instrument, They are also</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Developing new tools ... isn't the only thing volcanologists have been working on and One idea they came up with ... was making a video</i>), although use of the ampersand appears throughout. The response occasionally makes effective use of sentence structure and length (<i>Tilt meters can detect if magma accumulation is making the upper part of a volcano swell, suggesting a possible eruption</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>eruption. Such as and procedures, and</i>) and the use of vague pronoun references.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use.</p>	

A Volcano ~~is~~ <sup>is</sup> probably the deadliest natural disaster. It could kill millions without warning. People that live on and around volcanoes are ~~are~~ advised to evacuate, but most people ignore the warning. Nobody cannot stop volcanoes from erupting. Thankfully, however, volcanologists ~~is~~ have gotten together to create three ways to reduce the dangers of volcanic eruptions.

The first idea of the volcanologist is to create a video. Real simple, right? However, this video shows how volcanoes destroy property and what it does to people. In the text it says that children under 15 cannot watch it because it contains "... such horrifying accuracy." It should benefit though. In the text it says that approximately 500 million people live on the sides of volcanoes. Many of them are in major cities like Tokyo, Manila, Jakarta, ~~the~~ Mexico City, Quito etc. Really any city with at least a million people. If this video is shown ~~in~~ in these cities, ~~the~~ those 500 million lives could be out of risk. "It is being shown to mayors and other public officials in charge of getting people to evacuate when volcanoes threaten to explode."

scientists  
The second idea ~~the~~ came up with is to pick 15 volcanoes around the world. With the selected they are going to study intensely. These volcanoes have been named decade volcanoes. The way ~~that~~ that these were picked ~~is~~ is that these are the ones

near heavily populated areas and are extremely likely to erupt. From what it seems ~~the~~ the scientists are getting ready ~~for~~ for the eruptions. "Workshops have been held at most of them, bringing together scientists and ~~disaster~~ disaster relief officials from the local regions."

The last idea that scientists have come up with is to make an effort to predict more accurately ~~of~~ when eruptions will happen. They have created new scientific equipment. According ~~to~~ to the graph, the equipment they are going to be using ~~are~~ are ground check meters, tilt meters and seismometers. The graph says that "Crack measurements ~~are~~ sensors and surveying can reveal changes in the size of cracks and gullies on a volcano's flanks." Tilt meters are placed on the slopes of volcanoes. This indicates ~~ie~~ magma is beginning to swell the volcano's upper reaches. The last piece of equipment ~~are~~ are the seismometers. They are sensors buried in the ground and pick up vibrations of magma movement. The graphic "Forecasting a Volcanic Frenzy" says that surveillance satellites are also being set up to predict eruptions.

In conclusion, many initiatives are being taken to reduce the dangers of volcanic eruptions. Videos are being made to inform the hordes of volcanic eruptions. Volcanoes are being studied. Finally, equipment is being set up to better the effort in predicting the eruptions.

### Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, stating that <i>volcanologist have gotten together to create three ways to reduce the dangers of volcanic eruptions</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>If this video is shown ... lives could be out of risk, these are the ones ... likely to erupt, new scientific equipment</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to describe the difficulty of convincing the <i>approximately 500 million people who live on the sides of volcanoes</i> to evacuate and the purpose of studying the <i>decade volcanoes (the scientists are getting ready for the eruption)</i> . The paragraph discussing prediction equipment is basically a listing of the tools.
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>many initiatives ... being taken to reduce the dangers of volcanic eruption</i> . The response exhibits a logical sequence of ideas through the use of appropriate transitions between paragraphs ( <i>The first idea, The second, The last, In conclusion</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>People that live on and around volcanoes are advised to evacuate, but most people ignore the warning</i> ). The response occasionally makes effective use of sentence structure ( <i>It could kill millions without warning</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>heavey</i> ), grammar ( <i>nobody cannot, With the selected, of when eruptions</i> ), agreement ( <i>volcanoes ... it, equipment ... are, piece ... are</i> ), and shifts in verb tense 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 organization.	

Volcanic eruptions in the past decade, and still today, have been serious threats to various communities even whole countries. It is extremely fortunate that scientists have taken the responsibility upon themselves to help the situation. Scientists see that volcanoes can be catastrophic to human life, ~~and that the number of~~ seeing the number of intractable issues they bring up. The damage that has been done by volcanoes to both humans and property is evident, that is why volcanologists are making such a valiant effort in spreading safety warnings for volcanic eruptions. The efforts of the hard-working volcanologists may be taken for granted by some, but as more volcanoes begin to erupt, the number of people evacuating and being saved is steadily increasing.

Neglecting the hundreds of volcanoes found under oceans, there are 15,000 active volcanoes in the world that are unpredictable (in the sense of erupting). As the years go on, scientists see that volcanoes are as ~~the~~ much a threat today, as they were a decade ago. ~~Since~~ Since the ~~number~~ population has increased, it is obvious that people will have to begin to live in only areas they can find. These areas include land that is prone to volcanic eruption. "The number of people living on the sides of volcanoes and in the valleys below has skyrocketed." It has been said that many people who reside in eruption prone areas do not know any better. The best example that can be given is when scientists issued a warning

In 1985 about an eruption in Colombia. On November 13<sup>th</sup>, the ice cap on the volcano exploded above the town of Nevado del Ruiz. Instead of abiding to the warning that said go 100 yards, 26,000 people died. Seeing the volcanoes were becoming a serious threat scientists asked the United Nations for funding for a volcano awareness program, but they just did not have the money for it. ~~The~~ Scientists decided to take matters into their own hands. By coming up with these ideas they saved ~~many~~ millions of lives. First they made a video exposing all the damage done by volcanoes and sent it to various public officials. Second, scientists picked 15 volcanoes that were extremely threatening, and investigated them intensely. Lastly, they made an effort to make better predictions of when volcanoes will erupt with new and more advanced equipment. These 3 steps have helped save thousands. In 1994, a volcano at Rabaul destroyed 75 percent of homes, but only killed 5 people.

According to the graphic, a lot of money and time has been put in by volcanologists to place equipment on volcanoes. ~~This~~ equipment include seismometers, tilt meters, and ground crack meters. All of these tools are extremely costly, but beneficial to volcanic eruption awareness.

It is clear the scientists see the need for something to be done about volcanic eruptions. They have done just so, with a lot of hard -



Work and the put in, volcanologists have helped save more and more lives with every volcanic eruption. In their efforts they have made videos for public officials, investigated deadly volcanoes, and invested in costly equipment in forecasting volcanic eruption. They deserve a pat on the back, they are doing all they can to lessen the dangers of volcanic eruptions.

Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents, stating that <i>(The efforts of hard-working volcanologists may be taken for granted ... but ... the number of people evacuating ... is steadily increasing)</i> . The response makes implicit connections between information and ideas in the documents and the assigned task <i>(It is extremely fortunate that scientists have taken the responsibility upon themselves to help the situation)</i> .
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the reasons for volcanologists' efforts <i>(scientists see that volcanoes are as much a threat today, as they were a decade ago)</i> and actions <i>(By coming up with three ideas, they saved millions of lives)</i> . The paragraph discussing equipment volcanologists use to forecast eruptions is only briefly developed.
<b>Organization</b>	Maintains a clear and appropriate focus on the dangers of volcanoes and the need to reduce them. The response exhibits a logical sequence of ideas, first establishing a justification for lessening the dangers of volcanic eruptions <i>(Volcanic eruptions ... have been serious threats)</i> , followed by a description of the efforts <i>(These 3 steps have helped save thousands)</i> , and concluding with a summary, but is weakened by vague transitions <i>(Neglecting the hundreds of volcanoes, Instead of abiding to the warning, They have done just so)</i> .
<b>Language Use</b>	Uses appropriate language <i>(they made a video exposing all the damage ... and sent it to various public officials)</i> that is at times inaccurate <i>(can be cantankerous to human life and has been put in)</i> , with some awareness of audience and purpose <i>(It is clear the scientists see the need for something to be done)</i> . The response occasionally makes effective use of sentence structure and length <i>(All of these tools ... costly, but beneficial to volcanic eruption awareness)</i> .
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling <i>(volcanoe)</i> and punctuation <i>(evident that is why; destroyed 75 percent of homes, but only killed 5 people; back, they are)</i> that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

“With the world population growing, ‘people are moving into marginal lands that are more prone to disasters — volcanoes, floods, earthquakes and hurricanes.’” A volcanic eruption should not automatically spell “death” for those that live within the vicinity. Volcanologists are working to lessen the dangers of volcanic eruptions by informing people of the dangers and making better predictions.

From the text, there have been a number of examples of bad communication and the high price of lives paid because of it. People are often victimized by volcanoes because they ignore warnings. In the case of the people who lived in the town of Novado del Ruiz, they ignored warnings because they felt that the volcano was far away. This caused 26,000 people to perish all because they did not heed the warning, and could have easily walked 100 yards to a hill to be safe. Also stated in the text, people have a misconception about the dangers of a volcanic eruption; they think that they can outrun a flow or just walk away from danger but unfortunately that is false. The flows actually evaporate the flesh and fry the lungs of everyone in their path.

Thankfully, volcanologists are not standing idly by and allowing for such things to occur. They got together and came up with three effective ideas which they have set into motion. They made an actual bluntly true-to-life video that depicts what a volcanic eruption can do to people and property. This video is then shown to public officials in charge of evacuation procedures so that people will know what volcanoes really do rather than just what they see in the movies. Then they picked volcanoes around the world to be studied intensely in order to make better predictions. In the graphic there are a number of ways that a volcano can be monitored such as through the use of seismometers which monitor the motion of magma, and crack measurement which allows for the size of cracks and gullies on a volcano's flanks to be studied for changes. Surveillance by satellite is also promising, and there are many other ways of monitoring

Anchor Paper – Part B—Level 4 – C

volcanoes - the people in the towns that are informed can report any signs they see as well being that monitoring is expensive and not all volcanoes are monitored.

The volcanic eruptions ~~at~~ <sup>at</sup> Mt. Pinatubo and Rabaul proved the successes of communication and science working hand in hand.

Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents by explaining how volcanologists are <i>informing people of the dangers and making better predictions</i> . The response makes implicit connections between information and ideas in the documents and the assigned task ( <i>They got together and came up with three effective ideas which they have set into motion</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents to discuss the things that volcanologists are doing to fight the dangers of volcanic eruptions ( <i>made an actual ... video, picked volcanoes around the world to be studied intensely, use ... seismometers ... and crack measurement, Surveillance by satellite</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on what volcanologists are doing to <i>lessen the dangers of volcanic eruptions</i> . The response exhibits a logical sequence of ideas, first establishing the results of volcanic eruptions when warnings are ignored ( <i>the high price of lives paid</i> ) followed by <i>three effective ideas</i> scientists are using to save lives from volcanic eruptions.
<b>Language Use</b>	Relies on appropriate vocabulary that is sometimes copied from the text, with some awareness of audience and purpose ( <i>A volcanic eruption should not ... spell "death" for those ... within the vicinity</i> ). The response occasionally makes effective use of sentence structure or length ( <i>Thankfully, volcanologists are not standing idly by and allowing for such things to occur</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>warning, and; but unfortunately that; volcanoes the people</i> ), agreement ( <i>a volcanic eruptions and flows ... in their path</i> ), and shifts in verb tense that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

Volcanologists can only do so much to help people get away from volcanoes. They try to do their best, but, people also have to listen to these important people. With over 1,500 volcanoes that could erupt at any given time, Volcanologists are ready to give instructions of what to do.

Of the 1,500 volcanoes, 583 have erupted within the past 400 years, which are very dangerous. The two main volcano types mentioned are ones that "gently extrude lava like red hot toothpaste" and "heaves molten rock many miles into the atmosphere". It is not just the lava that is the most dangerous, it is the noxious gas and ash particles. Because people have moved closer to the volcanoes more worries of human deaths have risen. When a volcano was threatening ~~to~~ to erupt in Colombia, scientist issued a warning, but no one listened to the warning causing 26,000 ~~pe~~ lives in one night. After so many natural disasters in one decade, the United Nations declared the 1990's as the "International Decade of Hazard Reduction", no funding for the program ~~made~~ made the program exist in name only.

Scientists had got together and came up with 3 ideas. They made a video

that shows what happens. The video ended up being so graphic that it was not recommended for kids under 15 years. The video has been shown to mayors and other public officials. Scientists picked 15 volcanoes to study intensely. These "decade volcanoes" are situated around large population areas and could erupt at any time. The last idea was to make better predictions of eruptions.

Although scientists warn people, people must know that scientists do make mistakes and that when a warning is issued people must listen to them.

Anchor Level 3 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that volcanologists <i>try to do their best</i> . The response makes superficial connections between information and ideas in the document and the assigned task ( <i>The two main volcano types mentioned and They made a video that shows what happens</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>It is not just the lava that is the most dangerous and The video has been shown to mayors and other public officials</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on <i>volcanologists</i> and their attempts to <i>help people get away from volcanoes</i> . The response exhibits a logical sequence of ideas, first discussing the threat caused by volcanoes and then the <i>3 ideas</i> scientists had to combat this threat. The scarcity of transitions and the one-sentence conclusion affect internal consistency.
<b>Language Use</b>	Relies on basic vocabulary ( <i>Scientists had got together, The video ended up, for kids</i> ) and on language taken from the text, with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Although scientists warn people, people must know ... and ... must listen to them</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>volcanoe and exist</i> ), punctuation ( <i>volcanoes more; warning causing, Reduction, no;</i> ), and usage ( <i>of</i> for "on" and <i>of</i> for "about") that do not hinder comprehension.
<b>Conclusion:</b> Although the response fits criteria for Levels 3 and 4, it remains at Level 3 because the response addresses only one document.	

Volcanologists have a harder job than you think. They have to observe, research, monitor, and then decide if the volcano is active and dangerous. If the volcanologists concur a volcano is active they have to take certain measures to find out how dangerous it really is. If the volcano is almost ready to erupt, they have to try to convince people to evacuate their home and leave everything behind. People are so stubborn that at least 500 million people live dangerously close to volcanoes in the world. In the U.S. there are about a million. If the scientists send out an evacuation warning most people don't think it's going to affect them when really it eventually will. If the volcanologists send out a warning and the eruption does not happen more and more people start to wonder if the scientists are really able to predict an eruption or just guessing. But the people don't realize the high-tech tools the volcanologists have. Some examples are Surveillance by Satellites which is really effective and accurate but expensive, Global Positioning Systems (GPS) another very effective tool, Seismometers, tilt meters, ground crack meters which are all located on majority dangerous volcanoes to read it accurately. In conclusion if people would open their eyes and see the dangers and how to avoid them the world would be better off and safer.

**Anchor Level 3 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents (<i>If the volcanologists concure a valcanoe is active they have to take certian measurs and Some examples are Surveillance by Satellites ... Gobal Positioning Systems</i>). The response makes few connections to the task.</p>
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>they have to try to convince people to evacuate and the high-tech tools the volcanologists have</i> ).
<b>Organization</b>	Establishes an appropriate focus on the role of volcanologists who must <i>observe, research, monator, and the decide if the volcanoe is active and dangerous</i> but shifts focus in the conclusion. The response exhibits a rudimentary structure, explaining how volcanologists must first predict volcanic eruptions and then convince people to evacuate hazardous areas, but ideas are only loosely connected. The response contains irrelevancies ( <i>In the U.S. there are about a million</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Volcanologists have a harder job than you think</i> ). The response occasionally makes effective use of sentence structure or length ( <i>If the volcanoe is almost ... everything behind</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>concure, certian, stuberned, relize, acculatly</i> ) and occasional errors in punctuation ( <i>warning most, are Surveillance, expensive Gobal</i> ), paragraphing, and omission of word endings ( <i>the decide, the have, their home, a evacuation</i> ) that hinder comprehension.
<p><b>Conclusion:</b> Overall the response best fits the criteria for Level 3, although it is somewhat stronger in language use.</p>	

People today live in place where they are in danger. Living around Volcanoes can be very dangerous. But some ~~know~~ <sup>know</sup> the consequences, but some don't. Today Volcanologists are doing ~~in~~ several things to lessen the dangers of volcanic eruptions. Volcanologists are using many methods to show people how dangerous a volcanic eruption can be.

Initially, Volcanologists have made a video that depicts what volcanoes can do to people and property's. In making this video they show ~~the~~ an example of when volcano is erupted. But this ~~video~~ video can only show to ~~map~~ kids that is and over, and to mapers and public officials that are in charge of getting people to evacuate when ~~the~~ volcano's threaten explode.

Another thing that scientists have done to lessen the dangers of an volcanic eruption. They have picked 15 volcanoes around the world to study intensely. These 15 volcanoes that they have chosen are near large population centers and could erupt at any time. They ~~have~~ also ~~been~~ has been an effort to make better predictions of when volcanoes will erupt, by using new scientific instruments and insights!

Maps had been made ~~and~~ to show examples of an volcanic eruption. But in maps



people can out run from an volcanic eruption. But the truth is that you can't out run from a volcanic eruption. That's today scientist want people to know ~~that~~ how dangerous a volcanic eruption can be. How many deaths it can cause. Scientists wanting the number of ~~of~~ of deaths to decrease everytime there is a volcanic eruption. These are the ways that scientist are lessing the danger of a volcanic eruption.

Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating that <i>scientist want people to know how dangerous a volcanic eruption can be</i> . The response makes few connections between information and ideas in the text and the assigned task ( <i>Volcanologists have made a video that depicts what volcanoes can do</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>video can only show to ... mayors and public officials ... getting people to evacuate</i> and <i>These 15 Volcanoes ... are near large population centers</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>methods to show people how dangerous a volcanic eruption can be</i> . The response exhibits a logical sequence of ideas, proceeding from the focus on lessening the <i>dangers of volcanic eruptions</i> to a discussion of the use of videos to save lives and the intense <i>study</i> of 15 active volcanoes. Internal consistency is weakened by a confused discussion of the scientist's video ( <i>people can out run from an volcanic eruption</i> ) in the conclusion.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience and purpose ( <i>These are the ways that scientist are lessing the danger of a volcanic eruption</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>How many deaths it can cause</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>indanger, property's, eruption</i> ), punctuation ( <i>Video they</i> and <i>thats</i> ), and grammar ( <i>in place, scientist have, an volcanic</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.	

Anchor Paper – Part B—Level 2 – A

Volcanologists are doing many things to help lower the dangers that are caused by volcanic eruptions. For example Dr. Tom Casadevall has been trying to set up a called "International Decade of Natural Hazard Reduction", another volcanologists who is trying to do the same thing is Dr. Chris Newhall. The International Decade of Natural Harzards have been trying to help lower the risks of deaths because of volcanic eruptions. There are many highly populated areas that are dangerously close to volcanoes.

Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text, suggesting that volcanologists have <i>been trying to set up</i> the "International Decade of Natural Hazard Reduction." The response alludes to the text but makes unclear connections to the text ( <i>The International Decade ... have been trying to help lower the risks of deaths because of volcanic eruptions</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>There are many highly populated areas that are dangerously close to volcanoes</i> ). There is no reference to the graphic.
<b>Organization</b>	Suggests a focus on attempts being made to reduce <i>the dangers ... caused by volcanic eruptions</i> . The response lacks organization, consisting of one paragraph of loosely related ideas.
<b>Language Use</b>	Relies on basic vocabulary ( <i>trying to do the same thing</i> ), with some awareness of purpose. The response exhibits some attempt to vary sentence structure for effect ( <i>Volcanologists are doing many things ... by volcanic eruptions</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>dangerously</i> ), punctuation ( <i>For example Dr. and Reduction", another vocanologists, The International ... Harzards</i> ), and grammar ( <i>a called and The International Decade of Natural Harzards have</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Volcanoes are part of the world's most dangerous natural disasters. They are so dangerous because they can be so unpredictable. Volcanic eruptions are unpreparable.

Volcanic eruptions are one of the worst hazards because you can't stop them or prepare for the worst. The reason why you can't prepare is the lava is so hot it burnt whatever it comes in contact with. The way a volcano starts is there is a chamber of magma at the bottom and when the volcano erupts and goes up through a crack and eventually through the dome of the volcano.

Scientists put a seismometer on the volcano to judge the activeness of the chamber. After the volcano explodes a million bits of ashes goes in the air and covers the ground.

Volcanoes are one of the most deadliest natural disasters in the world. Volcanoes can kill over thousands and cities in seconds. Volcanoes have destroyed cities and made history.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the documents ( <i>Volcanic eruptions are one of the worst hazards because you can't stop them or prepare for the worst</i> ). The response alludes to the documents but makes unclear connections to the assigned task ( <i>Volcanoes have destroyed cities and made history</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the documents are vague ( <i>the lava is so hot it burnt whatever it comes in contact with</i> and <i>After the volcano explodes a million bits of ashes goes in the air and covers the ground</i> ).
<b>Organization</b>	Suggests a focus on volcanoes as dangerous natural disasters but lacks organization by explaining the danger of volcanic eruptions in three paragraphs of loosely related ideas ( <i>part of the worlds most dangerous, one of the worst hazards, Volcanoes can kill over thousands</i> ).
<b>Language Use</b>	Uses language that is imprecise ( <i>unpreparable, their</i> for “there,” and <i>goes up through mini crack, Volcanoes are one of the most deadliness</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>The reason why you cant prepare is the lava ... so hot it burnt ... comes in contact with</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>worlds, bottom and, explodes a million</i> ) and grammar ( <i>it burnt ... comes, Scientist put, bits of ashes goes</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities, although it is somewhat stronger in language use and conventions.	

In this century there are Thousands of volcano's ready to erupt. There are Scientist that study volcanos and they are called Volcanologists and they are trying to lessen the dangers of volcano erupting. They are Doing that because there are a lot of people that moved or moving like right Next ot volcanos. When the mostly move in danger areas they really don't know that they are living dangerously Close to volcano. When the Volcanologists send out warniss people think it is raining and the volcano was far away so the people didn't worry. 26,000 people died that Night on November 13. Scientist were horriffied the people. Di'Dn't Care or listen to them so the end result we lost 26,000 people and the United Nations Declare the 1900's International Decade of Natural Hazard Reduction.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>When the volcanologists send out warnigs people think it is raining</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>They are Doing that because there are a lot of people that moved ... Next ot volcanos</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>When the mostly move in danger areas they really don't know that they are living dangerously Close to a volcano</i> ). The response makes no reference to the graphic.
<b>Organization</b>	Suggests a focus on volcanologists' efforts ( <i>and they are trying to lessen the dangers of volcano eruptions</i> ). The response lacks organization, consisting of one paragraph of loosely related ideas.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience or purpose ( <i>so the end result we lost 26,000 people and the United Nations ... Hazard Reduction</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>They are Doing that because there are alot of people that moved or moving like right Next ot volcanos</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>ot</i> for "to," <i>warnigs</i> , <i>horriffied</i> ), punctuation ( <i>volcano's</i> , <i>away so</i> , <i>to them so</i> ), random capitalization ( <i>Thousands</i> , <i>Doing</i> , <i>Night</i> ), and agreement ( <i>There are scientist</i> , <i>Scientist were</i> , <i>United Nations Declare</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

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Anchor Paper – Part B—Level 1 – A

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Volcanologists do many things during the studies of volcanoes. They try to predict the time of eruption. They also try to stop the magma from rising.

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding. The response alludes to the work of scientists ( <i>They try to predict the time of eruption</i> ), but makes unclear connections between the documents and the assigned task.
<b>Development</b>	Is minimal.
<b>Organization</b>	Suggests a focus on what volcanologists are doing to lessen the dangers of volcanic eruptions, but is too brief to exhibit 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.	

im telling a lot on it. Like im telling how it works look out for it and a whole bunch of stuff, the world volcanos ha Charatetic of upredicability, the ~~re~~ reason is the don't know there Coming and people get Suprised and stuff, another thing Some people inore the vulcanos alot die and stuff like that.

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding. The response makes no connections between information in the documents and the assigned task ( <i>im telling alot on it. Like im telling how it works ... and a whole bunch of stuff</i> ).
<b>Development</b>	Is minimal. The response consists of information taken from a multiple-choice question ( <i>the world volcanos ha Charatetic of upredicability</i> ).
<b>Organization</b>	Suggests a focus on volcanoes but is too brief to exhibit organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> The response best fits the criteria for Level 1 in all qualities.	

There's a lot of scientist in the world. Scientist study all kinds of things. One of the studies scientist study are volcanoes. There are about 1500 active volcanoes in the world but there's about hundreds of more under the ocean and can erupt any time. About 1,500,583 have exploded in about 400 years. That's can be really dangerous for people around the world. For example 13,000 foot in volcano whose magma have swept through the places where cities are situated. Scientist try to prevent people from dying by issuing a warning one time in 1985 scientist issue a warning and a ice cap exploded above the town Nando del Ruiz.



Large populations of people live by volcanoes. Scientists say it is very dangerous to live by one because you never know when they would go off. Scientists are trying to improve this by monitoring volcanoes. It will help save the lives of millions.

Scientists have taken action in warning people to stay away from volcanoes because of how dangerous it is. They made a video that depicts what volcanoes can do to people's properties and people. The resulting video is so horrifying that children under fifteen are not allowed to see the footage. It is very blunt and shows dead bodies. Some volcanoes can erupt quickly. Some flows can knock down stone walls ten feet thick and could kill thousands of people in less than two minutes.

Some people get the idea that it is very dangerous. In 1991, they made a new video where Mount Pinatubo was threatened to erupt. After it was shown on

television, 50,000 people evacuated voluntarily. After the volcano erupted, only five people died. That is a surprising amount in response to thousands dying.

Scientists use different means of technology to monitor the eruption of volcanoes. They use what is called a seismometer which measures the movement of the volcano. They also have satellites which is a very costly system of monitoring

Throughout history, volcanoes ~~have~~ have had an impact on both contemporary issues and human beings, such as their live styles and risk factors that include living local towards a volcanic area.

During thousands of years even presently today ~~for~~ humans have lived near ~~towards~~ volcanoes. Volcanoes have several risk factors that includes while being close to them, such as their unpredictable cases of eruption. Not only have people lived towards eruption, but also their population in the cities around them has also increased.

Volcanoes here in the United States people of Seattle and Tacoma; they live in the shadow of Mount Rainier, a "13,000 foot" volcano which has erupted in the past and killed millions of people.

Even though volcanoes have several dangers involved within living close towards their area, but researcher or (volcanologist) are trying many ways and tactics to decrease the number levels of victims of volcanic activities.

Volcanologist have tried certain methods such as making videos of what volcanoes can do to people or property. These videos have been shown to both the public and

these authorities - Not only have they used images but they have also used graphic satellite that monitors volcanic activities during the day.

Volcanologists have also tried methods such as instruments and educating the people more about volcanoes.

In conclusion because of such public education of volcanoes given out by volcanologists it saves lives of many people such as at the

eruption of "Rabaul" in Papua New Guinea". As a result properties

were destroyed, but because of the awareness of volcanoes and its capabilities lives were saved.

There are over 1500 active volcanoes in the world today, and there is less than one third of the population of the world that knows the true danger behind volcanoes. People know if they choose to live near the site of an active volcano, but they do not realize the danger that the volcano poses upon them. Over the years, there have been increasing efforts to help educate those who live near volcanoes and save lives. Two major efforts developed in order to educate people on the dangers of volcanoes was the creation of the International Decade of Natural Hazard Reduction, set up by the United Nations, and the development of new technology to predict hazardous volcanic eruptions.

The International Decade of Natural Hazard Reduction was set up by the United Nations in order to alert people of threatening dangers by active volcanoes. This organization was only developed after 26,000 people died as a result of a volcano exploding during the night. The people of the town were warned by scientists monitoring the volcano, but all the people disregarded the warning because it did not seem reasonable. The organization to prevent these types of disasters from happening again was developed, but due to lack of funding, the organization fell apart and the International Association of Volcanology and Chemistry of the Earth's Interior took matters into their own hands. Led by Dr. Newhall,

The association developed a three step process in order to alert those needed about the dangers of volcanoes. First, the organization developed a series of horrifying tapes to show public officials in towns threatened by volcanoes to increase the efforts to evacuate individuals. Second, the organization picked 15 of the most deadly volcanoes around the world that posed the most threat if they erupted and monitored them intensely. Finally, new technology began to be developed to alert those threatened by volcanic eruptions.

In recent years, new technology has been developed in order to alert people living in the proximity of an active volcano. These new devices are set up on the surface, or just beneath, of the volcano to predict eruptions. Three new devices developed in order to monitor active volcanoes are tilt meters, seismometers, and ground crack meters. Tilt meters are sensors similar to a carpenter's level situated on the slope of the volcano to tell if accumulating magma is beginning to swell in the upper region of the volcano. Unlike the tilt meters, the seismometer is buried beneath the ground to detect faint vibrations which indicate deep movement in magma. Similarly to seismometers, ground crack meters are beneath the surface of the volcano and reveal changes in the size of cracks and gullies on a volcano's flank. This technology has already been developed

and is working in effect today, while new technology develops for the future. Scientists are working diligently to perfect surveillance of volcanoes by satellite. Although still in stages of infancy, surveillance by satellite has come a long way since it's first stages of development. The use of Global Positioning Systems, has recently allowed scientists to be able to monitor all different stages of active volcanoes from a set location. In the future, more technology will most likely develop in order to save the lives of those living near an active volcano.

In conclusion, although active volcanoes are extremely dangerous, the lives of those living around them are easily saved if the right steps are taken to warn them. Scientists can only do so much for the people living around volcanoes, the people living there need to meet them halfway by being familiar with evacuation plans. The lives of people living around volcanoes can be normal as long as the right steps are taken.

Volcanoes are extremely unpredictable, and having about 1500 active on earth can be very dangerous. Out of that 1500, 583 have exploded in the past 400 years. Volcanologists are scientists that study ~~volcanoes~~ volcanoes. The world's population is on a continuous increase and people are settling in areas that are potentially high risks for volcano destruction. Dr. Grant Heiken, a volcanologist at the Los Alamos National Laboratory is concerned with the lives of these threatened people. Actions have taken place to better inform these people and have shown to be effective.

Many people refuse to listen to warnings issued about volcanoes. They tend to ignore the warnings that could save their life. Scientists have taken action by making a video that depicts what volcanoes can do to people and property. This strongly accurate film clearly made a point about dangerous volcanoes. This film was shown to mayors and public officials in hopes to encourage people to evacuate if a volcano threatens to explode. These scientists chose to study 15 of the volcanoes in the world that were near large populations. In the areas of these volcanoes, workshops have been held bring together those that could help make a difference. With newer technology scientists are also able to better predict volcanoes.

The chart of 'Forecasting a Volcanic Frenzy' shows how instruments can be used to better predict volcanoes. Seismometers are placed on



the slopes of volcanoes to pick up possible vibrations. Other instruments such as tilt meters and sensors for crack measurements monitor volcanoes.

Although people will always question authority, if they are properly educated about the risks of volcanoes it could save their life. Scientists hope that their efforts will continue to be effective. If people know the dangers of volcanoes and consider that a warning taken seriously is always better, and always better to be safe rather than sorry,

**Practice Paper A–Score Level 2**

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

**Practice Paper B–Score Level 4**

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

**Practice Paper C–Score Level 3**

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

**Practice Paper D–Score Level 5**

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

**Practice Paper E–Score Level 4**

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

## **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.

