SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Tuesday, January 27, 2009 — 1:15 to 4:15 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) 1
(2) 4	(8) 4
(3) 2	(9) 3
(4) 1	(10) 3
(5) 4	(11) 2
(6) 3	(12) 1
	(13) 4
	(14) 2
	(15) 3
	(16) 4

Rating of Essays

(1) Follow your school's procedures for training for rating. This process should include:
Introduction to the task—
- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

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

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper for Session One.

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

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

- **If the student 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 food choices adults make are generally affected by several factors. Taste, smell and experience are the main determiners of the nutritional patterns that people follow on a daily basis. What we eat revolves around how our brains react to any given food. Appropriately, taste is a major factor in how we prepare and consume our food.

There are five basic tastes throughout the world: sweet, sour, bitter, salty and umami, or savory. Generally, in most cultures, sweet food is preferred over bitter. A sweet taste is introduced right from a human's birth, from the sweetness of mother's milk. This association between sweetness and the goodness of food is still preferred. On the other hand, bitterness in food has been associated with food that has "gone bad" and is unsafe or toxic. "Safe" foods that happen to taste bitter can be "sweetened" naturally if they are prepared with ingredients like salts, garlic, seasoning and spices. Taste is not the only sense which tells a person what is delicious, though.

Through smell, the flavor of food is enhanced much more. A meal's aroma signals the brain to prepare the taste buds for a thrilling ride. How often do our mouths water when we walk past a chocolate shop? A food can seem dull if its smell somehow does not reach the brain. For example, if a person plugs his nose before eating a steak, his brain will recognize "meat", but there will not be the burst of "flavor" that the smell provides.

Remember the first time you associated your birthday with cake? Because of that good experience, you probably love cake

with frosting. Experiences like that one cause us to divide what we eat into two categories: what we like and what we don't like. The use of foods as a childhood reward can influence the choices that adults make. This is how innocent vegetables become "bad" in our minds. The way our parents told us what, when and how to eat certain foods changed our food outlook. The way that dietitian Cynthia Sass gently shared her vegetarian food preferences with her husband caused him to gradually and willingly stop eating fried junk food and soda and lose weight. It is very possible that her loving approach saved her husband's life.

Taste, smell and emotional experiences with food all determine what we choose to eat. However, any bad dietary choices may be turned around through steady change and encouragement. Biology and environment work together in a complex way to influence our diets.

Anchor Level 6 – A

Quality	Commentary **The response:**
Meaning	Reveals an in-depth analysis of the text, asserting that *what we eat revolves around how our brains react to any given food*. The response makes insightful connections between information and ideas in the text and the assigned task (*A meal's aroma signals the brain* and *innocent vegetables become "bad" in our minds*).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to develop a discussion about factors affecting food choices (*in most cultures, sweet food is preferred over bitter; salts, garlic; smell; experience; childhood reward*).
Organization	Maintains a clear and appropriate focus on *biology and environment* as *complex* influences on *our diets.* The response exhibits a logical and coherent structure, first presenting information on how *taste is a ... factor in how we prepare and consume our food,* moving to experiences that *cause us to divide what we eat into ... what we like and what we don't like,* and incorporating positive ways to influence food choices (*foods ... can be "sweetened" naturally*). Appropriate transitions are skillfully used (*On the other hand, bitterness ... has been associated with food that ... is unsafe* and *Remember the first time you associated your birthday with cake?*).
Language Use	Uses language that is fluent and original (*A sweet taste is introduced ... from the sweetness of mother's milk*), with evident awareness of audience and purpose (*How often do our mouths water*). The response varies structure and length of sentences to control rhythm and pacing (*Taste is not the only sense which tells a person what is delicious, though*).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development and language use.	

When you open the refrigerator and think about what you want for dinner, you are considering more factors than just what you feel like eating. Dietitian Cynthia Sass describes how people make food choices and all the contributing factors. Food choices do not depend on your mood, but rather on evolution and past experience.

Sass' husband, Jack, used to eat nothing but deep fried and battered meals, such as deep-fried tacos and pizza with pepperoni, sausage, and extra cheese, plus a Dr. Pepper to wash it down. While Jack was eating his diet, Cynthia was eating according to her vegetarian diet. She preferred whole grains, vegetables, fruits, and chocolate to anything Jack ate. When the two dined at a restaurant together, they would choose someplace where they both had something to enjoy. For example, Jack would order an enchilada, while Cynthia ate black bean soup and a salad. One day, Jack decided to try Cynthia's veggie soy burger, and he found it wasn't as bad as he thought. He then moved on to tofu and eventually ate more like Cynthia. Since changing his diet, Jack dropped three clothing sizes and is much healthier than before.

Because Jack's diet changed so drastically, Cynthia began to wonder how he had ~~eate~~ evolved so radically and successfully. She heard a lecture by Julie Menella, Ph.D called "Taste Preferences" and began to understand Jack's process. Menella states that taste preferences are a result of "biology and experience." There are five categories of tastes, including sweet, sour,

salty, bitter, and umami, the Japanese word for savory, which consists of meats and cheeses. This is where biology comes into play. It makes evolutionary sense that people prefer sweet food over bitter food because sweet food is associated with survival, such as a mother's milk, while bitter food is associated with toxins. Experience plays a part in food choices as well. Jennifer Orlett Fisher states that "nurture overtakes nature", meaning the way a person is raised plays a bigger role than biology. If a food is associated with a pleasant experience, such as birthday cake, people tend to desire it more, whereas some foods have negative connotations as a result from being bribed. For example, a parent might tell a child he can have a cookie if he finishes his green beans. Ultimately, this method backfires. While it may work temporarily, when the child is no longer a child, he will not choose to eat green beans.

Scientifically, there is a lot that goes on before you can actually taste something. Each person has thousands of taste buds in his mouth. Attached to these taste buds are receptors. When chemicals attach to these receptors, the receptors send a message to the brain, letting it know what it is eating. Smell is also involved with taste. If you plug your nose while eating a jelly bean, you can experience the basic taste, sweet, but you cannot actually taste the burst of flavor from the jelly bean. Genetics also play a role in tasting. Professor of Sciences at the University of Connecticut, Valerie B. Duffy, states that some people have more sensitive taste buds than others. The more sensitive ones are better able to detect bitter compounds. A way to test if a person has these taste buds is to take a slip of paper with a small amount of bitter compound on it. If

Anchor Paper – Part A—Level 6 – B

the person can taste it, they have sensitive buds. Education and social support can help change a person's diet as well, says David Himmelgreen, Professor of Anthropology. If people know the benefits of healthy food, they are more likely to change.

Food choices are a result of several contributing factors, including biology, experience, genetics, education, and social support. Most of these reasons explain how Jack's diet changed so successfully. Now, the next time you are trying to decide what to make for dinner, you will know the deeper reason behind why you would rather have birthday cake than liver and onions.

Anchor Level 6 – B

Quality	Commentary **The response:**
Meaning	Reveals an in-depth analysis of the text (*Food choices do not depend on your mood, but rather on evolution and past experience*). The response makes insightful connections between information and ideas in the text and the assigned task (Cynthia Sass *began to understand Jack's process* and *This is where biology comes into play*).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to explain Jack's drastic diet change (*Jack dropped three clothing sizes*) and the influence of biology and experience on food choices (*five categories of tastes, people prefer sweet food, the way a person is raised*).
Organization	Maintains a clear and appropriate focus on food choices that are the result of *several contributing factors* established in the introduction. The response exhibits a logical sequence of ideas, moving from Sass's personal experience (*While Jack was eating his diet, Cynthia was eating according to her vegetarian diet*) to the *deeper reason behind* food choices, through the use of appropriate devices and transitions (*If a food is associated, whereas some foods, Ultimately*).
Language Use	Uses language that is fluent and original (*Because Jack's diet changed so drastically, Cynthia began to wonder how he had evolved so radically and successfully*), with evident awareness of audience and purpose (*Now, the next time you are trying to decide ... you will know*). The response varies structure and length of sentences to control rhythm and pacing (*While it may work temporarily ... he will not choose to eat green beans*).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in organization and language use.	

Have you ever wondered why people make certain food choices? Or maybe why one type of food always seems to taste better than the others? It can actually be explained very simply. Due to a unique mixture of genetics and upbringing, certain food choices (and tastes) become an integral part of nutrition habits and dietary choices.

The appeal of a food starts in the food's taste (and chemical makeup). Across cultures, people are more fond of sweet tastes than bitter tastes. Cynthia Sass, a registered dietian, says that the attraction of sweet foods over bitter foods is merely evolution and proof of survival instincts. The natural inclination to recognize sweet foods as energy and life-sustaining food makes them more popular than bitter foods, known to be dangerous, and act as forewarnings of poison. These basic decisions are genetically passed down from generation to generation, just one basic effect that shapes our food choices.

Another way our food choices are affected is by our upbringing. From when we are born, the choices our parents make for our diet shapes our food choices for years to come. Also, how we are fed certain foods changes our ability to enjoy them. For example, when caregivers bribe a child to eat a certain food, a negative connotation is attached to that food, and the child is less likely to choose that food as a preference over others. This also goes for using foods as rewards. When a certain food is used to reward a child, a positive connotation is associated with the food, and children are more likely to eat it without complaint. As discussed by Julie Mennella, Ph.D, caregivers shape a child's diet by setting rules.

However, there is always room for change. While change can initially appear as hard, baby steps

Anchor Paper – Part A—Level 5 – A

can help ~~[illegible]~~ achieve the goal of healthy eating. Cynthia Sass helped her husband change his habit of unhealthy food choices, by simply surrounding him with good examples. Dr. David Hammelgreen, a professor of Nutritional Anthropology, says that people are more open to change when they see how easy it is. Small changes in your diet will soon produce healthier habits and create better food choices. Also by learning how to make foods taste better, healthier choices become easier and easier to make. Healthy choices are all about what you make of them so try making the change today.

Anchor Level 5 – A

Quality	Commentary **The response:**
Meaning	Conveys a thorough understanding of the text, stating that *genetics and upbringing* lead to *dietary choices*. The response makes clear and explicit connections between information and ideas in the text and the assigned task (*Also, how we are fed certain foods changes our ability to enjoy them*).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the biology behind our food selections (*These basic decisions are genetically passed down from generation to generation, just one basic effect that shapes our food choices*), the ways *our upbringing* affects eating (*For example, when caregivers bribe a child ... negative connotation is attached*), as well as ideas about *better food choices*.
Organization	Maintains a clear and appropriate focus on why we choose our foods and on *the goal of healthy eating*. The response exhibits a logical sequence of ideas, moving from the evolutionary and biological *attraction of sweet foods*, to environmental influences on food choices, to how *small changes* in diet produce *healthier habits*. The response uses appropriate devices and transitions (*Another way, This also, However*).
Language Use	Uses language that is fluent and original (*Cynthia Sass helped her husband change his habit of unhealthy food choices by simply surrounding him with good examples*), with evident awareness of audience and purpose (*Have you ever wondered why people make certain food choices?*). The response varies structure and length of sentences to control rhythm and pacing (*It can actually be explained very simply*).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

The ways in which people choose ~~to~~ the varied types of food they eat has been a topic of question for many dietitians, scientists, and nutritionists. Dietitian Cynthia Sass has researched this topic, and with the information ~~conducted~~ accumulated by other scientists, has made several new discoveries.

Sass initially started her research when her husband, Jack, who had been eating unhealthily for ~~thirty~~ Wer years, began to change his food preferences. She went to a nutrition conference ~~&~~ lecture about taste preferences, led by Judy Mintella, from the Monel chemical senses center, and learned that what people eat and enjoy is shaped by biology, as well as experience.

The idea that people have biologically based taste preferences has been apparent throughout history. The five distinct tastes include sweet, sour, salty, bitter, and umamy, also known as bitter. The biology in taste involves the chemicals released from various types of food ~~are~~ detected in the taste buds on the tounge. These taste buds are found in the small bumps called papilae. The chemicals attach to the papilea and the receptors in them send signals to the brain, registering taste preferences. Smell is also a significant factor to take into account when studying how people choose what to eat. Chemicals released from food travel up the nasal passage to the olfactory senses. This sends messages to the brain to enhance perceptions. Therefore, without a sense of smell, ~~the~~ ~~way~~ people would be unable to deter-mine taste of foods ~~would~~

Evolution has played a primary role in determing what tastes people prefer. Most human beings are more apt to enjoy sweet foods, which relate to providing energy for survival. Inaddition, most humans avoid bitter foods because it can be related to toxic and harmful substances. According to Valerie Duffy, professor of Allied Health Science at Ulster, One can determine the sensitivity to bitterness they possess through a simple experiment. A minimally concentrated bitter compound is placed on a piece of paper which is then put on the tongue. Whether the person senses the bitterness, depends on their individual sensitivity. ~~However~~ Even though most people avoid bitter foods due to their unattractive tastes, there can be nutritional value in them. ~~Accordingly~~ Duffy says that by pairing bitter foods with sweet ones, cooking them to bring out their natural sweetness, or adding a plethora of spices, people can do many things to temper bitterness.

Another aspect in determinning which foods people prefer is experience. The ways in which children are taught and given food will alter their taste preferences. According to Minella, as children develop from infancy to toddlers, nurture may overtake nature in respect to developing eating patterns. Adults teach children rules on ~~to~~ how to prepare foods, and when certain foods are eaten. These things may very well influence the rest of their lives. If children are associated with positive or negative food experiences,

their growing preferences will be related to these experiences. Pairing food with a positive situation may enhance one's preferences. Yet, pairing food with negative situations, like for example, eating certain foods only for a reward, may produce negative sensations. Dr. Jennifer Orlet Fisher says that contingency strategies may be effective in the short term; however, they may backfire in the long term. Either way, evidence does prove and support that experience influences how people choose certain foods.

Whether it is biologically or experience based, human taste preferences are greatly influenced by nature and nurture. David Himilegreen, the former president of the Council of Nutritional Anthropology, stated that once people discover the benefits of eating healthy, and learn doing so is easy to achieve, their motivation to change their habits is increased.

Anchor Level 5 – B

Quality	Commentary **The response:**
Meaning	Conveys a thorough understanding of the text, stating that *the ways in which people choose the varied types of food they eat* are *shaped by biology, as well as experience.* The response makes clear and explicit connections between information and ideas in the text and assigned task (*The ways in which children are taught and given food will alter their taste preferences*).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to discuss *biologically based taste preferences* (*receptors … send signals to the brain, registering taste preferences*) and *positive or negative food experiences* (*Pairing food with a positive situation may enhance one's preferences*).
Organization	Maintains a clear and appropriate focus on how *human taste preferences are greatly influenced by nature and nurture.* The response exhibits a logical sequence of ideas, moving from the biology of taste, including smell, as a factor in *studying how people choose what to eat,* to evolution's role in people's tastes, to the way in which *nurture may overtake nature* as a determiner of food choice. The response uses appropriate devices and transitions (*also, In addition, Yet*).
Language Use	Uses language that is fluent and original (*Sass initially started her research when her husband, Jack, who had been eating unhealthily for over thirty years, began to change his food preferences*), with evident awareness of audience and purpose (*Evolution has played a primary role in determining what tastes people prefer*). The response varies structure and length of sentences to control rhythm and pacing (*Dr. Jennifer Orlet Fisher says that contingency strategies may be effective in the short term; however, they may backfire in the long term*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*tange* and *pocess*) and grammar (*ways … has, foods … it, person … their*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in development and weaker in conventions.	

Across the world, food is a topic that every person can relate to. These people make choices every day on what types of foods to eat. No two sets of taste buds are exactly alike. It is a guarentee that every person will percieve the same food differently. Apart from a persons personal preference, the way the human body interprets different tastes is mandated by many different factors.

The choices people make about food are effected partially by genetics and the evolution of humans from our early ancestors. It has been discovered that, generally, people have a higher affinity for sweet tasting foods and a strong dislike for bitter tasting ones. This evolutionary trait can be accredited to our ancestors. Early humans associated sweet tasting foods with high amounts of energy. Mothers milk for example was rich in nutrients and imprinted the idea that sweet equals good. Bitterness however, was associated with a possible poisonous food, thus it became imprinted that sweet is "good" and bitter is "bad".

Along with our evolutionary traits, patterns of eating in early childhood can have a profound affect on eating habits later in life. For example, when food is associated with a fun or pleasant experience, that particular memory is given a chemical marker which evokes a sense of pleasure when even thinking about that particular food. An example of this mechanism is when a young child eats birthday cake at a birthday party. The child remembers having fun at the party and then remembers eating the cake. This, in turn, causes the child to enjoy birthday cake. On the other hand this same principal can force a child to have a negative connotation about a certain food. The commonly used idea of bribing a child to eat his/her vegetables with the thought of dessert in mind is an example of this. The

child will most likely associate that particular food with an unpleasant experience. It may have the desired effect in the short-run But in the long-run it will backfire and the individual will tend to shy away from that food. These choices that parents make for their children early in life can drastically effect a persons eating habits later in life.

Apart from our childhood decisions, our bodies very own hardwiring has the greatest effect on taste perception. Every person has a different amount of each type of receptors on the tongue. Each one of these receptors evokes a different sensation in the body which causes a good or bad feeling. Every food effects every person in a different way. That is why one person may love a particular type of food while another person despises it.

Many factors dictate a persons taste. whether it be evolutionary traits, childhood imprinting, or just the bodies hardwiring, every person tastes differently. No matter if they are related or not, all people have different tastes.

Anchor Level 5 – C

Quality	Commentary **The response:**
Meaning	Conveys a thorough understanding of the text, explaining that the *choices* people make *every day on what types of foods to eat* are impacted by many different factors. The response makes clear and explicit connections between information and ideas in the text and the assigned task (*Along with our evolutionary traits, patterns of eating in early childhood can have a profound affect on eating habits later in life*).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss people's *evolutionary* preference for *sweet tasting foods, pleasant* and *unpleasant* eating experiences, and humans' *hardwiring* as elements of food choice.
Organization	Maintains a clear and appropriate focus on the *many factors* that *dictate a persons taste* in food. The response exhibits a logical sequence of ideas, moving from genetics, to childhood environment, to human biology as the key factors. The response uses appropriate devices and transitions (*however, This in turn, Apart from … decisions*).
Language Use	Uses appropriate language, with some awareness of audience and purpose (*food is a topic that every person can relate to*), although it is sometimes awkward (*mandated by many different factors* and *acredited to our ancestors*). The response occasionally makes effective use of sentence structure and length (*It has been discovered that, generally, people have a higher affinity for sweet tasting foods and a strong dislike for bitter tasting ones*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*guarentee, percieve, acredited*) and punctuation (*persons … preference; Mothers milk for example; food, thus it*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

A child will open up his refrigerator and he will see two things to munch on, an apple and a left-over piece of cake from the previous night. In many cases the child will choose the cake as his snack over the more healthy apple. There are two main ways in which a person will make their food choices, one is based on taste and the other is based on eating habits.

The largest factor in deciding which foods someone will eat is based on the taste of the food. Most people chose unhealthy unhealthy foods because they taste good. Cynthia Sass' husband, Jack enjoyed eating pizza and deep friend tacos because he found them to be very delicious. As a result of his poor food choices and eating things that tasted well his clothing size was XXL. When he began trying the food that his wife, a dietician and a vegetarian, would eat he began to like it and eat it more and more. Cynthia says that tofu mixed with stir fry is now one of Jack's most common lunches. He has altered his food choices and they are now much more healthy and he has gone down 3 shirt sizes because of this change and because these foods taste good as well.

Another large factor in food choices that teenagers and adults makes are based eating habits developed as a child. When you are a child, your primary caregiver, usually one of your parents, teaches you eating habits. These children are told what time to eat and what is acceptable to eat at these times. Most children have a set time for their breakfast, lunch and dinner. Jack, Cynthia Sass' husband, had been eating these unhealthy pizzas and deep fried foods for 30 years and these "bad" habits were instilled in him since he was a young boy boy. Parents allow their children to eat unhealthy foods, so their

Anchor Paper – Part A—Level 4 – A

children won't stop that habit unless they make a conscience effort. Parents unknowingly associate foods with positive and negative things with their children. They are told if they want to watch TV after dinner they have to eat their peas. This does get the child to eat their peas, but in the long term aspect of things the child won't eat them when they become adults. ~~And~~ Some parents associate unhealthy foods with positive things. For example, children associate cake, an unhealthy dessert, with birthday's. So children will be more likely to consume birthday cake when they are older. Food choices in children, adolescence, and even adults are based on two ~~main~~ main factors, taste and habits that they developed long ago when they were children. Most people in the world prefer sweet foods and that affects ~~they're~~ their food choices. ~~So~~ So next time you ~~go~~ reach into the refrigerator ask yourself "Why did I choose this?"

Anchor Level 4 – A

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text (*There are two main ways in which a person will make their food choices, one is based on taste and the other is based on eating habits*). The response makes implicit connections between information and ideas in the text and the assigned task (*Cynthia Sass' husband … enjoyed eating pizza … because he found* it *to be very delicious* and *Most children have a set time for their breakfast, lunch and dinner*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe how *most people chose unhealthy foods because they taste good* and how *your primary caregiver … teaches you eating habits*. Biology's influence in food choice is not addressed.
Organization	Maintains a clear and appropriate focus on how *food choices … are based on two main factors, taste and habits.* The response exhibits a logical sequence of ideas, following the order established in the introduction, first presenting information on *the taste of the food* and then moving to information about how *eating habits* are *developed as a child*. The response lacks internal consistency in paragraph 3, shifting discussion from parental influences, to an unsupportable generalization about Jack's "*bad*" *habits*, and then returning to the previous discussion.
Language Use	Uses appropriate language, with some awareness of audience and purpose (*So next time you reach into the refrigerator ask yourself "Why did I choose this?"*). The response occasionally makes effective use of sentence structure and length (*For example, children associate cake, an unhealthy dessert, with birthdays*).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (*refrigerator and, eat he, dinner they, So next*), and agreement (a *person … their food choices* and *the child … their peas*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Nutrician is crucial to heathiness. The foods people choose to eat effect them physically and also determine the course of their life. In other words, people ~~that~~ who make the decision to eat healthy foods are almost guarenteed to live a longer and better life than those who don't.

Making the decision to eat foods that are healthy will only benefit a person in the long run. Dietician Cynthia Sass explains the significance of her husbands eating habits after going from eating junkfood for 30 years to eating sufficiently healthy foods. Her husband has dropped three sizes ever since his "eating evolution" began and he is only giving himself a better life.

How exactly do people learn how to make the right food choices? Staying away from junk food is definitely not easy. It's hard to turn down a piece of pizza loaded with pepperoni, sausage, and extra cheese. Being one of his favorite meals, along with deep fried tacos, Sass' husband was surely down the wrong path when it came to making food choices. "What people like to eat is shaped by both biology and experience." If something is loaded up with salt, butter, and is deep fried, it's going to be tough for people to stay away from it and make the choice to eat healthy foods.

It's been proven that people prefer sweet and dislike bitterness. So of course, people are

drawn to the junk foods, oils, and fats, because they are so sweet. But there are other ways to get this sweet flavor, without loading up on all the candy bars and sweets. Unpleasant food tastes can be modified by enhancing food's natural sweetness. For example, spinach can taste better if eaten with sweet red peppers and the taste of asparagus can be bettered with garlic and sea salt.

It's not difficult to find healthy foods that taste good. People just have to make the right decisions to eat healthy so that they can live the best life possible.

Anchor Level 4 – B

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text, stating that *the foods people choose to eat* can guarantee *a longer and better life*. The response makes implicit connections between information and ideas in the text and the assigned task (*It's been proven that people prefer sweet and dislike bitterness*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss the benefits of changing poor eating habits (*dropped three sizes* and *giving himself a better life*), the difficulties involved in making that change (*pizza ... with ... extra cheese* and *deep fried tacos*), and people's preference for *sweet flavor* (*spinach can taste better if eaten with sweet red peppers*). The role of *biology* is mentioned but not developed.
Organization	Maintains a clear and appropriate focus (*People just have to make the right decisions to eat healthy so that they can live the best life possible*). The response exhibits a logical sequence of ideas, first stating the problem (*Staying away from junk food*), followed by a discussion of causes and solutions. The response lacks internal consistency in paragraph 3 by introducing the topic of *people* learning *to make the right food choices*, but developing the opposite idea.
Language Use	Uses appropriate language, with some awareness of audience and purpose (*It's not difficult to find healthy foods that taste good*). The response occasionally makes effective use of sentence structure and length (*Making the decision to eat foods that are healthy will only benefit a person in the long run*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*Nutrician* and *guarenteed*) and punctuation (*began and, deep fried tacos, So of course*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

People eat the way they do due to both genetics and experience. This is fully explained in an article about diet tion by Cynthia Sass. In the article cynthia describes her husbands eating habits. She paints a picture of his eating habits when they first started dating and after they got married. Most importantly she dictates how his habits changed and why.

In the article Cynthia describes how in awe she was when she first met her husband. She describes there first date in which her husband, Jack finished off a huge slice of pizza and then some docter pepper to finish it off. From then on and until they got married all Jack ate was fried foods Cynthia is a vegitarian and when her and Jack got married she decided to try and change him a little bit at a time. She would tell him to try new things here and there, and as it turned out he liked these things. Eventually Jack held a very healthy, stable diet and is now three sizes less than what he was when Cynthia first met him. Now Cynthia wanted to find out how a person who used to have a very unhealthy diet now has a healthy diet. She found out that when any type of food hits tastes buds it sends a message to receptors in the brain. These receptors would have told Jack wheather or not he liked the food he was eating. Cynthia also found out that it could just be nurture taking over nature as a child, Jack may have always associated special occasion food as postive food and food used for bribery as negative food. Whether it be that

Anchor Paper – Part A—Level 4 – C

or genetics Cynthia sure is happy that Jack is eating healthy now.

people eat the way they do due to both genetics and experiences. Try something new and different for once, you might just like it.

Anchor Level 4 – C

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text, explaining that *people eat the way they do due to both genetics and experience*). The response makes implicit connections between information and ideas in the text and the assigned task (*she dictates how* Jack's *habits changed and why*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss Jack's change in eating habits (*Jack ... is now three sizes less than what he was when Cynthia first met him*). The discussion of *receptors in the brain* and *nurture taking over nature* is less developed.
Organization	Establishes, but fails to maintain, an appropriate focus on the way people eat. The response exhibits a rudimentary structure, beginning with an introduction of Cynthia Sass and her husband Jack, moving on to one body paragraph about his change, and ending with a brief conclusion. The speculation that Jack *may have always associated special occasion food as positive* is irrelevant.
Language Use	Uses appropriate language, with some awareness of audience and purpose (*Try something new and different for once, you might just like it*). The response occasionally makes effective use of sentence structure and length (*She paints a picture of his eating habits when they first started dating and after they get married*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*docter* and *vegitarian*) and punctuation (*husbands eating, married all, Eventually Jack*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

Around the world many people eat different foods. How we eat depends on factors such as upbringing and biology. There are many reasons why people eat the way they do.

Biology plays a key role in eating habbits. The taste buds in the human mouth sends messages up to the brain to either enjoy the taste of the food or reject it. Care takers also play a role in food choices. They teach was good to eat and also unknowenly create food associations ~~and preferences~~. They create positive food associations during a holiday or birthday. Whatever foods are offered on those days aren't always offered, making the food desirable. Caretakers create negative food associations when they offer a reward for eating all of an allready undesirable food. The last determiner of what a person eats is who they are with and themselves. If a person offers you some of they're food (healthy or not) they might be willing to try something new.

Whether a person eats healthy or not, they choose the foods they eat. Everyone has some sort of determiner to their diet.

Anchor Level 3 – A

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text, stating that *there are many reasons why people eat the way they do.* The response makes few and superficial connections between information and ideas in the text and the assigned task (*Everyone has some sort of determiner to their diet*).
Development	Develops ideas briefly, using some details from the text (*The taste buds ... sends messages ... to either enjoy the taste of food or reject it* and *Caretakers also play a role in food choices*).
Organization	Establishes, but fails to maintain, an appropriate focus on factors involved in making food choices. The response exhibits a rudimentary structure (introduction, body paragraph, and conclusion).
Language Use	Uses appropriate language, with some awareness of audience and purpose (*How we eat depends on ... biology*). The response occasionally makes effective use of sentence structure (*Caretakers create negative food associations when they offer a reward for eating ... undesirable food*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*unknowenly, arn't, wheather*) and agreement (*taste buds ...sends, a person ... they ... themselves, Everyone ... their*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

The way we make food choices on what to eat is mostly determined when we are todlers. Durring this early stage of life we encounter many different types of foods. If we like the food it creates a good memory of the food but if we do not like it creat sa bad memory of the food. Parent often reward kids to get them to eat foods that they do not like. This will get them to eat them foods in the short run but not in the long run it will not get the kids to eat those foods.

Some married couples ~~some~~ have problems finding resturates that have both healthy food and food that is bad for you. There are many cases of this where the husband eats unhelthy and the ~~husb~~ wife eats healthy. over time the wife trys to git her husband ~~to~~ to eat better which over time happens to some of the couples.

There are 5 distint tastes that we can taste and that is sweat, sour, salty, bitter, and o many (savory). People can alther the taste of healthy food by cooking it with ~~o~~ other heathy foods to bring out there natural flavor, People can also alter taste by adding spices.

If you use some of these tips you ~~people~~ will have a hether diet.

Anchor Level 3 – B

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text (*The way we make food choices on what to eat is mostly determined when we are todlers*). The response makes few connections between information and ideas in the text and the assigned task (*Parent often reward kids to get them to eat foods that they do not like* and *There are 5 distint tastes that we can taste*).
Development	Develops ideas briefly, using some details from the text (*in the long run it will not get the kids to eat those foods; over time the wife trys to git her husband to eat better; sweat, sour, salty*).
Organization	Establishes, but fails to maintain, an appropriate focus on eating habits. The response exhibits a rudimentary structure, presenting four distinct paragraphs (*this eraly stage of life, Some married couples have problems finding resturates,* and *5 distint tastes*), but is inconsistent, offering no connection between them.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (*This will get them to eat them foods in the short run but not in the long run it will not get the kids to eat those foods*).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (*Durring, creats, resturates, unhelthy, distint*) and punctuation (*life we, food but, run it*) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

According to an account by Cynthia Suss, people's taste receptors and their genetics establish what they enjoy and dislike to eat. Some people have a better sense of taste and others lack with a blind sense of taste. This just means that some people recognizes different flavors to be more bitter than others. There are 5 general tastes, sweet, sour, salty, bitter, and savory. Every person has a different perception of flavor. ~~[illegible]~~ people often prefer to eat what they associate with fun. For example birthday ~~[illegible]~~ cake is often fives a favorite whereas vegetables are not. As People grow up they learn their eating habits from their parents or gaurdians. People learn and develop their tastes from nature as well as nurture.

Anchor Level 3 – C

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text (*people's taste reeptors and their genetics establish what they enjoy and disslike to eat*). The response makes few connections between information and ideas in the text and the assigned task (*As People grow up they learn their eating habits from their parents*).
Development	Develops ideas briefly, using some details from the text (*people recognizes different flavors ... sweet, sour, salty, bitter, and savory* and *Birthday cake*).
Organization	Suggests a focus on taste but lacks organization, presenting one body paragraph containing loosely connected ideas.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (*Some people have a better sense of taste and others lack with a bland sense of taste*).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (*reeptors, disslike, gaurdians*), punctuation (*general tastes, sweet; for example Birthday; a favorite whereras*), and capitalization (*taste. this; flavor. people; fun. for*) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

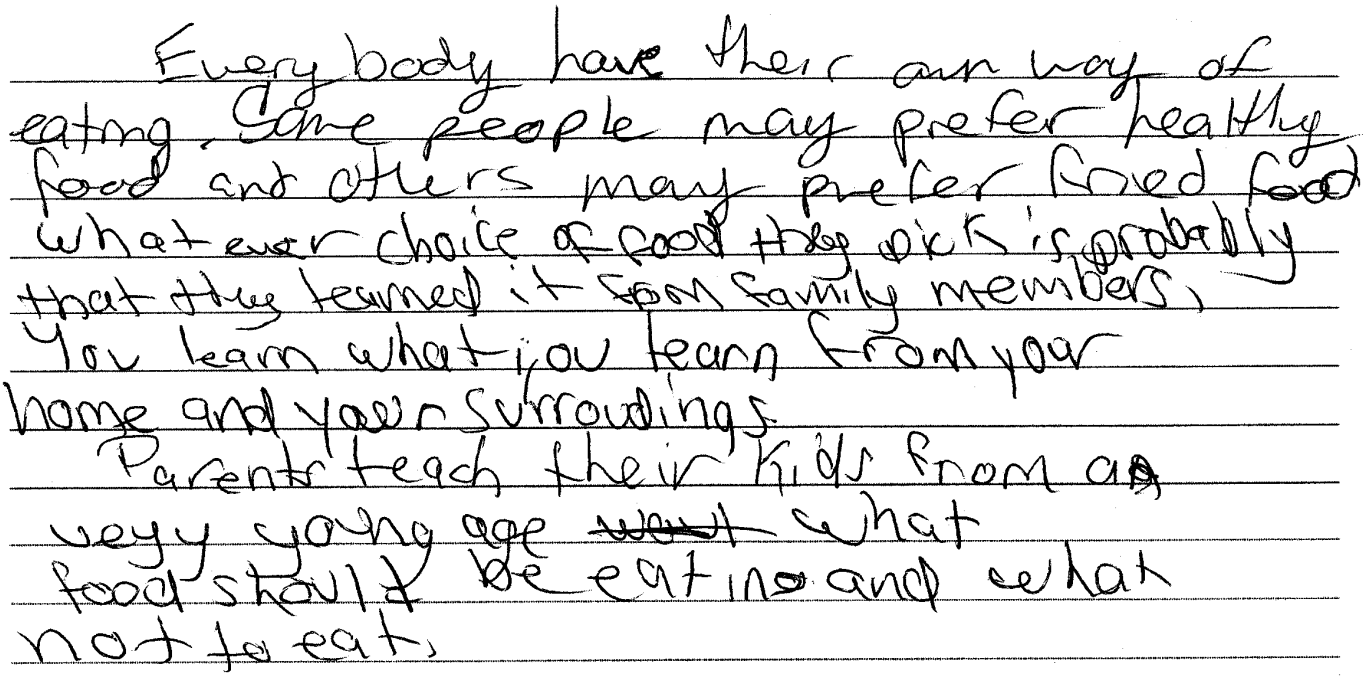
many people Dont make vary good food choses. like the guy in the passige liked to eat Pizza and Deep Fried foods he was 3 Sise Larger than what he is now. he now eats tofu with sterfry the choses you make is Determind By Bilogicl and expoiers helps in making food choses you make.

There are severl Diffrent facters that help you make your choses which are sweet sarer Salty, Bitter, savery. there are called tast Buds on your tung and thet can tell the tempicher Difrents with your food also. There are other facters that Determin how you react to food like Bitter which natury tells your Body that it may Be toxic.

Anchor Level 2 – A

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text (*the choses you make is Determind By Bilogicl and experiens helps in making food choses you make*). The response makes few connections between information and ideas in the text and the assigned task (*there are called tastBuds on your tung and they can tell the tempicher Difrents with your food also*).
Development	Develops ideas briefly, using some details from the text (*Many people Dont make vary good food choses; he now eats tofu with sterfry; sweet sarer salty, Bitter, savery*).
Organization	Suggests a focus on *food choses.* The response suggests an organization with paragraphing, but the ideas within the paragraphs are loosely connected and end abruptly.
Language Use	Uses language that is imprecise (*the choses you make ... helps in making food choses you make*). The response reveals little awareness of how to use sentences to achieve an effect (*there are called tastBuds on your tung*).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (*choses, savery, tung*), punctuation (*Dont, tachos he, Sterfry the, sweet sarer*), grammar (*choses ... is* and *By Bilogicl*), and the random use of capitalization that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and development.	

Anchor Paper – Part A—Level 2 – B


Everybody have their own way of eating. Some people may prefer healthy food and others may prefer fried food. What ever choice of food they pick is probably that they learned it from family members. You learn what you learn from your home and your surroudings. Parents teach their Kids from a veyy young age ~~want~~ what food should be eating and what not to eat.

Anchor Level 2 – B

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the text (*What ever choice of food they pick is probably that they learned it from family members*). The response makes superficial connections between information and ideas in the text and the assigned task (*Parents teach their Kids ... what food should be eating and what not to eat*).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (*Some people may prefer healthy food and others may prefer fried food* and *You learn what you learn from your ... surroudings*).
Organization	Suggests a focus on how people make food choices. The response also suggests organization by paragraphing, but the ideas within the paragraphs are loosely connected.
Language Use	Uses language that is imprecise for the audience and purpose (*Parents teach their Kids from a veyy young age what food should be eating and what not to eat*). The response reveals little awareness of how to use sentences to achieve an effect (*What ever choice of food ... is ... that they learned*).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (*Every body, What ever, surroudings, veyy*), punctuation (*food and* and *members, You*), and grammar (*Everybody have their own way*) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

Anchor Paper – Part A—Level 2 – C

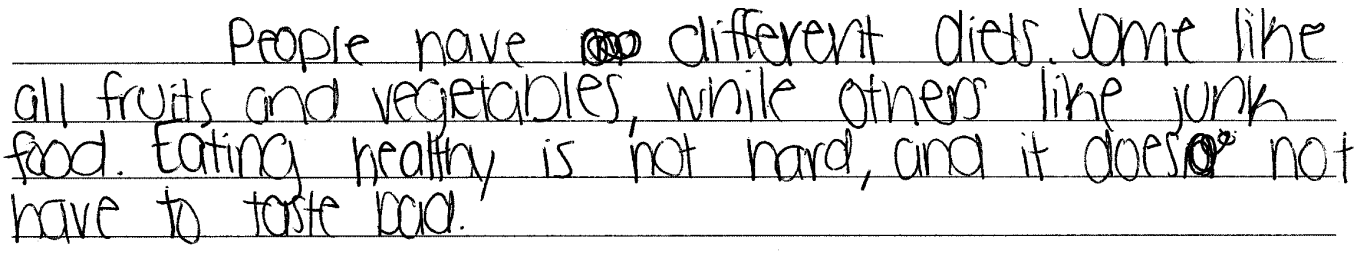
ACCording to the articles, of a newsletter on nutrition for high school in which describe how people make food choices by the vitamins, the cholesterol ~~they have on~~ the fats they have on.

ACCording to the accounts, most people around the world tend to prefer food that tastes sweet. because the food that are sweet have high gram of sugars, Calories, cholesterol and fats Examples childrens when their birthday they want cake, candy, cookies to eat not the salty food. Some adults make decission about what to eat can be controlled by genetics.

Anchor Level 2 – C

Quality	Commentary **The response:**
Meaning	Conveys an inaccurate understanding of the text (*people make food choices by the vitamins, the cholesterol the fats*). The response alludes to the text but makes unclear connections to the assigned task (*ACCording to the articles, of a newsletter on nutrition for high school*).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are irrelevant (*high gram of sugars calories, cholesterol and fats*) and repetitive (*ACCording* and *sweet*).
Organization	Suggests a focus on food choices but lacks organization.
Language Use	Uses language that is imprecise (*in which describe* and *adults make decission*). Reveals little awareness of how to use sentences to achieve an effect (*Examples childrens when their birthday they want ... not the salty food*) that make comprehension difficult.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in grammar (*fats they have on, food that are, Examples childrens, when their birthday*) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A



Anchor Level 1 – A

Quality	Commentary **The response:**
Meaning	Provides minimal evidence of textual understanding beyond a reference to *Eating healthy*.
Development	Is minimal. The response mentions some ideas from the text (*People have different diets* and *Eating healthy ... does not have to taste bad*) but fails to develop any of them.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Anchor Paper – Part A—Level 1 – B

How people make food choices, depending on the childhood, can have greatest effect when these choices filter into adult life.

Anchor Level 1 – B

Quality	Commentary **The response:**
Meaning	Provides minimal evidence of textual understanding beyond a brief reference to the idea that *how people make food choices* in *childhood* will affect their *adult life.* The response makes no connections between information and ideas in the text and the assigned task.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

People make food choices based on biology and experience. Receptors on your tongue send messages to your brain that make you taste your food. That is not the only reason people choose the foods they do. Positive and negative experiences can also play a major role in what foods they choose to eat.

The foods we eat have five different tastes: sweet, sour, salty, bitter, and savory. Chemicals in the foods trigger receptors on the tongue. The number and type of taste buds a person has is based on genetics. Smell is also a factor. People are more likely to eat foods that smell good. If you can not smell a food, you will still taste it, but it may not have the flavor it would if accompanied by the smell. Taste buds respond to both temperature and chemicals in the food. So depending on the sensitivity of ~~their~~ the person's taste buds that can also play a role on what foods they choose. Most people prefer sweet foods because they provide energy, and dislike bitter foods because they can contain toxins.

Education and experiences can also effect a person's food choices. Parents and role models teach kids how to eat. Rules on certain foods and availability in households often shape a child's eating habbits. In certain cultures foods are associated with parties and fun which leads to children learning to like those foods more. An example of that would be birthday cake. When a child does not want to eat something bribing them will only increase the foods negative impact so the child is less likely to enjoy that food when they're older.

Food choices are based on genetics and experiences. Personal taste buds and memories lead people to certain foods ~~and~~ that they enjoy.

From day one of life your opinoin of foods is discided. Weather its good or bad for you it will stick with you for life. How food is choosen is by your parents, what they introduse you to first. From there your mind or brain keeps a record of these foods tallying them up and what ones are considered good and whant are considered bad are kept in check. As you get older your parents still have this affect upon you. But finally when you are on your own you must make a choices even tho everyone makes an impression on you weither to chang your eating or what you like. Like in the passage The Dietition, just with a little push every time was able to change the eating habits of her husban and it was for his good. So in the end it is your choice to change what you eat and what you like weather its for better or worse you make the Decission.

In today's society, more and more people are becoming overweight due to the foods they are choosing. Food choice plays a major role in nutrition. There are many reasons why people choose to consume the foods they eat. It could be because of genetics, life experiences, or biology. However, if necessary, our preferences can be changed to create a healthy diet.

Many things affect the preferences that we have about food. One of these is our biology. When we eat, chemicals in our taste buds respond to the taste of food. The receptors on our tongue then send signals to the brain. In some people, these taste buds can be very sensitive to bitter taste and cause some people to eat only sweet foods because they dislike the bitter flavor. According to scientists, people around the world tend to like sweet foods much more than bitter foods. Sweet tastes generally symbolize a food that supplies a great amount of energy. However, bitterness tends to be identified with toxins and unsafe foods. So biologically, we have inherited a preference for sweet foods. Another reason why people choose to consume what they do is based on life experiences. People usually associate certain foods with positive or negative events in their life. A food eaten for celebrations usually increases one's preference for that food. A good example of this idea would be birthday cake. Also, when we are growing up, our parents sometimes bribe us to eat something we don't like.

this usually causes negative feelings about that food. In a way, our parents teach us how to eat at a young age. So, one's food choices are a result of experience as well as biology.

However, there are some ways that we can change our eating habits. One of these is to explore new foods and tastes. You never know what you might like. People sometimes do not try new things, but if they do, it could change their eating ways. Dietician Cynthia Sass explains that her husband, who had previously been an unhealthy eater, began to explore new foods like soy and tofu and began to really enjoy them. She also suggested finding a balance between sweet and bitter tastes by seasoning meals with salt or garlic to bring out the food's natural sweetness.

Finally, nutrition is very important to one's health. It is becoming an increasing problem to our world health, the way people choose their foods is closely related to an epidemic of obesity and diabetes, especially in the United States. So choose healthier foods. It could save your life in the end.

"What we like to eat is shaped by biology + experience." Children normaly eat what their parents give to them. ~~A man named~~ Childrens' tastebuds adapt to what they eat often, like cookies or meats or anything else. Most people eat the sweet food and not eat the bitter food. A man named Jack ate only unhealthy food. His vegtiboles were also fried. Some of the food that he ate were pizza + toccos. ~~the tried some~~ his wife (Cynthia Sass) was a vegitarian. She ate soy burgers, tofu and healthy vegtables. Jack tried some of his wifes food + he liked it. ~~Fast~~

Tastebuds change the more people eat different ~~Kids~~ kinds of food. There is a test with paper strips that can help determine ~~wat~~ what people liked. There are five different flavors that a toung tastes. Sweet, Sour, bitter, salty, and savory. There are thousands of taste buds in a toung. Each taste one of the five flavors. People dont like bitt the bitter taste because its tastes wierd. So what people do to make it taste better is that they mix it with something sweet, or sour, or salty.

"Sweet, sour, salty, bitter, savory." (Sass) There are many different foods for people to eat. Depending on peoples taste receptors, some people find things have different tastes than others. People make food choices based on experiences and genetics.

Often times people choose certain foods because the feelings they had when they ate them. A childs care giver has a huge impact on what the child eats. Children learn food habits. When a child is bribed to eat vegetables in order to get a certain reward, it becomes a negative food for the child, while an food item like a birthday cake is a positive food item. People also prefer sweet taste over bitter ones. A sweet taste is often thought about as positive because it provides energy. A bitter taste is thought of as negative because it can be compared to a toxin. Some peoples food choices are made because the way they were nurtured.

For some people genetics plays a role in the food choices they make. People have different taste receptors. Some have a paste pallet while others have a neon pallet. The receptors vary on the genes that were passed down to them. There is a test to see if a person is more perceptive to bitter taste. Scientists take a strip of paper with a bitter compound on it and put it to a persons tongue. If the person

can taste in they are more sensitive to bitter tastes. People who are sensitive to bitter tastes can add salt, garlic or ginger to the food to calm the bitter taste. Other people make food choices on what their tongue tells them.

Everyone has different favorite foods based on what they taste like. In determining what to eat people use experience and genetics.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 3

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

• If the student addresses only one text, the response can be scored no higher than a 3.
• If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
• Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
• A response totally copied from the text(s) with no original student writing should be scored a 0.

In the classic tale of Rumplestiltskin", a miller foolishly claims that his daughter can turn straw into gold. While this notion is laughable, many people fail to realize that straw is a veritable gold mine to those interested in alternate building materials. It would behoove your agency to consider straw bales as a future construction material. Straw bales, in regards to building materials, are beneficial in their estimable background, their advantages over conventional materials, and their availability.

The idea of using straw bales to construct buildings is by no means a new one. According to a text by the U.S Department of energy, some European houses made out of straw are now more than two centuries old. However, straw was not used exclusively in Europe. The text informs that straw was frequently used as a construction material in the United States during the 1890's, especially in the north-western Nebraska region. This region faced a marked scarcity of trees, and realized that building with straw as opposed to lumber was a feasible option. Moreover, the text further cites the wide variety in shapes and sizes that "straw-bale structures" come in. Examples of styles range from A-frame to tipi, tipi to two-stories. Building with straw bales doesn't limit the style choices.

Although for some people it may be a natural assumption that structures built from straw bales have inferior quality, that is far from the reality

of the matter. For instance, the U.S. Department of Energy asserts that pests are less likely to inhabit structures of straw than ones of wood. Following the plastering of a straw-bale building, virtually any opportunity pests once had to glean access to the house is eradicated. Moreover, according to A. Swentzell Steen, B. Steen, and D. Bainbridge's table entitled "Life-Cycle Costs of a House—30 years," the total life-cycle cost of a conventional house built by a contractor is estimated to be at $171,300, whereas, a straw-bale house built by a contractor in the same conditions and of the same size is estimated at only $153,000. Additionally, the text states that the National Research Council of Canada "found them (plastered straw-bales) to perform better than conventional building materials. Clearly, utilizing straw-bales for construction purposes holds some distinct advantages over using the conventional supplies.

A third factor which comes into play regarding straw-bales as building materials is their considerable availability. First of all, straw-bales are a highly renewable resource, as, according to the text, there is always straw leftover from the grain grown anually. While trees are also renewable, it is at a much, much, slower rate. The text further states that a variety of crops, such as wheat, oats, barley, rice, rye, and flax, leave behind stalks feasible for making straw bales. This variety means that a scarcity in one crop won't control the straw-bale availability. Lastly, the text cites the startling statistic that in just the United States, some 200 million tons of straw a year are under used, or not

used at all. Estimates in the text range from a conservative possible 4 million, 2,000 square foot homes a year to straw-bale expert Matts Myhrman's higher end estimate of 5 million 2,000 square foot houses, using solely the straw harvested yearly in America. Obviously, the United States is not lacking for straw whatsoever.

In conclusion, using straw bales as a construction material for your company just makes sense. Those homes have more durability in their resistance to both fire and pests, as well as generally lower lifetime-maitenance costs. Not to mention, they have proven able to weather well throughout time, as seen by the 200-year-old houses in Europe. They don't have limits in their varieties of sizes or styles, either. Clinching the matter, there is such an abundance of straw, your company would not have difficulty obtaining it. By using straw-bales as a building material, it would be almost like turning straw into gold.

Anchor Level 6 – A

Quality	Commentary **The response:**
Meaning	Reveals an in-depth analysis of the documents, stating *straw bales, in regards to building materials, are beneficial in their estimable background, their advantages over conventional materials, and their availability*. The response makes insightful connections between information and ideas in the documents and the assigned task (*Although for some people it may be a natural assumption that structures built from straw bales have inferior quality, that is far from the reality of the matter*).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to support the use of straw bale construction. The response discusses feasibility (*the wide variety in shapes and sizes that "straw-bale structures" come in* which *doesn't limit the style choices*), durability (*pests are less likely to inhabit structures of straw than ones of wood*), and availability (*there is always straw left over from the grain grown anually*).
Organization	Maintains a clear and appropriate focus on *straw bales as a construction material* that *just makes sense*. The response exhibits a logical and coherent structure, first establishing the history of straw-bale houses (*some European houses ... of straw are now more than two centuries old*), then their performance (*better than conventional building materials*), and finally straw's *renewable* nature. The response makes skillful use of appropriate devices and transitions (*Moreover, the text further cites; Clearly; Clinching the matter*).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (*eradicated, distinct advantages, feasible*), with a notable sense of voice (*by no means* and *it would be almost like turning straw into gold*) and awareness of audience and purpose (*It would behoove your agency to consider straw bales*). The response varies structure and length of sentences to enhance meaning (*While this notion is laughable, many people fail to realize that straw is a veritable gold mine to those interested in alternate building materials*).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Currently a new method of building construction is being developed which looks to be quite promising. This new method involves the use of straw as the primary building material for home construction. Many Americans already pay too much money for homes that are harder to maintain and extremely costly. Straw bale buildings would eliminate many problems if used properly and efficiently, as well as providing many benefits.

First, straw bale materials have been used commonly in other areas of the world and have proved to be very durable under harsh conditions. According to "The Mother Earth News", a straw bale house owned by Chuck Braver in Wyoming, withstood an earthquake of round a 5.8 richter reading without a single crack in the 1970's. Besides being durable, straw bale homes stay at a moderate temperature throughout all seasons. For example, one homeowner concluded that there was no need for air conditioning in his straw bale home even on 90 degree days, and that his bedroom heater was only needed twice all winter.

Also, straw bale is seen as a renewable resource. According to the U.S Department of Agriculture, each year 200 million tons of straw are not used or wasted in the U.S alone. Besides being a renewable resource, straw bale is a plentiful one as well. Desirable straw needed for building can be derived from 6 grains including wheat, oats, barley, rice, rye, and flax, thus making it attainable in any part of the country. Straw bale expert Matts Myhrman has estimated that the above grains could be used to construct round 5 million 2000 square foot homes every year. These homes, if built on dry ground and are maintained properly through the elements, have the ability to last centuries. Next, these have

been several doubts about straw-bale buildings which can be easily refuted. One question has been, will insects be able to destroy the walls? According to the US Department of Energy, it has been proven that straw-bales provide fewer homes for insects than conventional wood frames. Once plastered, there is virtually zero access for insects into the bales. Another question has been that of straw bales as fire hazards. The National Research Council of Canada has done tests that prove that plastered straw walls perform better than conventional wood. Tests showed that the plaster withstood temperatures 1,850° F before cracking. The Canadian Mortage and Housing Corporation also agreed that straw bales have proven to be extremely fire resistant. This is due to the fact that the walls hold enough air to keep a good insulation value but are compacted enough that they don't hold enough air to allow combustion.

Lastly, one of the most beneficial attributes of a straw bale home is its cost effectiveness and prices compared to a conventional house. First, an average home of 1,375 square feet built by a contractor along with costs and mortage, energy fees, costs roughly 171,300 dollars over 30 years. The same size home built by a contractor but built using straw bales saves about 18,000 dollars in Energy bills. Next, a straw bale home built in cooperation with a contractor and the owner costs only 74,600 over 30 years. This is an enormous amount of money saved and is virtually one-third of the cost of a conventional wood home. The costs of Construction, Down payments, mortgage, and Energy are cut in half. Lastly, a straw bale home built by an owner alone costs only 29,625 dollars over 30 years. 20,000

of these dollars are the initial construction fees, but with zero down payments and mortgage, and only 9,000 dollars spent on heating and cooling, the straw bale home is proven to be very cheap yet very durable and effective. These prices were all accumulated charts and tests in a moderate climate with heating and cooling demands on a 1,375 foot home by researchers A. Swantzell, B. Steen, and D. Brinbridge.

In conclusion, in accordance to researchers of numerous organizations, it is obvious that straw bale housing is an extremely beneficial way to save money as well as providing a legitimate home. It is with the utmost concern that the community urges the further research and eventual allowance of such buildings to take place. Straw bales have proven themselves to be cheaper, more durable, easier to obtain, healthier for the environment, and overall more efficient than conventional wood homes and, therefore, they should be put into use in the surrounding communities.

Anchor Level 6 – B

Quality	Commentary **The response:**
Meaning	Reveals an in-depth analysis of the documents by stating that *straw bale buildings would eliminate many problems if used properly and efficiently, as well as providing many benefits*. The response makes insightful connections between information and ideas in the documents and the assigned task (*there have been several doubts about straw-bale buildings which can be easily refuted*).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss durability (*withstood an earthquake of around a 5.8 richter reading*), availability (*Desirable straw needed for building can be derived from 6 grains ... thus making it attainable in any part of the country*), and cost (*The same size home built by a contractor but built using straw bales saves about 18,000 dollars in Energy bills*).
Organization	Maintains a clear and appropriate focus on straw bale housing as *an extremely benefical way to save money as well as providing a legitimate home*. The response exhibits a logical and coherent structure, first establishing the benefits of construction (*no need for air conditioning* and *straw bales have proven to be extremely fire resistant*), followed by the financial advantages of using straw bales (*one-third of the cost of a conventional wood home* and a *straw bale home is ... very cheap yet very durable*). Appropriate devices and transitions are skillfully used (*Besides being durable* and *Another question has been*).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (*looks to be quite promising* and *one of the most beneficial attributes*), with a notable sense of voice and awareness of audience and purpose (*It is with the utmost concern that the community urges ... eventual allowance of such buildings*). The response varies structure and length of sentences to enhance meaning (*Once plastered, there is virtually zero access for insects into the bales*).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (*rescource* and *enourmous*) and punctuation (*Straw bale buildings* and *cheap yet*) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

Since the Industrial Revolution, our global community has undergone rapid industrialization as well as urbanization. Starting in Great Britain in the 1750's, massive factories have been using and burning an inumerable amount of non-renewable resources. Population has also rapidly and drastically increased in recent years, which increases the demand for affordable housing. Traditionally, most houses have been made out of wood, which is a renewable resource that has been overused. Our forests have been cut and burned down, the cost involved is not only financially high, but far from eco-friendly. However, there is an alternate material that can be used to construct homes. This material has numerous, desirable qualities to justify its use. Straw bales could become the perfect alternate to hardwood construction.

Construction with straw bales, is not a new concept; in fact, it has been used throughout history. It has been proven to be reliable aswell as easily obtainable. (text) In Europe there are now houses built of straw that can be dated back over 200 years. In the U.S, the use of straw in construction became common in the 1890's, not only for reliability, but because of tree shortages. It was used to construct homes, farms, churches, even schools, offices and grocery stores. (text) Its true strength was shown in Wyoming in the 1970's. An earthquake which fell between a 5.3 and 5.8 shook the area. One resident of a straw-bale constructed house stated how his house didn't suffer a single crack. A truly remarkable accomplishment. The same resident commented on other admirable qualities of his home. The house creates ideal living conditions throughout the entire year. Even when days reach 90°F in the summer, air conditioning is never needed. In the winter, only a small bedroom heater is used for a couple of nights

in the entire season. This proves straw bale construction houses are ideal.

Unlike hardwood, straw bale's growing rate is very fast. It is an annually and widely-grown crop (text) that is under utilized. In this country alone, 200 million tons of straw are wasted annually. Experts estimate that if the straw we wasted annually were used, 5 million 2,000 sq. ft. homes could be built in a year. Even the most conservative figures state 4 million homes could be constructed with the unused straw, which would nearly quadruple the number of homes currently built annually. Imagine the amount of families that could inhabit those homes. Those numbers do not even include any additional work of growth of straw. The affordability of such construction is truly phenominal.

Obviously, the cost of building any home is contingent on numerous variables, but straw-bale construction offers the possibility of very affordable housing. A 2,000 sq. ft. house only requires approximately 300 standard three-wire bales of straw, which costs only $1,000. Also since grains are grown nationwide, there is little or no transportation cost. (text) The national average cost for conventional construction per sq. ft. is $53; however, straw-bale built homes can cost as little as $5 a sq. ft. The total life cycle cost of a 1,375 sq. ft., 3 bedroom 2 bath house constructed for a moderate climate is $171,300, while the same homes self-construsted with straw-bales life cycle cost is $29,625, a savings of $141,665. The financial advantages are undeniable, (Table) Not only is it extremely more affordable during construction stages, but it saves the occupant thousands yearly on energy bills. Straw-bale construction's advantages go well beyond financial.

Sustainability, as well as reliability, both come with straw-bale

constructed homes. If purchased when dry and sealed adequately, water or fire damage is highly unlikely. Potential damage caused by insects is also unlikely, seeing as straw bales provide fewer possible places for pests to cause problems. Once the walls are plastered, there is no possible access for pests. After testing, it has also been proven that straw-bale plastered walls are extremely fire safe. The walls tested withstood extreme temperatures of 1,850°F without even a crack. According to the Canada Mortgage and Housing Corporation, these structures are very fire resistant.

Straw-bale constructed homes have continually proven to be the ideal construction alternative. They are eco-friendly, extremely affordable, comfortable and safe. They are the perfect solution to my housing market's current downfall, and these types of houses will allow us to stop depletion of trees and necessary forests.

Anchor Level 5 – A

Quality	Commentary **The response:**
Meaning	Reveals an in-depth analysis of the documents by connecting the idea that with traditional construction of most houses *the cost involved is not only financially high, but far from eco-friendly* with the premise that *there is an alternate material ... to construct homes.* The response makes insightful connections between information and ideas in the documents and the assigned task (*Population has also rapidly and drastically increased ... which increases the demand for affordable housing*).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss the value of straw-bale construction. The response explains that a straw-bale *house creates ideal living conditions throughout the entire year,* is not only *more affordable during construction stages, but it saves the occupant thousands yearly on energy bills,* and should remain damage free if straw-bales are *purchased when dry and sealed adequately.*
Organization	Maintains a clear and appropriate focus on why *straw-bale constructed homes have continually proven to be the ideal construction alternative*. The response exhibits a logical sequence of ideas, first explaining the need for an alternative construction material (*Our forests have been cut and burned down*), then presenting the merits of straw-bale construction (*it has been used throughout history* and *if the straw we wasted annually were used ... would nearly quadruple the number of homes currently built annually*), concluding with the claim that straw-bale houses *are the perfect solution to the housing market's current downfall.* Appropriate transitions are used (*Since, However, Obviously*).
Language Use	Uses language that is fluent and generally original, although sometimes copied (*Straw-bale construction's advantages go well beyond financial*), with evident awareness of audience and purpose (*This material has numerous desirable qualities to justify its use*). The response varies structure and length of sentences to control rhythm (*The financial advantages are undeniable*).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (*inumerable* and *phenominal*) and punctuation (*reliable as well* and *In Europe there are*).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning and development.	

Straw-Bale construction of houses is not only a construction method tested by time, but tested by mother nature. Since the 1900's, the United States has started to look into straw bale construction in homes, markets, ~~stores~~ and offices. The north west sections of Nebraska have initiated construction on all of these fronts, and the rest of the U.S. is starting to catch on to this ~~in~~ innovative (yet historic) building method. There are many advantages to eco-friendly straw buildings over traditional wood framed ones.

Most would think that straw is pretty weak compared to other materials such as ~~wood~~ lumber; ~~but~~ the truth is, that when compacted, Straw is flexible yet strong. In the article by the U.S. ~~Depart~~ ment of Energy, an earthquake recorded to be around a 5.6 on the Richter scale in 1970 was withstood by Straw-Bale houses in Wyoming. The house of Mr. Chuck Bruner was completely intact, without any structural damage whatsoever. Along with permanent roofing materials and proper site draining, straw-bale structures can withstand severe weather.

If you might think that straw may be succeptible to infestation damage, you are incorrect. According to the U.S.D.E. article, since the straw is compacted so tightly there is no space for infestations such as mice or bugs to live, unlike ~~the~~ traditional wood frame houses. Water is no problem for Strawbale houses either, if the proper precautions are taken. Buying the Straw dry with no moisture inside to let ~~pests~~ fungi ~~breed~~, and mites breed, proper sealing and permeable walls to let moisture out of the Straw Bales are all easy and cheap ~~steps~~ to preserve the building. Straw-Bale houses built in

~~Europe 200 years~~ Europe 200 years ago are still standing firm today; no question that straw Bale ~~house~~ buildings can stand up to the test of time.

For the more frugal tastes, straw-Bale buildings offer a much ~~mo~~ greater cost-effective space. According to the "Life Cycle Costs of a House - 30 years (adapted) we can see there is a major gap in prices between the construction of a traditional house and one of a straw bale house built by an owner, and one built by owner and contractor, the difference in prices is almost $60,000. If your a hands-off type of person ~~through~~ when constructing and still want to see a diffence in costs, the difference in heating/cooling costs is $18,000 between a Conventional house built by a Contractor and a Straw Bale house built by a contractor. The amount of savings is tremendous between ~~the~~ a traditional house and a Straw house.

No matter how you look at ~~the~~ straw Bale buildings there is a positive advantage to them; If its economic, straw is cheap and long lasting; If its structural integrety, Straw Bale can survive earthquakes and severe weather. Straw-Bale buildings are superior to conventional homes and should be given a thorough thought before you built your next structure.

Anchor Level 5 – B

Quality	Commentary **The response:**
Meaning	Conveys a thorough understanding of the documents, asserting that *the rest of the U.S. is starting to catch on to this innovative* (*yet historic*) *building method*. The response makes clear and explicit connections between information and ideas in the documents and the assigned task (*There are many advantages to eco-friendly straw buildings over traditional wood framed ones*).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to illustrate the benefits of straw-bale construction (*when compacted, straw is flexible yet strong* and *there is no space for infestations such as mice or bugs*).
Organization	Maintains a clear and appropriate focus on the superiority of *Straw-Bale buildings* over *conventional homes.* The response exhibits a logical sequence of ideas, first establishing the worthiness of straw-bale construction (*tested by time* and *mother nature*), then stressing its advantages (*an earthquake ... was withstood by Straw-Bale houses in Wyoming* and *the difference in prices is almost $60,000*), and concluding with a summary of the economic and structural benefits of straw bales. Appropriate devices and transitions are used (*the truth is* and *For the more frugal tastes*).
Language Use	Uses language that is fluent and original (*The northwest sections Nebraska have initiated construction on all of these fronts*), with evident awareness of audience and purpose (*No matter how you look at straw Bale buildings there is a positive advantage to them*). The response varies structure and length of sentences to control rhythm and pacing (*Water is no problem for Straw-bale houses either if the proper precautions are taken*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*succeptable* and *integrety*), punctuation (*tightly there, buildings there, If its economic,* and capitalization (*Straw-Bale* and *them; If*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

At the beginning of the 1900's, straw-bale building was introduced in the United States. Using straw-bales instead of ~~tradtion~~ wood, saves the limited forest resources we have. ~~Many~~ much reseach has been done on using straw-bales instead of wood to build houses and buildings.

The use of straw-bales goes back over 200 years, to Europe. There are many houses built of straw that are now over 200 years old. According to the text, straw-bale structures have withstood severe weather and earthquakes. Chuck Bruner, a resident of a straw-bale home, said "The earthquake was in the 1970's and it rated either 5.3 or 5.8." He also mentioned that, "there wasn't a single crack in the house. It stays nice and cool, during the summer, and last winter I only turned on our small bedroom heater twice." He ~~guessed~~ thinks his utility bill is probably half of his neighbors.

The cost of building a straw-bale house depends on the size, design, and how much labor is donated by the owner and friends. The cost of a straw-bale can range from ~~fifty~~ fifty cents per bale, when bought from the fields of montana, to ~~over~~ $3.50 up to $5.00 for three-wire bales delivered to Arizona. Home ~~building~~ building costs have ranged from $5,000 to $200,000; construction costs range from $5.00 to $120 per square foot. Owner

built houses and structures are usually less expensive. According to the table, for a 1,375 square-foot, 3 bedroom, 2-bath ~~home~~ conventional home built by a contractor the total Life-cycle cost would be $171,300. On the flip side a straw-bale home of the same criteria, ~~it cost would be $122,300~~ but instead built by the owner, total Life-cycle cost would be $29,625, this is a huge difference in costs.

With straw being a renewable resource, it cuts down on costs, because you can get straw locally, it can be sold cheaply. Matts Myhrman, a straw-bale expert, estimates the straw from the harvest of the United States' major grains, could construct five million, 2,000 square-foot homes every year. The U.S. Department of Agriculture says America's farmers annually harvest enough straw to build four million, 2,000 square-foot homes each year, ~~that's~~ that is ~~near~~ almost four times the houses already built.

With straw-built homes, researchers tested fire safety, and many other things. They found that plastered straw bales perform better than conventional building materials. The plastered straw bales withstood temperatures of about 1,850°F for two hours, before any cracks developed and were found. Researchers say paint for these homes should be permeable to water vapor

So moisture doesn't get trapped in the wall. Finally, once plastered, Straw-bales have very few places for insects and vermin to hid as compared to wood framing.

In conclusion, Straw-bale structures are better than conventional wood structures. They are cheaper to build and maintain and also they will cut down on the amount of wood and trees we are using and destroying.

Anchor Level 5 – C

Quality	Commentary **The response:**
Meaning	Conveys a thorough understanding of the documents, asserting that using straw bales for construction *saves the limited forest resources we have.* The response makes clear and explicit connections between information and ideas in the documents and the assigned task (*With straw being a renewable resources, it cuts down on costs*).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss straw-bale construction's durability (*many houses ... are now over 200 years old*), cost-effectiveness (*Owner built houses ... are usually less expensive*), potential availability (*that is almost four times the houses already built*), and practicality (*Straw-bales have very few places for insects and vermin*).
Organization	Maintains a clear and appropriate focus on the factors making straw-bale structures *better than conventional wood structures.* The response exhibits a logical sequence of ideas, first establishing straw-bale construction's viability (*The use ... goes back over 200 years*), then describing the advantages of straw bales (*because you can get straw locally, it can be sold cheaply*), and concluding with a reiteration that straw-bale structures *are cheaper to build and maintain.* Appropriate transitions are used (*According to the text, On the flip side, In conclusion*).
Language Use	Uses appropriate language, although sometimes copied, with some awareness of audience and purpose (*this is a huge difference in costs*). The response occasionally makes effective use of sentence structure and length (*Much reseach has been done on using straw-bales instead of wood to build houses and buildings*).
Conventions	Demonstrates partial control, exhibiting errors in punctuation (*wood, saves; straw-bale can; costs, because; locally it; maintain and*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

In europe, people have built houses from straw or reed that last over two hundred years Reed a Straw house have very positive affects on the environment. The houses also are very cost efficient for the owners as well protect the people living in the homes. Some ways they do is by being very cheap, having very little hazards and different ways of being constructed.

First, straw homes are good for the consumer because they are much cheaper than a tradicional home. This is because straw is readily available which lowers the transportation costs. Unlike lumber which is becoming less and less available causing the lumber to be shipped over large distances which cost much more. Another way they save money is by having very good insolation quality. The house stay nice and cool during the summer. They also trap heat inside the houses during the winter keeping it warm. According to the graph "Life Cycle Costs of a House – 30 years" it shows that the energy cost between a traditonal wooden house verses a straw house the straw is about a half of the traditional home.

Second, the straw houses offer great protect to the people living inside the house. One reason is because the homes are very fire resistant. This is because inside the home there a plaster surface over the straw. This plaster can withstand temperatures of up to 1850°F for around 2 hours without cracking. Another reason is because the bales held enough

air for insulation but there isn't enough for combostion. Also, the homes offer fewer places for Vermin to live. Once the plaster that protects the straw is put up all access to it is eliminated. Too, the house can withstand earthquakes quite well. In the 70's a home went through an earthquake of 53-58 without having any structural damage.

Finally, there are many ways of constructing a house from straw. Mainly, there are multiple plants which we can get straw from. Once the oats, barley, rice, rye, or flax is harvested, over 200 million tons of straw is wasted in the US alone.

"America's farmers annually harvest enough straw to build about four million, 2,000 square-foot homes each year, nearly four times the houses currently constructed." a statement from the U.S. Department of Agriculture. Also, from the graph a straw home built by an owner is about one forth the cost of a ~~conv~~ conventual home made by a contractor.

In conclusion, to preserve our future economy and environment, we should begin to start looking toward using ~~straw~~ straw homes. The homes will save money and last longer. With more study and work we could make straw homes using less straw but stronger changing methods to better the efficiency.

Anchor Level 4 – A

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents (*Reed or Straw house have very positive affects on the environment*). The response makes implicit connections between information and ideas in the documents and the assigned task (*Second, the straw houses offer great protect to the people living inside the house*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to support the use of straw bales in construction (*straw is readily available* and *Another way they save money is by having very good insolation quality*). The idea of there being *many ways of constructing* is less developed.
Organization	Maintains a clear and appropriate focus on how straw bale houses *are very cost efficient.* The response exhibits a logical sequence of ideas supporting lower building costs, fire protection, and availability of materials to build large numbers of straw bale homes. Appropriate transitions are used (*First, Another way, Finally*).
Language Use	Uses appropriate language, with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length (*In conclusion, to preserve our future economy and enviroment, we should begin to start looking toward using straw homes*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*combostion*), punctuation (*lumber which, winter keeping, insolation but*), and grammar (*rice, rye, or flax is harvested* and *tons of straw is wasted*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

The use of straw-bale homes all over has been apparent since around 1900. These homes are not only easy to build, but they also help preserve the world's forests. With about 200 million tons of straw grown each year, it is estimated by the U.S. Department of Energy that nearly 5 million 2000 square-foot homes can be built.

Straw-bale homes are good for multiple reasons. They can not only withstand extreme weather like earthquakes and temperatures up to 1,850°F, according to the U.S. Department of Energy, but if they are kept in good shape they can last up to one hundred years.

The cost of these homes are much more reasonable than the conventional home. Just the cost of transporting and buying the straw is much cheaper than the transportation of lumber. Also, for an owner to build their own straw-bale home, it would cost almost $61,000 less than the cost of a conventional home with a contractor, which can be seen on the Life-Cycle costs of a House chart. On top of all that, the straw-bale keeps the cool air in during the summer and warmth in during the winter, making it a good insulator and giving you low heating bills.

Different sizes of straw-bale are available, making different sized houses capable of being built and better insulated. These houses are all built for considerable prices with or without contractors, from $5,000 to almost $200,000. These homes can also come in different styles, such as

Anchor Paper – Part B—Level 4 – B

A-frame, tipis, or even two-stories.

As you can see, straw-bale homes are great not only for the environment, but also the economy. With the cheap costs and helping to preserve forests, these homes could be the new modern home and way of life.

Anchor Level 4 – B

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents by stating that straw-bale homes *are not only easy to build, but they also help preserve the world's forests.* The response makes implicit connections between information and ideas in the documents and the assigned task (*if* straw-bale homes *are kept in good shape they can last up to one hundred years*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to show how straw-bale homes are more cost effective than conventional homes (*straw is ... cheaper than the transportation of lumber* and *would cost almost $61,000 less*). Benefits of straw-bale homes to the environment are not developed.
Organization	Maintains a clear and appropriate focus on straw-bale homes as great … for the economy. The response exhibits a logical sequence of ideas, discussing the endurance of straw-bale homes under extreme weather conditions, the lower cost compared to conventional homes, and finally, the variety of sizes and prices of straw-bale homes. Appropriate transitions are used (*homes ... These homes, Also, On top of all that*).
Language Use	Uses appropriate language, with some awareness of audience and purpose (*As you can see* and *With the cheap costs ... these homes could be the new modern home*). The response occasionally makes effective use of sentence structure and length (*Straw-Bale homes are good for multiple reasons*).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (*shape they; the straw-bale; prices with*) and grammar (*cost ... are* and *owner ... their*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Currently in the world, many people are considering alternative sources. Many people are using alternatives energy and now there is the possibility of alternative construction. People want to save money, or spend money on something that will pay for itself in a sense. Also, many people want to care for the environment. One of the newest sources of saving money and energy is building straw-bale houses.

When someone chooses to build a house conventionally, they are taking up a lot of time and using a lot of money. It has been proposed that more people look into using alternative materials to build their houses. Straw bale houses are an excellent start for this particular endeavor. Not only is using this material good for the environment it can save the owner a considerable amount of money.

When contractors and construction companies use lumber to build houses they are using up natural resources. Though, these resources do grow back it takes a considerabe amount of time to do so. However, if more companies were to use straw it would make the process easier. It is an easily replenishable source and it is much easier to ship than lumber. Also, straw houses have been used around the world for centuries. They can withstand severe weather and even earthquakes. It would be wise for more companies to invest in this and for more owners to do so also.

Not only could this save companies a lot of time and money, it could do the same for the owner. If the owner builds the house the the cost is considerably lower. There would be no mortgage or a down payment. Most homeowners would consider this a large incentive for investing in something that may be thought as very unconventional. Not only are these house cheaper they are in a sense safer. It has been tested by the Canada Mortgage and Housing Corporation that these houses can withstand

fire for an exceptional amount of time. Also with the minimal amount of air in the walls they provide excellent insulation. One owner said that they cut their heating + cooling bills considerably after using the alternative material.

It is true that more people and companies begin to look into alternatives when it comes to many things in their lives. People want to save money, and many want to care for the environment. People have changed their lives to try and use alternative fuels, energy and even foods by buying and eating foods that were made safely for the environment. It is true they start using an alternative that pays for itself and accomplishes several goals. From heating and cooling the house to resisting fire straw bale houses are an exceptional alternative source. If the earth can provide a source so replenishable and safe people + companies should use it and reduce dependancy on other types of materials and sources.

Anchor Level 4 – C

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents, stating that *one of the newest sources of saving money and energy is building straw-bale houses*. The response makes implicit connections between information and ideas in the documents and the assigned task (*It is an easily replenishable source and it is much easier to ship than lumber*).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to describe the benefits of using straw bales for construction (*Not only is using this material good for the environment it can save the owner a considerable amount of money*). The idea that they can *withstand severe weather* is mentioned but not developed.
Organization	Maintains a clear and appropriate focus on how it *would be wise* to *invest* in straw bales for construction. The response exhibits a logical sequence of ideas, focusing on the depletion of natural resources moving to cost effectiveness and then on to safety. The response lacks internal consistency in paragraph 5 when it shifts to *eating foods that were made safely*.
Language Use	Uses appropriate language, with some awareness of audience and purpose (*Many people are using alternative energy and now there is the possibility of alternative construction*). The response occasionally makes effective use of sentence structure and length (*People want to save money, and many want to care for the environment*).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (*inscentive, feuls, dependancy*) and punctuation (*houses they, back it, source and*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Straw bales is a construction material made out of straw. Straw bales should be used as our future constructional materal because it is more affordable. Also take some of the pressure off of limited forest resources. Unlike conventional House, straw-bale houses is resistant to fire. Straw bales are properly built and maintained, these walls can last hundred of years.

These straw-bales construction material can be used for homes (e.g. two-story houses, A-frames, Tipis etc), farm buildings, churches, schools, offices and grocery stores. Straw-bale materiel remains after harvest grain, and is a renewable resource. The types of straw-bale are wheat, oats, barley, rice, rye, and flax. Straw-bales also come in different shape and sizes. Some tupes of sizing are small two-string bales, large three-string bales, massive cubical and round bales.

A straw-bale expert Matts Myhrman even stated the estimates that straw from the harvest of the United States' major grains could be used to construct five million, 2,000 sq.ft houses every year. Usually for a conventional House built by a contractor cost up to $82,500, but a Straw-bale House buit by the owner only cost up

Anchor Paper – Part B—Level 3 – A

$61,625. Thats more than half the price off!!... Also for Straw-bale House built by the owner you would have to pay any down Payment or Mortgage. Isn't that Amazing!! The National Research Council of Canada tested plastered straw bales for fire safety and found them to perform better than conventional building materials. The plaster surface withstood temperatures of about 1,850°F for two hours before any cracks developed.

Anchor Level 3 – A

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents (*Straw bales should be used as our future constructional material because it is more affordable*). The response makes implicit connections between information and ideas in the documents and the assigned task (*properly built and maintained, these walls can last hundred of years*).
Development	Develops ideas briefly, using some details from the documents to discuss the availability of straw bale material as a *renewable resource* and its varied sources (*wheat, oats, barely, rice, rye, and flax*).
Organization	Establishes, but fails to maintain, an appropriate focus (*These straw-bales construction material can be used for homes*). The response exhibits a rudimentary structure with a general introduction, followed by two paragraphs that list details from the text.
Language Use	Relies on basic vocabulary that is sometimes copied, with little awareness of audience or purpose (*Also take some of the pressure off of limited forest resources* and *Isn't that Amazing*). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (*Usually for a Conventional House built by a contractor cost up to $82,500, but a Straw-bale House buit by the owner only cost up $20,625*).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (*A straw-bale expert Matts Myhrman even stated, Thats, Isn't that Amazing!)* and grammar (*Straw bales is* and *Houses is resistant*) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning.	

Anchor Paper – Part B—Level 3 – B

Mr. Director, a house is built everyday. The cost of building as increased in many years. The cost of a straw house is a lot cheaper. I know you hear all the talk about global warming. A straw house saves energy, which decreases global warming. Mr. Director do you know that straw is a renewable resource? It can be easily replenished. It would also give farmers more business and help the economy. A straw house is considerably cheaper than a regular house. You might think, wow this is good, but what about a fire or rain? I'll tell you. After you plaster the walls the house is pretty much resistant to fire. As for water, it will do damage, if there is non-sealed areas. If you have weather proof roofs and siding the house will hold up. The building material is cheap, it saves energy and it has proven to withstand the elements.

Anchor Level 3 – B

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents (*The cost of a straw house is a lot cheaper*). The response makes few connections between information in the documents and the assigned task (*It can be easily replenished*).
Development	Develops ideas briefly, using some details from the documents (*After you plaster the walls the house is pretty much resistant to fire*).
Organization	Suggests a focus (*The building material is cheap ... it has proven to withstand the elements*). The response lacks organization, consisting of loosely related facts and personal opinion (*It would also give farmers more business and help the economy*).
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (*You might think, wow this is good*). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (*The cost of building as increased in many years*).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (*Mr. Director do you; After you plaster the walls the house; cheap, it*) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and weaker in organization.	

Being that Straw Bales are practical under utilized method of construction, that puts Straw Bales as a well known Source of interest Considering there is little other demand for it. Using Straw, and it being easy to construct, will take pressure off of limited forest resources. There have numerous other unique building materials built with although straw-bales are special. They can withstand many types of diseasters and weather. For instance the eqvarthquake of 1990 rating at 5.3-5.8' Couldn't knock over the hous built with Straw-bale. Benefits to using straw-bales are that it is a renewable resource being that is a remain after the harvest of grain. 200 million tons of Straw are utilized and wasted. Why waste it, use it since wasting it isn't helping anyone. Straw-bales are tough and fibrous, Lasts far longer. Estimates show the harvest resulting in straw remains could build about 5 million 2,000 sq. ft. houses every year. Many kinds of house can be made from this material since it comes in all Shapes & sizes.

Anchor Level 3 – C

Quality	Commentary **The response:**
Meaning	Conveys a basic understanding of the documents (*Estimates show the harvest resulting in straw remains could build about 5 million 2,000 sq. ft. houses every year*). The response makes few and superficial connections between information and ideas in the documents and the assigned task (*Using Straw, and it being easy to construct, will take pressure off of limited forest resources*).
Development	Develops ideas briefly, using some details from the documents (*can withstand many types of diseasters and weather* and *the earthquake of 1970 rating at 5.3 – 5.8*).
Organization	Suggests a focus (*Being that Straw Bales are practical under utilized method of construction, that puts Straw Bales as a well known source of interest*) but lacks organization. The response consists of one paragraph of loosely related ideas.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (*Benefits to using straw-bales are that it is ... that is a remain after the harvest of grain*).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (*with although; For instance the equarthquake; Why waste it. use it since*) and grammar (*There have, Straw bales ... lasts, Many kinds of house*) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

Anchor Paper – Part B—Level 2 – A

Straw bales are much cheaper and last longer. Cheaper in ways that save atleast half of the energy normally used and Cheaper in ways of having to reconstruct. It is very long lasting and helps the environment. According to the article "A renewable source, grows annually." Straw bales would never at paucity and it's a great way to conserve your Money #And Energy.

Anchor Level 2 –A

Quality	Commentary **The response:**
Meaning	Conveys a confused and inaccurate understanding of the documents (*Cheaper in ways of having to reconstruct*). The response alludes to the documents but makes unclear and unwarranted connections to the assigned task (*According to the article "A renewable source ... Energy*).
Development	Is incomplete and largely undeveloped, hinting at ideas, but the references to the documents are vague (*Straw bales would never at paucity and it's a great way to conserve your Money And Energy*).
Organization	Suggests a focus (*Straw bales are much cheaper and last longer*) but lacks organization, consisting of one paragraph of loosely related ideas.
Language Use	Uses language that is imprecise for the audience and purpose (*Cheaper in ways of having to reconstruct*). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (*article "A* and *annually." Straw*) and capitalization (*Money And Energy*) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

The reason why straw bales are the future construction material because people had used this to help them to build an home for them and their familys. Also this had Severe weather and in earthquakes. I would give you an example in the 1970's there was an massive earthquake on a man named Chuck Bruner he had said that there was no sigle crack in his house so as you can see the straw bales were strong that it didn't break like some earthquaks might do to homes. Did you know that the straw Bales each year from the harvest of the United States used construct five milion 2,000 square foot house every year. Also the straw bale are readily avaible, with minimal transportation costs. And the Straw Bales Dependes on the size of the building the cost of materals design of the house and donated by the owner and friends. If you except this offer you won't be paying 5,000 to well above 200,000 you would only be paying $5 to 120 per square foot and it is an two Store custom houses. Also it can hold up to an long time life-span be hundred years and the straw bale walls can last hunderds of years.

Anchor Level 2 – B

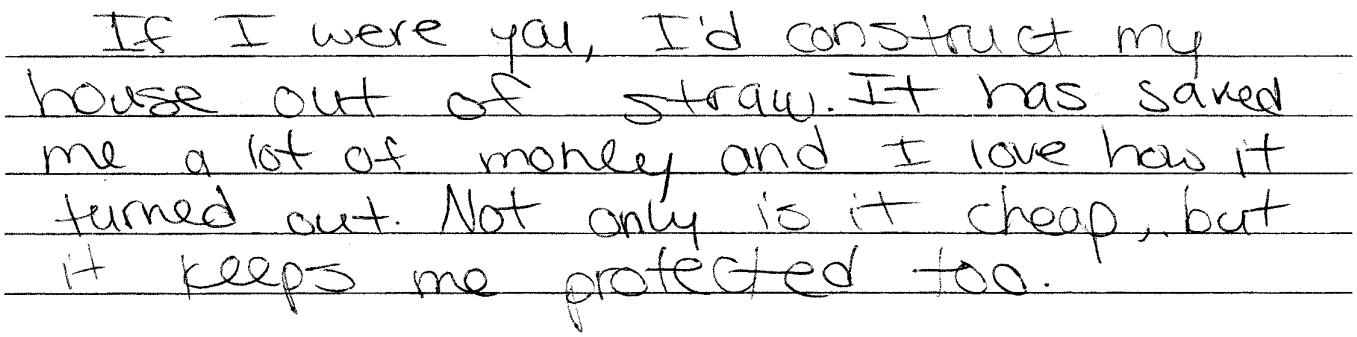
Quality	Commentary **The response:**
Meaning	Conveys a confused and inaccurate understanding of the documents (*The reason why straw bales are the future construction material because people had used this to help them to build an home for them and their familys*). The response alludes to the documents but makes unclear and unwarranted connections to the assigned task (*If you except this offer ... custom homes*).
Development	Is largely undeveloped, hinting at ideas, but references to the documents are vague (*Also this had Severe weather and in earthquakes*) and unjustified (*the straw Bales each year from the harvest of the Uninted States used construct five million 2,000 square foot house every year*).
Organization	Suggests a focus on *why straw bales are the future construction material* but lacks organization. The response is one paragraph consisting of loosely related ideas.
Language Use	Uses language that is imprecise (*there was an massive earthquake* and *Also is can hold up to an long time life-span be hundred years*).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (*sigle, earthquaks, avaible, dependes, hunderds*), punctuation (*the 1970's there* and *can see the*), capitalization (*Straw Bales*), and grammar (*Chuck Bruner he* and *straw bales ... it* and *straw bale are*) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

I have a problem with what you are saying you cannot tell us that ouw straw will be made out of future. They was the first one to come up with it and can't nobody tell them what and when to make what they ask so I think that whatever they do with their straw and their ideas is their business. What they are doing is helping the envoriment and saving mother nationer because they are not cuting down trees or bruning the wood we need to stay alive. People go out and see why can we keep the the build clean that when it came to them why about we make building out of straw that's way we can help the envoriment and mother nationer. If people ask me what would you make a build I will say steel because it does not get reustie and when the weather stater to change will not have to worng about a thing. People always ask me how can all of these thing help in your time I tell them that straw, steel and many thing that you can find that can help you with anything. How can We stop gobal weamring from happen again.

Anchor Level 2 – C

Quality	Commentary **The response:**
Meaning	Conveys a confused and inaccurate understanding of the documents (*What they are doing is helping the envoriment ... wood we need to stay alive*). The response alludes to the documents but makes unclear and unwarranted connections to the assigned task (*They was the first one to come up with it and can't nobody tell them What and When to make*).
Development	Is largely undeveloped, hinting at ideas, but references to the documents are vague (*help the envoriment and mother nationer*) and unjustified (*I will say steel because it does not get reustie*).
Organization	Shows no focus or organization, presenting a single paragraph consisting of a series of loosely connected statements.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (*How can We stop gobal weamring from happen again*). The response reveals little awareness of how to use sentences to achieve an effect (*you cannot tell us that ouw straw will be made out of future*).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (*nationer, bruning, stater, worrig, gobal*), punctuation (*saying you; ask so; that's way*), capitalization (*What, When, Whatever*), and grammar (*They was* and *can't nobody*) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in organization.	

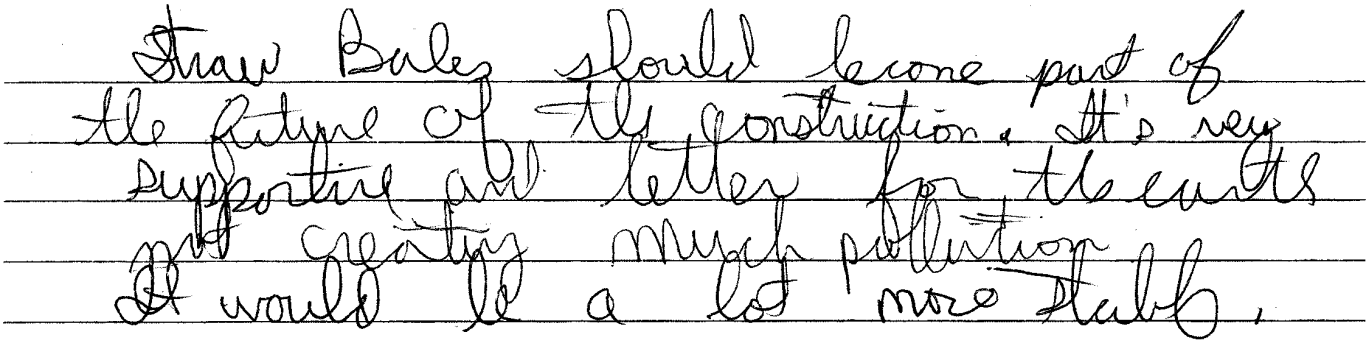
Anchor Paper – Part B—Level 1 – A



Anchor Level 1 – A

Quality	Commentary **The response:**
Meaning	Provides minimal evidence of understanding. The response makes one connection between the information in the documents and the assigned task (*If I were you, I'd construct my house out of straw*).
Development	Is minimal. Development is limited to a personal response (*It has saved me a lot of money and I love how it turned out*).
Organization	Suggests a focus on straw-house construction but is too brief to exhibit organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Anchor Paper – Part B—Level 1 – B



Anchor Level 1 – B

Quality	Commentary **The response:**
Meaning	Provides minimal evidence of understanding. The response makes one connection between the information in the documents and the assigned task (*Straw Bales should become part of the future of the construction*).
Development	Is minimal. Development consists of two vague statements about the value of straw-bale construction.
Organization	Suggests a focus on the use of straw bales in construction, but is too brief to exhibit organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

I have written this letter to you today, in order to show you the possibilities of using straw bales for a building material. Myself and others care for the environment, and find that hay, which can be reproduced every year, is more friendly to the environment than cutting down trees for lumber. We already cut down enough trees for paper and other applies. Whereas these straw bales are just wasted because noone found a good use for them. But now there is one.

When I had first learned about straw bales for a replacement for wood, I didn't believe it myself. But after learning facts about what straw bales can do for your home and for you economically, I don't see why you wouldn't want to use them. People before us had used hay and straw for their homes and lived fine. The hay was a good insulator for people. Chuck Bruner, an owner of one of these houses, had said that they never had used airconditioning when it was even up to 90 degrees. And he had only turned on his heat twice, because the straw is a good insulator of heat. These days oil for heat is very expensive, many people need all the help that they can get when it comes to money. What is also good about straw is it is a renewable resource. The ammount of straw that is thrown away in one year, could make up to 5 million 2,000 square foot houses. With using straw the price of the house goes down since its cheaper to make. This benefits people who don't make enough money for a decent home, but want a good house. Some straw bale houses have been ~~bought~~ bought for as little as $5,000 to as much as $200,000. These straw bale houses will last long if they do not get wet. Proper site drainage is very important. You might be asking if there would be any animal

problems. ~~Be~~ Once the walls are plastered, all access is eliminated. You might also wonder how good of a fuel Straw bales would be to fires. A Reasearch Cancil in Canada had tested the straw bales by catching the house on fire. It had withstood for 2 hours with a temperature of 1,850° F. It is proven that these walls are resistant to fire. The costs of these homes are very good. Compared to the costs of a convential home being built by a contractor, if you built a straw house with a contractor and owner, these prices are half of a normal house. If you would take an owner and he had built his own straw bale house, he would have to pay NO money for a Downpayment or a mortgage. The cost of Energy is 1/3 of a Conventionals house.

I believe I have given you more positive energy about this product than you can give about using timber. It would be a good idea to leave the trees alone for building and use the straw which is renewable. You don't have to completely cut out timber but just use strawbales as an option and see how you do for buisness. I myself would like to have one of these houses to save money on oil. I believe others feel the same way.

Introduction)

the straw bales construction, decide, who are person who interested to ecology they decide to write a letter to the director of the agency persuading the agency to consider straw bales as a future construction material, the tell to the director that straw bales building is a practical perphaps under utilized construction method. thats they refered that now walls of straw easily constructed and structural sound promise to take some of pressure off limited forest resources.

Durng past century, a lot of people last their house, so someone now need a new ~~work~~ house because, they lost by tasquakets when was the war a lot of people of united states, they lost everything so they need materiale to built the house but they need straw bale for built. because some people need protection, ~~for~~ them so the thinking that this, can been a benefit to the ~~pe~~people for their future, to provide straw bales, but perphaps can utilize a scientific method for not destroy the ecology. they ~~thought~~ they thinking is we can ~~renewal~~ straw can be Renewal Resource and can Recycle for our people from differents citys. but we want to feel some thing the cost of a straw-bale house is depend on the size of the building and amount of "sweat-equity" donated by the

owner and friends. Straw-bales costs range from fifty cents each when purchased from the fields of montana to $350 to $500 for three wire bales delievered to site in Arizona. each type of straw bales come in alls shapes and sizes from small two string bales and massive cubical or round bales. each one have different size and price too.

It is apparent that the useage of straw bales in construction has provided a more eco-friendly and cheap way of building new homes. With the prime enviornment around us that we keep destroying each day it would be highly beneficial to save resources and switch over to a more reasonable Matter of construction. Overall, humans will leave the largest imprint on planet Earth and its not a good contribution.

As you may know as we increase our knowledge of the world around us and continue to find machinery that makes everyday lives easier, because we're slowly killing the Earth. Using natural resources & to make our lives easier is not a smart idea. What happens when all these resources are gone? and theres a hole in the ozone big enough to put the icing & on top of our global warming problem? ~~Something~~ So what is something we can do to try and fix part of this problem? Change the way we go upon doing certain things, such as construction. If we convert to building homes out of straw we'll be ~~an~~ 100% more ~~eco~~ eco-friendly. "Walls of straw, easily constructed and structurally sound, promise to take some of the pressure off of limited forest % resources." As quoted from an article from the United States Department of Energy, a straw-bale building would be ~~completely beneficial~~ a complete benefit. other than being eco-friendly there are lot of other points that the Department of Energy makes that should pursuade you to consider this option. Building structures out of straw-bales isn't a new theory, hundreds of years ago Europeans used to build from straw or reed and those structures are still standing today. These straw-bale structures have even withstood strong earthquakes in Wyoming and "there wasn't a single crack in the house." As we're told by Chuck Bruner whom is a resident of one of those homes. other then the pluses of a strong structure the house is overall comfortable

to live in. As we're also told by Chuck Bruner, the houses are very comfortable to live in. During the Summer the houses stay cool and not too hot, even in 90° weather. In the winter Mr. Bruner said he only turned on the heater in the bedroom twice. Not only is Mr. Bruner's calculations correct that his heating bill is about half the ~~norm~~ of the norm, but according to the "Life-Cycle Costs of a House" chart, which is an expansion of 30 years, it is proven that a Conventional House built by a contracter has a life cycle cost of $171,300. A considerably cheaper option would be a $74,600 house made of straw-bales and built by an owner and contracter. Even cheaper and build the house yourself and rent to a total life cost of $9,625. ~~Ster~~ Straw-bale houses have been proven more affordable, safer and eco-friendly. Since the houses are made from straw-bales and over 200 million tons of straw go to waste every year, we'll actually be using it, and if it's gone by next season there will be just as much, even more. Straw grows much faster than trees, and we won't be destroying habitats trying to acquire trees, instead we'll be cultivating farm fields.

Overall, the straw-bale houses are a very good investment. They are extremely eco-friendly and host a more efficient plan. they are cheaper, ~~so~~ and safer, ~~it~~ it's also proven that these homes are safer in fires and pests will not bother them. ~~You~~ In this day and age, costly ~~the~~ items are a big factor, if you want to house more individuals then this would be a wise choice.

There are all different types of building materials you can use to build a house or a building or something else. The best thing you really should use to have a nice strong supportable house is to use Strawbales. The reason why I am writing this letter to you because, we want to be able to use Straw bales as a future construction material. People have been using straw, grass, or reed because they were easy to obtain and reliable. People also use Straw-bale materials for wreather use. After an 5.8 earthquake in Wyoming, the house was completly harmless During the hot summer days you don't even need an airconditioner the house stays nice and cool even in 90 wheater. The winter time you rarely need to turn on your heater because it is nice and warm. If you hired a Contractor to build a Convetional house with the heating and Cooling it will cost you at least $36,000. a Straw bale house build by a contractor with heating and cooling included will cost you $18,000 that half price and your utility bill is now have of what you were paying with a Conventional house. Straw is a renewable resources they are under utilized or wasted in the Country. They have variety's of straw like, oats, barley rice and flax. There is also hay straw but it is not recommendable because it is leafy and it gets eaten by creatures. The basic 2,000 square foot house requires about 300 standard twine wired bales of straw costing about a $8,000. If You would want to a certain type of Strawbales for very good support

Straw-bale construction is a very under utilized form of construction. In many ways it is better than the conventional form of construction. Compaired to conventional construction of houses, the construction of straw-bale houses can be more affordable, safer, and more practical when it comes to energy conservation. More straw-bale houses would ~~greater~~ greatly help the preservation of nature preserves.

A straw-bale house is much more affordable than a conventional house. Although for a straw-bale house built by a contractor the construction, down payment, and ~~mortage~~ mortgage are the same, ~~the~~ between the energy and the total life-cycle costs would be about $36,000 less than the cost for a conventional house. If the owner was to help the contractor build a straw-bale house he would save $233,900, rather than a conventional house built by a contractor. If the owner was to completely build the house himself he would save $363,800. The prices a straw-bale built house are much more affordable for the average persen than a conventionaly built house.

Another positive aspect of a straw built house is that they are safer than conventionaly ~~but~~ built houses. The U.S. Department of Energy stated that "straw bales provide fewer havens for pests such as insects and vermin than conventional wood framing ~~materials~~." Also, "the National Research Council of Canada tested plastered straw bales for fire safety and found them to perform better than conventional building materials."

Straw-bale built houses can also be more practical. "Walls of straw, easily constructed and structurally

sound, promise to take some of the pressure off of limited forest resources." Straw-bales are also a lot easier and less expensive to transport. They can also help to conserve energy, because they are cool in the summer and warm in the winter.

The building of a straw-bale house is a smart choice. They have many positive aspects, such as being affordable, energy and nature conserving, and being very safe. Straw-bale materials ~~should be~~ should not be under utilized anymore.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 3

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

Practice Paper E–Score Level 4

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

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to www.emsc.nysed.gov/osa/exameval.
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.