

# SESSION ONE

## FOR TEACHERS ONLY

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

### ENGLISH

Thursday, August 13, 2009 — 8:30 to 11:30 a.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) 4
(2) 2	(8) 1
(3) 1	(9) 3
(4) 4	(10) 2
(5) 3	(11) 4
(6) 1	(12) 2
	(13) 3
	(14) 1
	(15) 2
	(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:
<p><b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b></p>	<p>-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the text -allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task</p>	
<p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b></p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the text</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the text</p>	<p>-develop ideas briefly, using some details from the text</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
<p><b>Organization: the extent to which the response exhibits direction, shape, and coherence</b></p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p><b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b></p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b></p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable - may be illegible or not recognizable as English</p>

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

Over sixty percent of Tennessee's electricity is obtained through the environmentally ~~harmful~~ <sup>harmful</sup> process of ~~coal mining~~ burning coal. Not only does burning this fossil fuel contaminate the environment with acid rain and ozone pollution - as well as contributing to global warming and hazy air - but ~~is~~ also the means of obtaining much of the coal through strip mining devastates the environment as well. And although the human population reaps the benefits of this energy-producing process, the damage that results seems to go unnoticed and regulations passed by both state and federal governments often are poorly enforced.

Strip mining is a very cost-effective way to obtain coal. The process begins with bulldozing any vegetation in the surrounding area. The top soil, which includes the grass and uppermost layer of soil, is then scraped away and ~~is~~ stored in separate facilities for later use. The exposed subsoil, called "overburden", covers the coal, and must be drilled and blasted away so that miners can "harvest" their "crop." When the subsoil, which many times contains large rocks and hardened, compacted soil, is blasted away, it causes erosion of subsoil and sediments, for there is no vegetation or soil for them these ~~to cling to~~ particles to cling to. The fallen sediments can pollute, or even dam up surrounding streams, rivers, and lakes, that could ~~be sources~~ have been prime sources for fresh water for surrounding populations of people and animals alike. Sulfur-containing rocks that contaminate water sources can cause acidic run-off. Red and yellow water can result from iron contamination. Such contamination can lead to many illnesses - and even famine - among species of wild life and even in human populations. And all of this is caused by fallen sediment resulting from the blasting away of subsoil - all to obtain coal cheaply through strip mining: talk about a high price to pay for a little energy.

Even after the strip mines close down and the subsoil and top soil are put back in place, the damage to the environment still continues. Less fertile subsoil ~~is~~ ~~can be~~ is often mixed with the top soil, decreasing both its amount of nutrients and its fertility. Many mining companies also spray a seeding mixture onto the



## Anchor Paper – Part A – Level 6 – A

newly replaced topsoil to try to speed up reclamation of the ~~trees and forest~~ and land scape. However, the seed mixture contains a grass that can do more harm than good, since it chokes out the growth of trees and shrubs by competing for the limited nutrients present in the infertile soil, leading to an average of a thirty year delay in tree growth. Without large trees and their roots to anchor the soil in place, erosion continues, and so does acidic drainage. All of these complications discourage ~~wildlife like~~ wildlife such as turkeys, squirrels, and quail, from returning to their former habitats, thus decreasing the diversity and ~~over~~ overall fitness of that ~~hab~~ ecosystem.

However horrible these consequences may be, they are all, in fact, very legal. Lax enforcement of laws, such as the 1977 Federal Surface Mining Control and Reclamation ~~at~~ Act, allows miners to harm the environment in their quest to find coal. This blatant disregard for the Earth's precious resources will ~~one day~~ ~~backfire~~ ~~one day~~ soon when resources and pristine natural environments all become ~~barren, polluted, and~~ barren and polluted. It is up to our society to take a stand against harmful practices that pertain to the environment so that one day, our society can live in harmony with nature.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, stating that although <i>strip mining is a very cost-effective way to obtain coal</i>, the <i>erosion of subsoil and sediments</i> and the <i>many illnesses</i> and other effects of contamination make it a <i>high price to pay for ... energy</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>strip mining devastates the environment</i> and <i>Even after the strip mines close down ... the damage to the environment still continues</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to explain how <i>the means of obtaining ... coal through strip mining devastates the environment by bulldozing any vegetation</i>, how it causes erosion (<i>there is no vegetation or soil for these particles to cling to</i>), the impact of <i>such contamination ... among species of wildlife and even in human populations</i>, and how attempts to <i>speed up reclamation create complications that discourage wildlife ... thus decreasing the diversity and over all fitness of the environment (Less fertile subsoil is often mixed with the topsoil)</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that strip mining represents a <i>blatant disregard for the Earth’s precious resources that will backfire one day soon</i>. The response exhibits a logical and coherent structure through skillful use of appropriate devices and transitions by connecting the effects of <i>burning coal</i> to strip mining (<i>Not only ... but also</i>), tying together large amounts of information (<i>And all of this is caused by</i>), and linking the effects of strip mining to the <i>lax enforcement of laws (However horrible these consequences may be)</i>.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>although the human population reaps the benefits of this energy-producing process, the damage that results seems to go unnoticed and regulations passed ... are poorly enforced</i>). The response varies the structure and length of sentences to enhance meaning (<i>The exposed subsoil, called “overburden”, covers the coal, and must be drilled and blasted away so that miners can “harvest” their “crop” and Without large trees and their roots to anchor the soil in place, erosion continues, and so does acidic drainage</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Electricity is such an essential part of our lives, it seems impossible to live without it. Most take for granted where our electricity comes from. In most places the majority of electricity comes from the burning of coal. Not only does that burning of coal pollute our air, create acid rain, pollute the ozone, and cause Global warming, but the mining process is very damaging as well.

To begin the mining process, the workers will clear all vegetation in the area; that in itself is enough to traumatize the environment, though the damage doesn't stop there. Next, the top soil is removed with bull dozers, exposing bare rock <sup>underneath</sup> ~~underneath~~. The rock is then drilled and blasted to get to the underlying coal. The rock and topsoil that has been removed now waits to be returned to the land after all the coal is mined.

When the rock is replaced, having been decompacted, there is excess that will have to be placed somewhere else. Then the top soil is put back and packed down, Plants are replanted, along with small trees and grass seeds. Grass commonly used to reclaim an area does more damage than good, stunting seedling trees for up to 30 years.

There are other problems caused by Strip mining that are larger in scope. The rock exposed by the mining is left crumbled and broken under the soil. Water now flows freely, collecting whatever elements or minerals are exposed. The water, tainted by this process, will harm the plants that tap into that specific water source and pollute the surrounding area. The well

water in nearby homes will be polluted, making it unfit for use for drinking or any other daily purpose.

The devastation continues. Streams will turn red or yellow and aquatic life will begin to die.

All of this damage and destruction is the very high cost of cheap electricity.

We must look beyond superficial expense in order to clearly understand the price of the electricity we take for granted.

All living things are hurt by strip mining.

Even under regulation, these problems occur, and when regulation is ignored or somehow avoided, the environment is damaged even more. Strip mining harms people, it harms plants and animals, it harms our environment, and our Earth.

**Anchor Level 6 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, stating that <i>not only does that burning of coal harm the environment but also that the mining process is very damaging as well</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>clearing all vegetation in the area ... is enough to traumatize the environment and this damage and destruction represents the very high cost of cheap electricity</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to describe the damage from <i>the mining process (workers will clear all vegetation)</i>, why it <i>doesn't stop ... after all the coal is mined (Grass commonly used to reclaim an area does more damage)</i>, how efforts to repair the damage can stunt <i>seedling trees for up to 30 years</i>, and how <i>the water, tainted by this process, can harm the plants ... and pollute the surrounding area</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on how <i>strip mining harms people ... plants and animals ... our environment, and our Earth</i>. The response exhibits a logical and coherent structure through skillful use of appropriate devices and transitions to establish sequence (<i>To begin, Next, When the rock is replaced, Then</i>) and to link one idea to another more important point (<i>There are other problems caused by Strip mining that are larger in scope and Even under regulation ... the environment is damaged even more</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>We must look beyond superficial expense in order to clearly understand the price of the electricity we take for granted</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The devastation continues and Strip mining harms ... it harms ... it harms</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>down, Plants; people, it; animals, it</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.</p>	

Although coal has been heavily relied on in certain areas as a primary source of electricity, the damaging effects of mining coal are becoming more apparent. In Tennessee, for example, 60% of electricity is generated through the burning of coal. Even though it is a cheap source of electricity, the land and people have paid a heavy price for it.

Coal is the most damaging source of electricity, causing problems such as regional haze, ozone pollution, global warming, and acid rain. Each of these factors harms the environment; some even harm humans directly. ~~The~~ The most immediately damaging effects of coal, however, are caused by how the coal is obtained. Strip mining can lead to the reduction of hills, farms, and forests. In the process of obtaining coal, overburden and topsoil are eventually replaced, but during the blasting process, the volume of the overburden increases, leading to the need for it to be placed somewhere else. Blasting also causes erosion, even under the best conditions. Erosion can lead to water ~~contamination~~ being contaminated by toxic materials which, in turn, leads to a loss of aquatic life. If these toxic materials contaminate wells, the wells are liable to ~~become~~ be poisoned. In this scenario, residents must choose between bad water, which kills plants and burns eyes in the shower, ~~or~~ or moving. Blasting may also cause cracks in the foundations of buildings. Deaths have also ~~occurred~~ occurred, ~~and not just~~ both to miners and innocent bystanders. In 1994, at Flatwoods Mine, a 16 year old boy was killed when his car was hit by rocks from a mine blast. Even after a restoration process has occurred, trees often have stunted growth due to soil compaction, and beneficial insects may not be restored.

Attempts to regulate ~~strip mining~~ <sup>strip mining</sup> have been made. In 1977, the Federal Surface Mining Control and Reclamation Act ~~was enacted~~ ~~set~~ set out to regulate mining practices. Unfortunately, the act was weakly enforced. In 1984, the federal government

**Anchor Paper – Part A—Level 5 – A**

stepped in but proper action was still not taken. With enough money, coal companies could avoid regulations all together. Coal is often viewed as a cheap source of electricity, but what many don't realize is that the mining of coal has a devastating effect on the environment. ~~Margaret~~ As John Nolt said, "We get our electricity cheap, but the cost is high."

**Anchor Level 5 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, stating that <i>the damaging effects of mining coal are ... apparent</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>Coal is the most damaging source of electricity and Blasting ... causes erosion, even under the best conditions</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the <i>damaging effects of coal</i> ( <i>Erosion can lead to water being contaminated by toxic materials and Blasting may also cause cracks in the foundations of buildings</i> ) and the weak enforcement of regulations ( <i>With enough money, coal companies could avoid regulations all together</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on <i>the mining of coal</i> and its <i>devastating effect on the environment</i> . The response exhibits a logical sequence of ideas, first introducing the idea that <i>the land and people have paid a heavy price for the use of coal</i> , followed by a discussion of the various effects of the <i>process of obtaining coal</i> , moving to the idea that <i>attempts to regulate strip mining have been made</i> , and concluding with a reiteration of the idea that <i>coal is ... a cheap source of electricity</i> that has detrimental effects. Appropriate transitions are used ( <i>In this scenario, Even after, Unfortunately</i> ).
<b>Language Use</b>	Uses language that is fluent and original, with evident awareness of audience and purpose ( <i>Each of these factors harms the environment; some even harm humans directly</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Even after a restoration process has occurred, trees often have stunted growth ... and beneficial insects may not be restored</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Strip mining is a method that is used to extract coal from the earth. It is a simple process, but it has many devastating effects on the environment. Also, because it hurts the environment, it hurts the people near it too. The worst part is that the effects are extremely enduring, even irreversable. And although much is being done to try and reverse and even stop the effects of strip mining, the success of those attempts is small. John Nolt describes <sup>the effects of</sup> strip mining in his speech.

Strip mining begins with the complete and utter devastation of the land on which the mining will occur. First, the vegetation and top soil is scraped away until the 'overburden' is revealed. This is then blasted and moved out until the layer of coal is reached. When that happens, the coal is then also blasted and bulldozed away. Finally, when ~~at~~ the mining is finished, the overburden is replaced, top soil respread (if it had been saved) and new vegetation is planted. Now, if only that was the end of it.

Besides the vegetation and natural habitats that were destroyed during the strip mining, many other aspects of the environment were being disturbed as well. Underground water sources such as aquifers are disturbed and/or destroyed. Rivers, streams, and ponds are contaminated with "acid drainage from sulfur bearing rocks" that sounds fun to swim in. The aquatic life is, in turn, destroyed, ~~and~~ the Strip mining effects every aspect of the ecosystem it is being used in; ~~and~~ it even affects humans.

Wells are also contaminated; ~~to~~ they may turn red from iron oxide, or possibly yellow from iron hydroxides. ~~Here~~ Drinking water is ~~compromised~~ compromised and, eventually, unusable. "Water that looks like apple cider and kills house plants" will be flowing freely from the tap in your kitchen sink (Nolt).

Global warming, regional haze, acid rain, and ozone pollution are some of the big name disasters caused by strip mining, but, clearly, it



becomes much more personal than that. Strip mining is it something that will affect the next generation, or that might not ~~happen~~ matter for another five hundred years. It is a problem today, and it is a problem for everyone.

In Tennessee, sixty percent of the state's electricity is ~~produced~~ fueled by the burning of coal. <sup>This is because</sup> ~~there is~~ a lot of strip mining occurs in the area. The two industries feed off of each other. In 1977 a Federal Surface Mining Control and Reclamation Act was created to ~~to~~ stop some of the more devastating effects of strip mining. ~~The~~ The Act was enforced by the state division of surface mining, but turned out to be enforced so badly, that the federal government stepped in to take over. But it didn't really matter in the end. Politics is politics, and money is money. ~~Strip mining~~

Strip mining is a horrible industry, but it continues to thrive and destroy. There are ways to prevent its use and stop its effects, if only people will try and embrace them. People can not continue to destroy the land and expect that it will always turn out ~~at~~ alright. It was said by John Nolt, ~~that~~ "thus we get our electricity cheap, but the cost is high". He couldn't be more right.

### Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the text, stating that <i>strip mining ... has many devastating effects on the environment</i>. The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Strip mining effects every aspect of the ecosystem it is being used in</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the text to describe the method of strip mining (<i>when the mining is finished, the overburden is replaced, top soil respread ... and new vegetation is planted</i>), the damage it causes (<i>Rivers, streams, and ponds are contaminated and Drinking water is compromised, and ... unusable</i>), and the laws surrounding it (<i>The Act ... turned out to be enforced so badly, that the federal government stepped in</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>strip mining as a horrible industry that continues to thrive and destroy</i>. The response exhibits a logical sequence of ideas, first presenting the process of strip mining, moving to its effects on <i>vegetation and natural habitats and underground water sources</i>, and then to problems with the strip mining industry. Appropriate transitions are used (<i>First, Finally, Besides</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>Strip mining begins with the complete and utter devastation of the land</i>), with evident awareness of audience and purpose (<i>It is a problem today, and it is a problem for everyone</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Now, if only that was the end of it and But it didn't really matter in the end</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>irreversible and vegetation</i>) and punctuation (<i>it too and In 1977 a</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

The burning of coal is one of the most widely used forms of energy in the U.S.... and also one of the most damaging. The burning of coal contributes to global warming, areas of haze, and damage to the ozone. However, it is not just the burning of the coal that impacts the environment; it is the way we go about obtaining the coal that also has a huge negative impact.

Strip mining practices are not as bad as they once were thanks in part to the Federal Surface Mining Control and Reclamation Act of 1977; ~~but~~ yet strip mining still causes irreversable damage to the environment even if the act is followed closely. Strip mining begins with the complete removal of all vegetation in an area... a sort-of extreme clear cut. The top soil is then scraped away, revealing the overburden which is then blasted away to expose the coal. The coal is fractured by more blasting and is then removed. Once the coal is removed the overburden is put back into place. However, the blasting decompacted the overburden giving it a larger volume, so the extra overburden must then be deposited in a fill somewhere else. Soil is put back over the overburden and replanted. This entire process causes irreversable changes to the area that was mined.

Because of the soil in the area no longer being stable, erosion occurs. Very often water courses and aquifers are disturbed or destroyed due to the strip mining. Springs and streams around the area become polluted with iron oxide or iron hydroxide giving the water a red or yellow tint. The pollution makes the water unsuitable for humans and

animals. Aquatic life may disappear; residents are forced to choose between living with unusable water, or leaving their homes. The strip mining can also cause cracks and shifts of building foundations in the area. The blasting used to uncover the coal is not only a hazard to the miners around the blast site; it is a hazard to innocent bystanders as well. John Nolt cited one occurrence that happened in 1994 when a 16-year-old boy was killed near Flatwood Mine in Campbell County when debris and rocks from a blast at the mine struck the car he was riding in.

Strip mining is hazardous not only to ~~the~~ the environment, but to our personal health. Yet we rely on coal for energy because it is cheaper than many other sources. Many surveys of old strip mines have shown that <sup>even</sup> years after they were mined, they are still impacted by it. Tree growth is stunted, and the soil is less fertile... Never to be the same again. The ground water is toxic, polluted, and hazardous to the health of both humans and animals alike. As John Nolt once said "We get our energy cheap, but the cost is high."

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, stating that <i>the way we go about obtaining ... coal ... has a huge negative impact</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>strip mining ... causes irreversable damage to the environment</i> and <i>The blasting ... is a hazard to innocent bystanders</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to emphasize the <i>irreversable changes</i> caused by strip mining ( <i>Because of the soil in the area no longer being stable, erosion occurs</i> and <i>The polution makes the water unsuitable</i> ) and the hazards of strip mining ( <i>a 16 year-old boy was killed ... when debris ... from a blast ... struck the car he was riding in</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>strip mining is hazardous not only to the environment, but to our personal health</i> . The response exhibits a logical sequence of ideas, first presenting information about <i>strip mining practices</i> , then moving from the <i>changes to the area that was mined</i> , next to the <i>hazardous</i> nature of strip mining, and concluding with a reiteration of the negative impact of strip mining established in the introduction. Appropriate transitions are used ( <i>However, Very often, Yet</i> ).
<b>Language Use</b>	Uses appropriate language that is sometimes inexact ( <i>a sort-of extreme clear cut</i> ), with some awareness of audience and purpose ( <i>Yet we rely on coal for energy because it is cheaper than many other sources</i> ). The response occasionally makes effective use of sentence structure and length ( <i>However, the blasting decompacted the overburden giving it a larger volume, so the extra over burden must then be deposited in a fill somewhere else</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>vegitation, occurance, disapear</i> ) and punctuation ( <i>overburden which; often water; toxic; poluted; cost is high; misuse of ellipses</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

"We get our electricity cheap, but the cost is high." Today over 60% of our electricity is generated by the burning of coal. Though this causes detrimental effect to our society, such as the depletion of the ozone and global warming, it is the process by which we obtain the coal that has to be addressed. Strip mining has been widely used for several decades to acquire the coal for our personal needs. However, this process reduces landscapes and causes immediate harm to forests, hills and ordinary plains.

Strip mining can be the cause of several harmful effects to the communities surroundings. Nonetheless, people may recognize these effect but may not acknowledge their cause. According to John Nolt numerous negative effect are brought about by the strip mining of coal, for instance as stated earlier the reduction of hills and mountains and as well as the depletion of forests are two effects. In addition, vegetation is killed and topsoil is scraped in acquiring the mining land.

According to Nolt, the water supply of the areas in which strip mining is present also seem to be effected. He states that through this process water courses, such as streams and lakes are being destroyed. The water supply is becoming contaminated with sulfur rocks and toxic metals. In addition aquatic life is disappearing in the red streams filled with iron oxide and in the yellow streams filled with iron hydroxide (Due to strip mining). Nearby wells become cloudy and poisoned. Residents either leave the area or cope with the contaminated water supply. The water they have to use kills plants and burns

with contact.

Not only has this affected landscape and water damage, but it has caused the death of several people. The blasting of the rubble and debris has cause the debuching of building foundations. And in 1994 a 16 year old boy was killed due to the blastings. The boy and his family were traveling on I75 when rocks and debris from the blasting hit their car and killed the boy.

Strip mining has had a staid effect on the environment, not only in the beginning but also in the end. When the workers replant the soil it may look "good as new" but in fact it lacks fertility and minerals for the growth of vegetation. So in fact as stated by John Nolt "we get our electricity cheap, but the cost is high".

Anchor Level 4 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that strip mining is a <i>process ... that has to be addressed</i> . The response makes implicit connections between information and ideas in the text and the assigned task ( <i>Strip mining has had a staid effect on the environmnet, not only in the beginning but also in the end</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe the destruction caused by strip mining on water ( <i>water courses ... are being destroyed, aquatic life is disappearing, wells become cloudy and poisoned</i> ). The discussion of the rehabilitated land is less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on the harmful effects of strip mining. The response exhibits a logical sequence of ideas, first identifying strip mining as a cause of <i>immediate harm</i> , then presenting information about its effect on the landscape and water. Internal consistency is weakened in paragraph 4, shifting from the idea that strip mining <i>has caused the death of several people</i> , to <i>the debucling of building foundations</i> , and then returning to a sixteen-year-old boy <i>killed due to the blastings</i> . The response ends with an ineffective conclusion that introduces new ideas ( <i>the soil ... lacks fertility and minerals</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Strip mining has been widely used ... for our personal needs</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Residents either leave the area or cope with the contaminated water supply</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>vegation, dubris, fertility</i> ), punctuation ( <i>Nolt numerous and new" but in fact it</i> ), and agreement ( <i>this causes ... effect and supply ... seem</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

I am here today to talk about the dangers of strip mining. Strip mining of coal has been a huge environmental disadvantage for many years now. Strip mining has been damaging the earth and has been the most damage that ~~has~~ is being done. Global warming, regional haze, acid rain and ozone pollution are a result from ~~the~~ coal mining. We as humans are a huge part of destroying earth.

The using of electricity, 15% is generated by burning coal and that 15% creates more reasons to have strip mining. We have all added to stunting tree growth's by 30 years, harmed lands, reduced farms, forests and hills. We have distributed to this problem by consuming so much energy.

Do you want the truth about the strip mining of coal? If we continue to have strip mining of coal the water will cause aqua fires & erosions. The water will turn yellow and red, and when we take showers the iron oxide and hydroxide will burn our eyelids. No matter how much you try to fix the problem the land is all ruined from the first time around that when trying to grow trees on that surface, the growth



of the tree is stunted by 30 years.

The process seems pretty simple even though the damage left behind is greater than what we are able to consume. First, ~~the~~ everything on the land is bulldozed down, topsoil is scraped away, then stored away and used separately, subsoil and rocks that lay are blasted and removed to expose coal, after the coal is gone, it is then replaced with top soil.

As you can see strip mining of coal will do nothing but harm our society and may even kill us.

There have been laws enforced but many are still disobeying them.

What can we do as a class to improve the environment or try and stop this horrible strip mining?

### Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating that <i>strip mining of coal has been a huge environmental disadvantage for many years now</i> . The response makes implicit connections between information and ideas in the text and the assigned task ( <i>The process seems pretty simple even though the damage left behind is greater than what we are able to consume</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss damage done by strip mining ( <i>strip mining ... will cause ... erosions, iron oxide and hydroxide will burn our eyelids, growth of the tree is stunted</i> ) and the method used ( <i>land is bulldozed down, topsoil is scraped away, ... and rocks ... are blasted</i> ). The idea of <i>laws</i> is mentioned in the conclusion, but not developed.
<b>Organization</b>	Maintains a clear and appropriate focus on how <i>strip mining ... will do nothing but harm our society</i> . The response exhibits a logical sequence of ideas, first establishing that strip mining is <i>damaging to the earth</i> and that people contribute to <i>this problem</i> , followed by a discussion of the effects and process involved. Internal consistency is weakened through the use of ineffective transitions ( <i>The using of electricity, 15% ... creates more reasons to have strip minings</i> ).
<b>Language Use</b>	Uses appropriate language that is sometimes inexact ( <i>Strip mining ... has been the most damage that is being done and distributed</i> for “contributed”), with some awareness of audience and purpose ( <i>I am here today to talk about the dangers of strip mining</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>No matter how much you try to fix the problem ... stunted by 30 years</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>hage, seperately, inforced</i> ) and punctuation ( <i>stunting tree growth's; coal the; down, topsoil</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

Electricity is a very important resource in our community, it is used every day by millions of people. However the luxury resource is generated in a way very harmful to our ~~economy~~ economy. Stripmining is the process at which coal is extracted from mines. This coal however can be harmful and cause global warming and acid rain. Stripmining is very destructive reducing hills, forests and farms, and leave very harmful damages to our economy.

Stripmining first begins as a clear cut, then its topsoil is scraped away then separately used if good. Then the overburden is exposed along with the subsoil and rocks laying over coal stream. Then the rocks and excess soil is drilled and blasted and the coal is removed and hauled ~~away~~ <sup>away</sup> where it is processed. Later on the topsoil is replaced and sowed

back, however leaving destructive damage. This ~~is~~ is a form of erosion and its effects are acid drainage from rocks under and above the soil. Aquatic life may disappear due to the acid's effect on the water leaving red and yellow colors. Wells be poisoned, and residents of the area may decide to <sup>may</sup> either their life living with water that looks like apple cider or leaving their homes for good. Due to this the blasting of the cracked foundation comes into affect. However these blasts could be deadly relating to an incident when a 16-year old boy was crashed under the blasted rock while driving along I75 with his family. When mines open people and land are stressed with damage and disease.

Overall after an area has been stripmined the land starts <sup>to</sup> heal after a few years.

**Anchor Paper – Part A—Level 4 – C**

but it will never be the same. Some of the lasting effects are decrease in the topsoil's fertility. Another effect is acid drainage may continue. These harmful effects caused by stripmining have been very damaging to our economy and although the need of coal is high we need to access a different and safer way of generating it. The cost of the electricity is ~~high~~<sup>cheap</sup> but the cost on our society and economic welfare is high.

**Anchor Level 4 – C**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, asserting that strip mining is <i>harmful</i> and <i>very destructive</i> . The response makes implicit connections between information and ideas in the text and the assigned task ( <i>Later on the topsoil is replaced ... leaving destructive damage and the blasting of the cracked foundation comes into affect</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss strip mining methods ( <i>Strip mining first begins as a clear cut ... topsoil is scraped away ... the overburden is exposed</i> ), damage done to water ( <i>acid drainage from Rocks, Aquatic Life may disappear, Wells may be posioned</i> ), and to people, citing an incident with a 16-year old boy. The discussion of revegetation is limited to a single sentence ( <i>Later on the topsoil is replaced and sewed back</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the <i>harmful effects caused by stripmining</i> . The response exhibits a logical sequence of ideas, first describing the process of strip mining, followed by a discussion of the <i>destructive damage</i> of erosion on water, aquatic life and people, moving to the damage and death caused by blasting, and ending with the effects on the land. The response lacks internal consistency because of ineffective internal and external transitions ( <i>Due to this the blasting and these blasts could be deadly relating to an incident</i> ).
<b>Language Use</b>	Uses appropriate language that is sometimes inexact ( <i>luxury resource, sewed back, crashed under</i> ), with some awareness of audience and purpose ( <i>the cost on our society and economic welfare is High</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Strip mining first begins as a clear cut, then its topsoil is scraped away then seperatly used if good</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>posioned</i> and <i>acess</i> ), punctuation ( <i>community, it; blasted and; years but</i> ), capitalization ( <i>Life</i> and <i>Residents</i> ), grammar ( <i>rocks and excess soil is and their Life</i> ), and usage ( <i>process at which, reducing ... and leave, need of coal, cost on our society</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

Did you know 60% of our electricity is by burning coal? Burning coal causes global warming, regional haze and even ozone pollution. With all these negative affects of burning coal you wouldn't think it isn't nearly as bad as Strip Mining.

Strip Mining reduces hills and farms. Strip Mining begins with a clear cut, everything is bulldozed down to the bare earth. The top soil is scraped away showing the overburden soil and rocks. It's removed to expose coal. It begins the blasting decomposes overburden. The overburden is removed to show the coal and the volume increases while fertility decreases.

After all this damage is done to the land, the top soil is showed and placed back in, but ~~not~~ never the same. As this process is being done the water has a high chance of being contaminated by acid damage. Blasting is seriously deadly, and when shower can burn eyes, nose and mouth. In 1994 a 16 year old boy died because of the result of strip mining. Strip Mining also grows fungus, which grows to compete with trees for soil. Fungus kills forest and creatures environment.

In 1977 the ~~the~~ Recreation act was passed to out law some of the worst uses of Strip mining.

John Nolt said "we get our electricity cheap, but the cost is high." With strip mining our cost for electricity is cheap but at the cost of cheap electricity were damaging our land forever. The fertility of the soil will dramatically decrease after strip mining. Strip mining is going to ruin our planet.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, addressing the negative effects of strip mining. The response makes few connections between information and ideas in the text and the assigned task (<i>Fuscue kills forest and creatures environment and Strip mining is going to ruin our planet</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some details from the text (<i>Strip Mining reduces hills and farms, the water has a high chance of being contaminated by acid damage, In 1977 the Recreation act was passed to out law some of the worst uses of strip mining</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that <i>at the cost of cheap electricity were damaging our land forever</i>. The response exhibits a logical sequence of ideas through the use of chronological transitions (<i>It begins, After all this damage is done, As this process is being done</i>) but lacks internal consistency (<i>The overburden is removed to show the coal and the volume increases while fertility decreases and Blasting is seriously deadly, and when shower can burn eyes, nose and mouth</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Did you Know 60% of our electricity is by burning coal?</i>). The response exhibits some attempt to vary sentence structure and length, but with uneven success (<i>Strip Mining also grows fuscue, which grows to compete with trees for soil</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Reginal, hayes, scrabed</i>), punctuation (<i>clear cut, everything; Its removed; With strip mining our cost</i>), and grammar (<i>wouldn't think ... isn't nearly and when shower</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and language use.</p>	

~~the~~ there are many ways people can harm the earth, but strip mining has by far been the worst. Because of the process of converting coal into electricity, the earth is being damaged bit by bit. Strip mining cuts down hills, farms and forest and that has an effect on the people and animals on earth. Also because strip mining in certain areas close to wells it cause an underground water source disturbance which can make well water become cloudy poisoned or either dried out. ~~poisoned~~ causing other strip miners to move to another location, carrying chemicals along with them. once those chemicals get into other water it can be passed along until it reaches the main water supply, if it does it will then have an effect on us, the people. those chemicals can cause a color change in the water. the water is then poisoned. ~~if that water was~~ if that water was to reach us for example through water pipes it can burn us in certain areas for example if we were to shower it can burn our eyes, nose and mouth. your able to tell your water is poison when it has a yellow kinda



of color for instance an apple cider  
kind of look, or if it was a redish  
color. Converting coal to ~~an~~ electricity  
was more of an expense to the  
people's earth than it does to the  
people's pocket. Some Mining  
companies didn't really enforce  
regulations so the federal government  
took over the state of Tennessee's  
Coal Mining permit program in 1984.  
The federal Surface Mining Control  
passed and called the reclamation  
act of 1977 to reduce damage  
cause by strip mining. At the end  
of John Nolt speech he said  
"we get our electricity ~~cheap~~  
~~cheap~~ cheap, but the cost is high"  
which emphasizes the negative  
effects of strip mining.



**Anchor Level 3 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, stating that <i>Strip Mining cuts down hills, farms and forest and that has an effect on the people and animals on earth</i>. The response makes few connections between information and ideas in the text and the assigned task (<i>Because of the process of converting coal into electricity the earth is being damaged bit by bit and those chemicals can cause a color change in the water. the water is then poisoned</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>well water become cloudy poisoned or ... dried out and your able to tell your water is poison ... if it was a redish color</i> ).
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on the <i>many ways people can harm the earth</i> by strip mining, focusing only on the problem of water pollution. The response exhibits a rudimentary structure but includes inconsistencies, abruptly shifting discussion from water impurity to the expense of <i>converting coal to electricity</i> , and shifting again to mining companies' failure to <i>enforce regulations</i> .
<b>Language Use</b>	Relies on basic vocabulary ( <i>apple cider kind of look</i> ) that is sometimes imprecise ( <i>your</i> for "you're" and <i>kinda of color</i> ), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>if that water was to reach us for example through water pipes it can burn ... our eyes, Nose and mouth and Converting coal to electricity has more of an expense to the people's earth than it does to the people's pocket</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>disturbence</i> and <i>instants</i> ), punctuation ( <i>Also because, become cloudy poisoned, if it does it will</i> ), paragraphing, capitalization ( <i>there are; poisoned. if; John nolt</i> ), and grammar ( <i>it cause</i> and <i>those chemicals ... it</i> ) that hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Anchor Paper – Part A—Level 3 – C

In our world today electricity is a necessity but at what risks are we willing to take to have it. Electricity comes mostly from coal and when you burn coal it is a very dirty and toxic substance and it is very harmful to our environment.

Strip mining is is very dangerous for the environment. It causes erosion, contaminates water, can be poisonous and in one case can cause death.

Strip mining digs up the earth for coal to burn and make electricity. But coal is a toxic material and it contaminates water supply so people can't use water in their homes. It can burn their skin and their plants. The iron oxide turns rivers red and kills marine life. And this all hurt the environment.

In conclusion strip mining is very harmful to our planet and to our lives. It should be stopped and electricity should be made in a different way to save our planet from global warming.

Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	The response: Conveys a basic understanding of the text, stating that <i>strip mining is ... very dangerous for the environment</i> . The response makes few connections between information and ideas in the text and the assigned task ( <i>It causes erosion, contaminates water, can be poisonous and in one case can cause death and The iron oxide turns rivers red and kills marine life</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>coal ... is ... very dirty and toxic, Strip mining digs up the earth, water ... can burn ... skin ... and ... plants</i> ).
<b>Organization</b>	Establishes an appropriate focus on how coal <i>is very harmful to our environment</i> . The response exhibits a rudimentary structure but ends with an inconsistent conclusion ( <i>It should be stopped and electricity should be made in a different way</i> ).
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience or purpose ( <i>when you burn coal</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>In our world today electricity is a necessity but at what risks are we willing to take to have it and And this all hurt the environment</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>substance, diges, conclusin</i> ) and punctuation ( <i>Electricity comes mostly from coal and when you burn coal it and cant</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

Do you know where your energy comes from, Will 62% comes from coal. Burning coal helps us with power but what about acid rain, draney, and global warming. Thats just some of the suddufas. There is also the mining for the coal.

Thats called strip mining. But just like when coal burns theres suddufas. The suddufas of mining coal is the same as when it gets burn. They don't know that they destory the place of mining. Even with act like the Federal surface Mining control and Reclamation act of 1977, ~~they can follow the law to the T and still be do a major mante of damage.~~ They can follow the law to the T and still be do a major mante of damage.

Wells near the sit would be contaminated. From under ground water being disturbed. So home owners have to chose between ~~no~~ no home or very unhealthly water. And once in ~~the~~ 1994 a little boy was killed by rocks that hit him and the car that he was riding with his family. So when mines or strip mines open the people around suffer.

Anchor Level 2 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating that <i>when ... strip mines open the people around suffer</i> . The response makes a few connections between the information and ideas in the text and the assigned task ( <i>Wells near the sit would be contaminated</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>They don't know that they destory the place of mining and They can Follow the Law to the T and still be do a major mante of damage</i> ) and unjustified ( <i>The suddufas of mining coal is the some as when it gets burn</i> ).
<b>Organization</b>	Establishes a focus on the side effects of strip mining. The response exhibits a rudimentary structure, including an introduction, a single body paragraph, and a conclusion.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>Will</i> for “Well,” <i>will</i> for “with,” <i>sit</i> for “site,” <i>chose</i> for “choose”). The response reveals little awareness of how to use sentences to achieve an effect ( <i>But just like when coal is burns theres suddufas</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>draney, golable, suddufas, mante, owers</i> ), punctuation ( <i>from.;</i> <i>power but;</i> <i>Thats called</i> ), and grammar ( <i>Thats ... some;</i> <i>coal is burns;</i> <i>contaminated. From;</i> <i>water. And</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.	

My Earth science class has just completed a unit on issues concerning industry and the environment. I am going to the high school's science fair about the environment impact of the strip mining of coal.

Strip mining is very damage. 100% of the electricity in Tennessee is damage by coal. Also fueling electricity by coal is the most damage way of generation coal. Did you know were strip mining is the extraction of coal from the earth strip alone reduces hills. Sometimes people were force to live their homes because of the strip mining. They also say wells near strip may become contaminated when underground water sources are disturbed. Tennessee's coal mining permit program in 1981 because the state failed to open mines.

What I have told you is about strip mining and how they can be very dangerous. And can cause lots of damage. And how many people have electricity produced by coal.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, stating that <i>strip mining ... can be very dangerous and can cause lots of damage</i>, but is sometimes confused (<i>60% of the electricity in Tennessee is damage by coal</i>). The response alludes to the text but makes unclear (<i>I am go to decided to the high school's science fair</i>) and unwarranted (<i>And how many people have electricity problems by coal</i>) connections to the task.</p>
<b>Development</b>	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>strip alone reduces hills</i>) and unjustified (<i>Tennessee's coal mining permit program in 1984 because the state failed to open mines</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the damaging effects of strip mining and suggests organization through the use of paragraphing, but ideas within paragraphs are only loosely connected.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>the most damage way of generation coal and live for "leave"</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Did you No were strip mining is the extraction of coal and Strip alone reduces hills</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Tennases, contaminated, dangerous, problems</i>) and grammar (<i>the most damage way of generation coal, people were force, strip mining ... they</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

Anchor Paper – Part A – Level 2 – C

Strip mining coal is a efficient way to create energy or heat. The only problem is that it ruins our environment when burned, we need to think of safer alternative fuel that don't pollute the air. Mining also ruins the land too. It destroys natural habitats and ruins the vegetation to the land. I think that there should be and alternative to burning coal. There must be ways that are safer and healthier for our environment.

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused and inaccurate understanding of the text ( <i>Strip mining coal is a efficient way to create energy or hat</i> ). The response alludes to the text but makes unclear and unwarranted connections to the task ( <i>We need ... safer alternative fuel that don't pollute the air</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague ( <i>It destroys natural habitats and ruins the vegetaton</i> ), irrelevant ( <i>there should be and alternative to burning coal</i> ), and repetitive ( <i>think of safer alternative fuel, alternative to burning coal, ways that are safer and healthier</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization through the use of simple transitions ( <i>also</i> and <i>too</i> ), but ideas within the single body paragraph are only loosely connected.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>hat</i> for "heat" and <i>our environments</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Mining also ruins the land too</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>burnd</i> and <i>polute</i> ), punctuation ( <i>safer alternative fuel, dont, land too</i> ), grammar ( <i>a efficient, fuel ... don't, and alternative</i> ), and usage ( <i>vegetaton to the land</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Coal mining is not a easy thing because your underground for almost the hole day. When your there in the cave your just digging for coal the hole day. there is real hard shifts. It look really hard and the dont think that i would be able to work younda ground because when it gets all hot and sweety in there it be heart to breathe.

Strip mining is the typ of job that you do when your in your yonge so that the part of your life that your just getting read to make a final decision about what you want to do with you life.

Strip mining is the typ of job that you start doing when your young just to keep you out of troble and you end up doing it for 35 years. This the typ of work that you can real get to bre and care for.

Strip mining is a big problem that that the evornot has been having for years. some one need to have for years we have to take care years.

**Anchor Level 1 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between information and ideas in the text and the assigned task, offering only a personal response to the topic of <i>coal mining</i> .
<b>Development</b>	Is minimal, with no evidence of textual development.
<b>Organization</b>	Suggests a focus on coal mining but lacks organization, consisting of four paragraphs of loosely connected ideas.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>I dont think that I would be able to work ... because when it gets all hot and sweety in there it be heart to breath</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Just getting read to make a final decision about what you wont to do with you life</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>allmost, diggg, realy, typ, yonge</i> ), punctuation ( <i>day When, hard and, dont, and you</i> ), and grammar ( <i>a easy thing, there is ... shifts, that the part</i> ) that make comprehension difficult.
<b>Conclusion:</b> Although, the response fits the criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to the text.	



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**Anchor Paper – Part A—Level 1 – B**

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Have anyone ever told you about the  
damaging effect of strip mining and how  
it causes many problems within the earth  
and people in general.  
60% of ~~people's~~ people's electricity  
in Tennessee is general use.

**Anchor Level 1 – B**

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of textual understanding. The response makes no connections between information in the text and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on <i>the damaging effect of strip mining</i> but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

About fifty percent of our electricity comes from coal. It is an affordable way for families to have electricity in their homes and in their jobs. However, I doubt that we as a population ever wonders about where the coal fuel comes from.

Strip mining is how coal is removed from the earth. Although this process allows us to enjoy the benefits of electricity, it also harms the land and us, in the long run. Strip mining involves the soil and overburden to be removed. It is all clear cut.

All the vegetation is bulldozed down to bare earth.

In 1977, the Reclamation Act was passed. This outlawed the major abuses of the Earth. However, no one really considered

strip mining a major abuse rather than a way of helping us. However, despite the misconceptions, strip mining is destructive and can cause erosion eventually. The soil can be mixed with harmful chemicals that can kill the organisms that are beneficial to the environment. The water sources may also be harmed.

Nearly wells will be dried up or poisoned. People's drinking water and bathing water have been known to resemble apple cider and burn the eyes and skin when they shower. People have had to move to escape this. People will suffer because of the strip mines. Aquatic life will die because of the water that has been contaminated with toxic chemicals.

Buildings' foundations have even cracked because of the constant bulldozing of ~~and~~ the earth for coal. One boy was even killed because of one of the effects of strip mining.

In conclusion, strip mining is an extremely large sacrifice on the part of our planet because it kills important parts of the environment and disturbs the wildlife and even contaminates

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Part A — Practice Paper — A

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our drinking water. That is a great risk to take when there are other ways to obtain electricity besides burning coal, if you ask me.

## Part A – Practice Paper – B

There are many impacts on the strip mining of coal. John Nolt talks to us about the damages and usages of strip mining. Also the many causes and effects of strip mining.

The speech mentions that 60 percent of water in Tenn. is generated by the burning of coal. The burning of coal can cause a lot of damage. For example, global warming, acid rain, or ozone pollution. This can harm people directly or and harm land directly.

A strip mine has many steps to be helped, but once the soil is damage it is damage.

A strip mine ~~is~~ begins with a ~~set~~ clear cut which was said in the ~~speech~~ speech by John Nolt.

How can strip mining cause damage or fear?

Strip mining can leave water to be damage or not healthy water.

People ~~sometimes~~ sometimes are left with having to choose from living with the dirty water or actually moving out in leaving there homes.

People suffer from ~~stress~~ stress, ~~to~~ and sickness. John Nolt explains all this in his speech. He gives his readers a clear view on what strip mining can do.

There are regulations on strip mining. Some regulations are useless and ~~has~~ can have no ~~eff~~ affect of strip mining.

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Part A — Practice Paper — B

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In 1994 a 16 year old boy was  
killed because of rocks and debris hit  
the car he was in.

Strip mining can be taken care of  
but does not leave an effect.

Damage is damage and sometimes  
damage can not be undone.

There are many technologies and processes using these technologies that have a negative effect on the earth. One of these processes is strip mining.

About 60% of all energy in Tennessee ~~is~~ is from the burning of coal. The burning of coal is dangerous to the environment, but more dangerous is the process by which we acquire the coal. Strip mining destroys the landscape, leaving behind bare land, mud, and rocks where hills, farms and forests used to be. According to John Nolt, strip mining begins when workers level the land of all surface features, but really, it is more than that, since all vegetation is removed. When that is done, the soil is stripped off, which will perhaps be stored, if the company is environmentally smart. This exposes the rock or "overburden," which is then drilled, blasted and removed to expose the coal. After the coal is blasted and removed, the workers redeposit the "overburden", but <sup>since</sup> ~~so~~ it has been pulverized into small pieces<sup>1</sup>, there is more volume and some of it has to be ~~deposited~~ deposited elsewhere. The original <sup>mine</sup> area is then covered with the saved topsoil, which is then sowed and replanted. This topsoil could be mixed with less fertile ~~and~~ subsoil, which would reduce its fertility. It is usually replanted with a mixture of seeds, Kentucky-31 fescue. This fescue forms a thick coversoil, which shades tree seedlings from light, discouraging forests and the return of wildlife, such as quail and turkeys. This fescue stunts tree growth for up to 30 years,

The strip mining of coal causes many environmental problems. Some of these problems are pollution of water courses and aquifers. Surface and ground waters are contaminated with sulfur. It sometimes runs red with an abundance of iron oxide and iron hydroxide. These substances poison the water that people may rely on in their homes. This water kills house plants, and stings people's eyes, nose and mouth when they take showers.

Another effect is acid drainage. According to John Nolt, a study in southeast Tennessee investigated some old sites of strip mines and at ten of them, acid drainage is continuing to pollute nearby water sources. The people that live in these places have to choose between leaving their homes or living with contaminated water.

Not only is strip mining dangerous for the environment, but it is also dangerous for people. It's not just bad for the workers, but for everyone around the mine area. In 1994 an innocent 16 year-old boy was killed when blasted rocks and debris struck his car. As you can see, strip mining ruins animal life, human life, and our Earth.

Earth science class has just completed a unit on issues concerning industry and the environment. US students in high school need to know about the mining of coal because it affects people's lives and also causes disease. 60% percent<sup>of</sup> generated with coal. The environmental strip of the mining coal is global warming and acid rain. We should do research and warn people about the effects they can get and how could they provide them self. They should also learn to store food and that can protect them from dying and catching disease and dieing. There lands be harmed such as hills, farms, forest because they all surrounded between the mining coal. In 1977 the outlawed became worst abuse and also had alot of clear cuts and volume started to increase. Water and cutters are now destroyed. Toxic materials and iron oxide. 1987 12 percent of reting mining coal was reclaime. Water at a point during the mining coal looked like apple cinder. Begins to kill plants and burn eye's when people are watching there tree and t drinking it killed people to the water was really dangerous. In 1994 a little boy was killed from a bus from nding with he's family. After a few year tree grows for more than 30 years.



In the United States, coal serves as <sup>one of</sup> the major energy sources. For example, in Tennessee, sixty percent of the total energy is generated from coal. Though the usage of coal is extremely effective, the process in which it is obtained is very destructive. It brings harm to the atmosphere, the land, and to local residents.

The process of strip mining ~~brings~~ is responsible for numerous damaging factors to the atmosphere. For example, the process has contributed to global warming. It has also led to a rise in regional haze. The pollution associated with strip coal mining leads to the formation of acid rain. An increase in ~~the~~ ozone pollution and deterioration ~~is~~ is a result of the practice of strip coal mining.

The strip mining of coal acts as a huge threat to the land. Hills, farms, and forests are ~~is~~ reduced and their ability to "bear earth" are drastically altered. Land is also subsided as the strip coal mining practice continues. A decrease ~~is~~ in vegetation is an immediate result of strip mining. Other consequences of ~~the process~~ include erosion, even when the strip mining is done well. Life within the land is killed off with the excessive practice of strip coal mining. Beneficial insects and microorganisms living in the earth slowly but surely die away.

The well being of local residents is challenged with the practice of strip coal mining. Water used for drinking, cooking, cleaning, bathing, and etc. ~~is~~ is

polluted with toxic minerals and rocks containing harmful products such as sulfuric acid. Wells have a higher chance of being clouded, dried up, or polluted with the continuation of strip coal mining. Residents are forced between choosing to live with the dirty polluted ~~water~~ water or moving away to another location.

~~The~~ The strip mining of coal ~~has~~ <sup>has</sup> extremely destructive results on the environment. Unfortunately, the practice is still carried out carelessly, even with documents such as the Surface Mining Control and Reclamation Act. Hopefully the government will ~~to~~ enforce stricter laws regarding strip coal mining to protect the nation's environment and its inhabitants.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3 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 2**

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

**Practice Paper E–Score Level 4**

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

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

In today's ever-changing world, one thing has remained constant: technology. Technology is everywhere. Our daily lives revolve around technology because it makes our lives easier. Therefore, it is only fair that our school keeps up with the advancement of technology by implementing the widespread replacement of textbooks with laptop computers. This will effectively change the way teaching is done and allow the students to further research classroom topics.

Empire High School in Vail, Arizona, made a paramount change to their school when they gave every student a laptop computer in place of those old, out of date textbooks. With this new emphasis on technology, they are taking the lead and changing everything about their school by allowing students to use technology. As Morrison said, "Empire is one of very few in the country - perhaps the only school - that has eliminated textbooks almost entirely in grades 9 through 12." As one can see, Empire is leading the way in advancing the use of technology in our everyday classes. They are changing the way that classes are run, but for the better. While not as bold as Empire, Henrico County Public Schools in Virginia and the state of Maine have implemented pilot programs in their schools, allowing students to use laptops along with the old-fashioned textbooks. Mark Schneiderman, director of education policy for the Software & Information Industry Association states, "My sense is that the situation in the Vail school is relatively unique." And unique they are, which is why it would be a wonderful addition to our school if we instituted a program modeled after Empire. Our school would be put on the map, and it would raise the level of learning for our students.

As Calvin Baker stated, "We all use laptops to gather information, store information, and distribute information." Laptops would give students the ability to link all of their classes and activities together. They could store all of their work in one place, rather than have binders and textbooks for each class. Grades and attendance could be tracked on on line, making it easier to view for everyone. Also, carrying a laptop is much easier than carrying pounds upon pounds of textbooks that can be harmful to a student's back. Furthermore, teachers are not bound by having to teach in accordance with the textbook. Textbooks are limiting; teachers and students would have the ability to go outside the boundaries of the textbook with laptops. With laptop usage, students can learn from many places instead of being enveloped by a sole textbook that they may find boring and which could be biased. Thus, students can learn more and take in more information from more places with a computer. As one teacher at Vail said, "The way I explain it to friends is the difference between teaching in a traditional high school and Empire is the difference between swimming in a pool and swimming in an ocean." The pool is the textbook, while the ocean is the wealth of knowledge available on the internet. Of course, many of you believe that students will just play games with a computer in their hands all day long. According to the table, 46% of all students in nursery school and grades K-12 use the Internet for homework and school assignments, which is more than playing games and instant messaging. Imagine how the percentage would increase if during

school hours, students were being monitored by a teacher so they would focus on class assignments.

Implementing pilot programs teaches students more than just where to find information on classroom topics. It also teaches students to use the many applications available to them on their computer that are a necessity in college and in the workplace. Applications such as Microsoft Word, Excel, and Powerpoint are available to students willing to learn how to use them. Many students are incapable of performing basic tasks on these applications, but the use of them daily would greatly improve their ability to view, store, and share homework in the classroom. The plethora of information and data available to the students teaches them critical thinking as they are forced to sort through all of the information. Jason Ash, a student at Empire, says, "I'm more organized because everything from assignments to grades is in one place online."

Jenson, a teacher, states, "I feel like the kids here are so interesting and so creative and so much fun that everyday I look forward to seeing them." According to the table, 73% of high school students use the Internet for school homework. That is an impressive stat that could only improve with a pilot program in place.

Ultimately, teachers and parents want their students to have opportunities to succeed and reach their goals in life. They don't want their students and children restricted due to textbook limitations. Instituting a pilot program similar to Empire by

replacing textbooks with laptops would provide many opportunities to students at our school. I strongly urge you to replace ~~textbooks~~ textbooks with laptops.

Anchor Level 6 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the documents by addressing the idea that laptops will <i>effectively change the way teaching is done and allow the students to further research classroom topics</i> . The response makes insightful connections between information and ideas in the documents and the assigned task ( <i>it would raise the level of learning for our students and That is an impressive stat that could only improve with a pilot program</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to explain the advantages of replacing traditional textbooks with laptop computers ( <i>Laptops would give students the ability to link all of their classes and activities together ... and store all of their work in one place, teachers and students would have the ability to go outside the boundaries of the textbook, 46% of all students ... use the Internet for homework</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on how <i>instituting a pilot program similar to Empire ... would provide many opportunities to students at our school</i> . The response exhibits a logical and coherent structure by first introducing schools that implemented experimental laptop programs, then presenting information about the positive aspects of these programs, and concluding with what laptops offer students. The response makes skillful use of appropriate devices and transitions ( <i>With this new emphasis, Thus, Imagine how the percentage would increase</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>The plethora of information and data available to the students teaches them critical thinking as they are forced to sort through all of the information</i> ), with a notable sense of voice and awareness of audience and purpose ( <i>it would be a wonderful addition to our school if we instituted a program modeled after Empire</i> ). The response varies structure and length of sentences to enhance meaning ( <i>With laptop usage, students can learn from many places instead of being enveloped by a sole textbook ... which could be biased</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	



I would like to suggest a change in our school system that could drastically improve the quality of education of public school students. We live in an age where technology is readily available for us, and knowledge can be obtained with the click of a mouse. Computer technology is rapidly improving and can now be controlled and utilized effectively for the purpose of education. That is why I suggest the implementation of a policy distributing laptops to students in lieu of textbooks. After considering the many advantages, few disadvantages, and evidence for the laptop's effectiveness, I believe that the Board of Education and members of our community will agree on the implementation of laptops for student use.

The greatest advantage of the laptop is the amount of knowledge that will be more available to students and teachers in the classroom. While textbooks can obviously provide great volumes of information, the capacity of a laptop computer is virtually limitless. As Superintendent Calvin Baker of the Vail Unified School District states, "The difference between teaching in a traditional high school and Empire is the difference between swimming in a pool and swimming in an ocean." Empire is one of the leading schools to pave the way for the replacement of textbooks with laptops in the classroom. Teachers in schools like Empire have an immeasurable amount of more freedom in their teaching plans. They can move around, teaching facts that are most relevant to their course, rather than follow the strict reading order of a textbook. In essence, the laptop allows the information sources to revolve around a teacher's

schedule, not the other way around. Thus, in biology class, students don't just have to read about birds; they can watch and observe their behavior as well. Teacher Jeremy ~~Lipton~~ Lipton of Empire high school was able to show a full copy of the Constitution of the Confederate States to his history class, something he himself had never seen, despite his years of studying.

Though the policy is new and its effects are not fully tested yet, early evidence of laptop effectiveness in a learning environment such as a high school is very promising. As a 2003 study published by the U.S. Census Bureau shows, the majority of students in middle school and high school use the computer mainly for completing school assignments. It reveals that sixty-one percent of grade 6-8 students and seventy-three percent of grades 9-12 students complete school assignments on the computer, more than any other activity they use it for, including e-mail, games, shopping, and news. Additionally, a study of Maine's laptop initiative by the Maine Education Policy Research institute noted several advantages of laptop use. It showed that four out of five teachers believed students were more engaged in learning, and that students were more likely to get work done. Seventy percent of the teachers also believed laptops helped them meet curriculum goals. If that is not enough evidence, look to the feedback from students. Brad Morse, a 17 year old junior, expressed his appreciation for the ability of laptops to provide information and pictures quickly which helped him follow class material more easily. He is one of many students who share their discoveries of uses for the laptops.

**Anchor Paper – Part B — Level 6 – B**

Naturally, there are a few disadvantages. There have been problems with computers crashing, hacking, and misbehavior. However, these are problems that affect all schools, with or without laptops. Ultimately, the teacher must be in control of the classroom and carefully monitor student activities. Additionally, with the help of new technology, teachers have the ability to view whatever is on the students' screen and access their laptop controls.

As you can see, the ~~obvious~~ advantages far outweigh the disadvantages. Therefore, I implore the Board of Education to support a new policy that can enhance the technological capabilities of our school, and, most importantly, improve education for our students.

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the documents by addressing reasons for <i>the implementation of a policy distributing laptops to students in lieu of textbooks</i> . The response makes insightful connections between information and ideas in the documents and the assigned task ( <i>After considering the many advantages, few disadvantages, and evidence for the laptop's effectiveness ... will agree on the implementation of laptops for student use</i> ).
<b>Development</b>	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific details from the documents to discuss the advantages ( <i>the amount of knowledge that will be more available to students and teachers</i> ), disadvantages ( <i>crashing, hacking and misbehavior</i> ), and effectiveness of having laptops replace textbooks ( <i>seventy-three percent of grades 9–12 students complete school assignments</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus ( <i>I implore the Board of Education to support a new policy that can enhance the technological capabilities of our school, and most importantly, improve education for our students</i> ). The response exhibits a logical and coherent structure by first presenting the advantages of, then the effectiveness of, and finally, the disadvantages of laptop usage and makes skillful use of appropriate devices and transitions ( <i>That is why I suggest, As a 2003 study ... shows, If that is not enough evidence</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging with a notable sense of voice and awareness of audience and purpose ( <i>While textbooks can obviously provide great volumes of information, the capacity of a laptop computer is virtually limitless</i> ). The response varies structure and length of sentences to enhance meaning ( <i>As you can see, the advantages far outweigh the disadvantages</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in capitalization ( <i>Empire high school and Research institute</i> ) and a lack of parallel structure only when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

A major issue in the school district is whether to purchase textbooks or provide students with laptop computers. Emerging research shows that students who are provided with a laptop are more engaged in their learning. Many people will be against the purchase of laptops because they think the students will use them for entertainment purposes. Even though that may happen, there are ways to prevent it, and that fact alone shouldn't hinder the decision. Replacing textbooks, and thus, changing the school's environment could be just what our students need.

Pilot programs supplying laptops to individual students are emerging nation-wide. Mark Schneiderman, director of education for the Software and Information Industry Association, says the most recent survey indicates that nearly 600 schools around the country have started these programs. Henrico County Public Schools in Virginia, for example, started using laptops for 23,000 of their students in 2001. There are also programs to supply over 30,000 students in 243 schools with laptops in January that began in January of 2002 in the State of Maine. Though these schools have changed to laptop use, they use them alongside of textbooks. Our district, however, should follow in the footsteps of Empire High School in Vail, Arizona, who have stopped using textbooks completely in grades 9-12. Instead of piling their students up with a different textbook for each class, staff at Empire gives each student an Apple iBook with wireless internet connection. To make switching to the laptops easier Empire has stopped purchasing all textbooks, so that they aren't there to fall back on. The use of laptops has the ability to change the whole environment of the school.

Laptops instead of text books is the wave of the future. Calvin Baker, superintendent of the Vail School District, says "We ~~are~~ all use laptops to gather information, store information, and distribute information.

That's the way the world turns now." He also adds, "You walk ~~away~~ in any of the classrooms in this school and it's a different feel, different from a textbook school, different from a school where kids just happen to have laptops so they're doing their homework on laptops..." This pilot program will have many advantages; four out of five teachers say students became more engaged in learning is one. Over seventy percent of teachers say laptops help them meet their curriculum goals, and students who took laptops home were more likely to finish their homework. These results were all part of a University of Southern Maine study. Of course there will be a few disadvantages, with students trying to test their limits. Filtering programs, however, can prevent students from accessing e-mail, or instant messaging while they are in school. Teachers will be able to see on their own computer what each student is doing on his or her own computer and have the ability to shut down any program that shouldn't be running. The table shows that 73 percent of students 9-12 are completing school assignments, and only 49 percent were playing games. With the security programs, the amount of students playing games may be decreased. The laptop program allows teachers new freedom. They can innovate their curriculum, and not have to worry about making it through the textbook on time. Science teachers are able to show experiments in "real time" and labs can be completed on the computer. The internet allows students to go deeper into their studies and not be limited by what the textbook shows them. Brad Morse, a junior, says, "If I don't understand something I can go on Google and look it up and learn more." Jason Ash, a sophomore, says he is more organized because everything from assignments to grades is in one place. Switching to laptops will make the students and the teachers happier.

## Anchor Paper – Part B — Level 5 – A

This laptop technology will improve our district. Laptops enable the children to be more involved, and give the teachers a chance to teach how they want. The students are more interested in their studies, and the teachers look forward to teaching them. This program can help the children achieve a better future.

### Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, stating that <i>replacing textbooks ... could be just what our students need</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>The use of laptops has the ability to change the whole environment of the school</i> ).
<b>Development</b>	Develops ideas clearly and consistently. The response uses relevant and specific details from the documents to support the purchase of laptops ( <i>nearly 600 schools around the country have started these programs, Teachers will be able to see ... what each student is doing, 73 percent of students 9–12 are completing school assignments</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on how a laptop program can help the children achieve a better future. The response exhibits a logical sequence of ideas, first presenting information about <i>pilot programs</i> , then moving to the <i>many advantages</i> of a laptop program, and concluding with the idea that <i>this laptop technology will improve our district</i> . Appropriate transitions are used ( <i>for example, There are also, Though these schools have changed</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>Even though that may happen, there are ways to prevent it, and that fact alone shouldn't hinder the decision</i> ), with evident awareness of audience and purpose ( <i>Our district ... should follow in the footsteps of Empire High School</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Instead of piling their students up with a different textbook for each class, staff at Empire gives each student an Apple iBook with wireless internet connection</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in punctuation ( <i>easier Empire, Laptops instead, course there</i> ) only when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

The district should replace textbooks in the classroom with laptops for each student. The use of laptops would allow students to access more information, help teachers meet curriculum goals, and teach students to effectively use a computer.

First, the substitution of laptops for textbooks would allow students to access more information. For example, textbooks have a limited amount of information on a limited amount of topics but, with laptops, no matter in which subject, students can search through place after place on a given topic. This kind of power to access information would also allow students to get as far in depth on a topic as they want, and would give students numerous ways to comprehend the material that they research. Also, the replacement of textbooks would allow students to learn new skills such as critical thinking skills. Jeremy Oyster, a teacher at Empire High School in Vail, Arizona, says, "Critical thinking may not be a natural thing. It is a skill that has to be taught." He says you can't develop critical thinking if the material is too shallow.

Second, laptops can help teachers meet curriculum goals. With textbooks, teachers had to micro manage the time spent on a topic, such as being half way through their plans by Christmas or having to rush through the last half before the year's end. The laptops allowed all students to be on the same page, because they motivated students to complete home work assignments, and 73% of students in Maine did just that. Also, laptops create a mutual learning experience with the teachers when students bring in new information ~~from~~ from websites they have found.

Third, the use of laptops help students to effectively learn how to work a computer. For example, students may know how to play video games and music but when it comes to

Anchor Paper – Part B — Level 5 – B

research or saving documents they're "clueless". As Gypton stated, "I had kids that didn't know how to use Microsoft Word. When they'd save they'd look at me and ask where did it go?" Eventually though the students learn how to correctly work on a computer. In addition to learning how to operate a laptop, students learn how to keep track of their grades through a wireless system that links schools and keeps attendance for parents.

In conclusion, the district should replace textbooks in the classroom with laptops. The laptops allow many advantages for students as well as for teachers, and help both to achieve their goals. ~~In added~~ addition, the implementing of laptops in our school would encourage an already growing trend of more than 600 schools districts to keep in touch with today's advancing technology.

Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	The response: Conveys a thorough understanding of the documents, stating that <i>the district should replace textbooks in the classroom with laptops for each student</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>laptops can help teachers meet curriculum goals</i> ).
<b>Development</b>	Develops ideas clearly and consistently. The response uses relevant and specific details from the documents to discuss the arguments presented in favor of replacing textbooks with laptops in the classroom ( <i>allow students to get as far in depth on a topic as they want and motivate students to complete homework assignments</i> ), although the 73% census statistic is incorrectly attributed to the Maine survey.
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>the district should replace textbooks in the classroom with laptops</i> . The response exhibits a logical sequence of ideas, first establishing reasons for replacing textbooks with laptops ( <i>would allow students to access more information, help teachers meet curriculum goals, and teach students to effectively use a computer</i> ), then presenting a paragraph of explanation for each, and concluding with a restatement of arguments presented ( <i>The laptops allow many advantages for students as well as for teachers</i> ). Appropriate transitions are used ( <i>First, As Gypton stated, In addition</i> ).
<b>Language Use</b>	Uses appropriate language ( <i>power to access information</i> ). The response demonstrates some awareness of audience and purpose, occasionally making effective use of sentence structure and length ( <i>In addition, the implementing of laptops in our school would encourage an already growing trend of more than 600 school districts to keep in touch with today's advancing technology</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>topics but, music but, Eventually though the students</i> ) and grammar ( <i>With textbook, teachers and the use ... help</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	



Recently a proposal was made to broaden the area of technology use in the high school. As a student attending the school, I believe that this new technological approach to education will be a step in the right direction. The benefits of this new solution will be both innumerable and invaluable to each and every student. Possible benefits range from a better understanding of educational materials to a better grasp on the use of modern technology.

For years, high-school students have been plagued by the use of "backpack-breaking stacks of textbooks." From this information, a conclusion can be drawn that the use of a single laptop in lieu of multiple textbooks would be a favorable idea. Aside from their heavy weight, textbooks have downsides in other areas as well. While textbooks may cover a variety of topics, it would be unable to go over all of them in intricate detail. As one teacher at an Arizona high school said, a textbook would only make "a passing reference" to a topic. Additionally, the way that traditional textbooks are set up can also be a detriment to a student's educational experience. Teachers will often feel pressed to complete half of the material in a textbook by mid-year. According to author J. Morrison, "Even if they use textbooks, they jump back and forth, ~~extracting~~ extracting what they need to meet the standard..." This means that a teacher may not even need to cover all of the information that is found in a particular textbook.

These issues and others can be addressed through the use of laptops in place of the traditional textbook. Laptops will allow for a more extensive education, as well as create a higher level of convenience. The same teacher who claimed that textbooks would only refer to some topics, was able to access the entire Constitution of the Confederate States of America via the internet.

Aided by laptops, his entire class was also able to access this information, and therefore deepen their understanding on this topic. Also, by using laptops, teachers were able to better engage their students in a learning experience. In Maine, 80% of teachers saw that their students were now more active in the learning process than ever before, because now "students can go as deep as deep as they want into material." With internet access at their fingertips, students can research whatever topic they need to quickly and easily. Additionally, laptop use provided for an increase in the level of organization for students. They were now able to store their educational material in one place, making it easier to access necessary information faster. It is these types of benefits that make the use of laptops so valuable to high-school students.

Additional benefits lie in the fact that our world is progressing into a technological age. Now, more than ever, understanding of basic technology is a key to success. By using laptops, students are forced to confront this technology head-on, and this soon develops an understanding. According to one teacher, at the start of the laptop program he had "three or four kids who didn't know how to work Microsoft Word." Many take technological ~~know~~ ~~ledg~~ knowledge for granted. Yet it is important to make sure that everyone has access to these skills.

Many already do have these skills, since in 2003, 73% of high school students report using the internet for school assignments. Even as low as grades 1-5, 31% of students use internet for school. These percentages support the fact that internet access within the school would prove to be a supplement to a student's education.

**Anchor Paper – Part B — Level 5 – C**

With all of these positive results and facts, it is hard to find an argument against providing all high-school students with laptops. This advancement will allow students to not only gain deeper insight into topics, but ~~also~~ allow them to remain more organized which will also allow for a more successful educational experience, and what can ~~be~~ be more important than the future of today's children?

**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, stating that <i>possible benefits</i> of laptop use in schools <i>range from a better understanding of the educational material to a better grasp ... of modern technology</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>Laptops will allow for a more extensive education, as well as create a higher level of convenience and internet access within the school would ... supplement ... a students education</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to support the idea that <i>the use of a single laptop in lieu of multiple textbooks would be a favorable idea (traditional textbooks ... can also be a detriment to a students educational experience, The ... teacher ... was able to access the entire Constitution of the Confederate States of America via the internet, 73% of high school students use the internet for school assignments)</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>it is hard to find an argument against providing all high-school students with laptops</i> . The response exhibits a logical sequence of ideas, first stating the position that <i>this new technological approach to education will be a step in the right direction</i> , then presenting the downfalls of “ <i>backpack-breaking stacks of textbooks,</i> ” moving to the educational <i>issues ... addressed through the use of laptops (his entire class was able to ... deepen their understanding)</i> and benefits of an <i>understanding of basic technology</i> , and concluding with the idea that <i>this advancement will allow students to ... gain a deeper insight and remain more organized</i> . Appropriate transitions are used ( <i>For years, From this information, Aided by laptops</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>As a student attending the school, I believe that ... The benefits of this new solution will be both innumerable and invaluable to each and every student</i> ). The response occasionally makes effective use of sentence length ( <i>Also, by using laptops, teachers were able to better engage their students in a learning experience</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>Recently a and before, because</i> ), agreement ( <i>were now able and in 2003 ... students report</i> ), and vague pronoun references ( <i>it would be unable to go and this soon develops</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

## Anchor Paper – Part B — Level 4 – A

To Whom it may Concern:

I agree with the district's proposal to replace textbooks with laptops. First off, we, the students, would have access to more information than what the textbook gives us; unlike textbooks that have a limited amount of space, the Internet can hold unlimited amounts of information. Secondly, without the heavy books, kids wouldn't have back problems. I, myself, have sometimes carried as much as forty pounds of books in my backpack. ~~The students~~ <sup>We students</sup> would also be more engaged in class, having looked deeper into a situation.

The information in a textbook, as valuable as it is, is incomplete and minimal. The textbooks look at some aspects of a time period, but skips over much more. In the article, ~~the~~ <sup>an</sup> American history teacher, using laptops instead of textbooks, came upon the Constitution of the Confederate States of America; something even he, with a degree in history, hadn't read. None of the history, American history, books I have seen has that document. In science classes students at Empire High can watch cell division occur, rather than just talking about it. And when done with a class, instead of shoving books and other materials into an already crowded bag, a laptop could be closed and walked off with in the student's hands or put in a case or bag, eliminating an even bigger problem in today's child's back problem.

With the amount of books we have to carry, it is amazing that more bags haven't ripped apart. As big as the textbooks are, anywhere from five to fifteen pounds, they are a hassle when finding things and pulling them into and out of our bags. The articles referred to textbooks as "backpack-breaking" and without the limiting books, students are more engaged because they have to evaluate the material from the Internet.

Laptop computers force students to think outside the box. Instead of a textbook giving out the answers, students would have to evaluate what's given to them. And in doing so, make the students think more creatively. The article provided four conclusions done by the Main Education

**Anchor Paper – Part B — Level 4 – A**

Policy Research Institute. One, more than two out of five teachers said students were more engaged. 70% percent of teachers met curriculum goals. Students who took the laptop home ~~had a better~~ <sup>were more likely</sup> to complete given assignments. And students without said they got less done.

I agree with your decision. Students need to go purely digitalized. In the table, 73% of students in high school used the computers to complete their assignments. The same table added that the computers helped students find health information, find a job, online banking, and trade stocks, all things that will help them later in life. Thank you for taking your time to read this.

Yours,

**Anchor Level 4 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>I agree with the district's proposal to replace textbooks with laptops</i> ). The response makes implicit connections between information and ideas in the documents and the assigned task ( <i>In science classes students at Empire High can watch cell division occur, rather than just talking about it</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the unlimited access to information laptops offer ( <i>In the article, an American history teacher, using laptops instead of textbooks, came upon the Constitution of the Confederate States of America and In the table, 73% ... used the computers to complete their assignments</i> ). The discussion of the physical drawbacks of textbook use is developed primarily through personal observation rather than document detail ( <i>amazing that more bags haven't ripped apart</i> ).
<b>Organization</b>	The response maintains a clear and appropriate focus ( <i>I agree with your decision. Students need to go purely digitalized</i> ). The response exhibits a logical sequence of ideas, first expressing agreement with the proposal and stating three reasons why, followed by paragraphs of explanations for each. The third paragraph lacks internal consistency, as it shifts discussion from a focus on the physical drawbacks of books to positive research conclusions.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>all things that will help them later in life. Thank you for taking your time to read this</i> ). The response occasionally makes effective use of sentence structure and length ( <i>The information in a textbook, as valuable as it is, is incomplete and minimal</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>history hadn't; And without; assignments. And</i> ), grammar ( <i>The textbooks ... skips and have to evaluated</i> ), and a lack of parallel structure ( <i>computers helped students find health information, find a job, online banking</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Society has reached astounding technological advances that assures quicker, more efficient access to products and luxuries. The computer, especially, has come a long way. Computers were once so large, they took up an entire room. Now, a person can bring their computer that's as small as a notebook and use it almost anywhere. The benefits of using laptops in a classroom far outweigh the disadvantages it may have. Although computers are not perfect all the time, it is certainly a more up-to-date, easier way for students to work in school without lugging heavy textbooks loaded with practically useless information to and from school.

Every student can probably assure you that they hate using textbooks. Textbooks are big and heavy and contain irrelevant details that take up way too much space. Laptops, on the other hand, are more organized and faster to use. As our society turns more and more to the use of machines, the use of laptops make it much simpler to allow every student to access what they need, at home and at school.

There are many advantages to using a computer in school. "The way I explain it to friends is the difference between teaching in a traditional high school and Empire is the difference between swimming in a pool and swimming in an ocean," according to Calvin Baicer, Superintendent of the Vail Unified School District. Empire High School is a school in Arizona ~~that~~ has ~~eliminated~~ eliminated textbooks almost completely in favor of personal laptops. Some advantages include more

engagement in learning, more ability to meet curriculum goals, <sup>and</sup> more chance of students completing classwork. According to the U.S. Census Bureau, 46% of students use the Internet to complete school assignments. Wouldn't it be even higher of a number if students had all-day, every day access to Google information they need?

Of course, there are disadvantages as well. Computers crash or get hacked into. Students try and ~~download~~ play games or check their e-mail instead of paying attention. But, as teachers at Empire say, ~~if~~ teachers get access to all of the students screens and with good supervision, this problem can be monitored and eliminated.

Students also enjoy the use of laptops. They can get visuals instead of bad drawings their teachers attempt by hand and if they are confused, they can log onto Google and find answers instantly. "We all use laptops to gather information, store information and distribute information. That's the way the world turns now," according to Baker. We should follow this advice and integrate laptops into teaching.

### Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>The benefits of using laptops in a classroom far outweigh the disadvantages it may have</i> ). The response makes implicit connections between information and ideas in the documents and the assigned task ( <i>Wouldn't it be even higher of a number if students had all-day, everyday access to Google information they need?</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the advantages of using laptops ( <i>Some advantages include more engagement in learning, more ability to meet curriculum goals, and more chance of students completing classwork</i> ). The idea that using laptops is an <i>easier way for students to work in school</i> is less developed. Some information is unsupported by the text ( <i>textbooks loaded with ... useless information and Every student ... hate using textbooks</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the benefits of using laptops in school ( <i>the use of laptops ... allow every student to access what they need, at home and at school</i> ). The response exhibits a logical sequence of ideas, first addressing the fact that <i>the computer ... has come a long way</i> , then noting the <i>many advantages</i> and some disadvantages of using computers in school. The response lacks internal consistency in the third paragraph, presenting a series of loosely connected ideas.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>We should follow this advice and integrate laptops into teaching</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Of course, there are disadvantages as well</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>students screens and and if they are confused, they</i> ) and grammar ( <i>advances that assures, a person ... their, Although computers ... it is</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	



Our school district should use laptops as the major tool for teaching students. If students were able to use laptops as a form of learning it would be very effective. Students would open up their minds more and would be encouraged to learn by using a laptop. If you were to test this theory at our school district, you would find the results to be very good. Laptops open up a student's ability to learn.

As lines 77 through 79 state "the difference between swimming <sup>in</sup> pools and swimming in the ocean, students can go as deep as they want into material. Books can be very limiting", when students use laptops it really opens up how much they can learn. Students can learn anything they want about any subject in school by using Internet services on a laptop. By providing laptops you would be giving students an opportunity. This opportunity would be the power to learn. Students would be more than willing to learn if they were given such a useful tool to learn with.

As seen in the chart 73% of students in grades 9-12, 61% of students in grades 6-8, and 31% of students in grades 1-5 use their laptops to complete

homework. These numbers are very high and good for students. Many students don't do homework because they don't have the resources available to complete their assignments.

So our school district should provide students with laptops. Laptops would improve students efforts toward school work. If students had laptops they would be willing and ready to go to school.

Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>Laptops open up a student's ability to learn</i> ). The response makes implicit connections between information and ideas in the documents and the assigned task ( <i>If you were to test this theory at our school district, you would find the results to be very good</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>Students can learn anything they want about any subject in school by using Internet services on a laptop and As seen in the chart 73% of students in grades 9–12 ... use their laptops to complete homework</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus ( <i>So our school district should provide students with laptops</i> ). The response exhibits a logical sequence of ideas by first establishing a need for laptops in schools ( <i>Our school district should use laptops as the major tool for teaching students</i> ), then presenting some general information about their benefits ( <i>it really opens up how much they can learn and students would be more than willing to learn</i> ), followed by statistics from the chart. Some internal inconsistency exists in paragraph 3 through lack of internal transitions and the shift in discussion from statistics to homework.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>By providing laptops you would be giving students an opportunity</i> ). The response occasionally makes effective use of sentence structure and length ( <i>This opportunity would be the power to learn</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>learning it, state " ... the, students efforts, laptops they</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

Hello, I am a high school student and I agree that the district should replace our school ~~text~~ text books with laptop computers.

Studies show that students that use laptops instead of text books pay attention more. Facts say that more than 70 percent of teachers reported that the laptops more effectively help them individualize their curriculums. Students that took their laptops home were more likely to complete their classwork. Students can go as deep into the material as they would like with laptops where as books you are confined to the information ~~from~~ from the book.

It may concern people and make them question ~~whether~~ whether that want laptops or not because they think the students will goof off and play games on the computers. But that's not the case.

~~The~~ Teachers can go on their computers and check on any of their students to see what they are doing or what they are looking at.

~~They~~ there can be software put on the computers to prevent students from messaging their friends, even when they are at home. ~~I don't~~

I don't feel that we should entirely eliminate books but I personally feel that laptops would be better for the engagement of the students.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents, stating that <i>the district should replace our school text books with laptop computers</i>. The response makes superficial connections between information and ideas in the document and the assigned task (<i>Studies show that student's that use laptop's instead of text books pay attention more</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the document to support purchasing laptops to replace textbooks ( <i>confined to the information from the book</i> ) and to discuss a possible problem and its solution ( <i>Teachers can go on their computers and check on any of their students to see what they are doing or what they are looking at</i> ). There is no reference to the chart.
<b>Organization</b>	Establishes an appropriate focus on the replacement of textbooks with laptop computers. The response exhibits a rudimentary structure, presenting an introduction, two body paragraphs, and a brief conclusion that qualifies the focus.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Hello ... and I agree</i> ). The response occasionally makes effective use of sentence structure and length ( <i>There can be software put on the computers to prevent students from messaging their friends, even when they are at home</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>effectivly, cirriculum, where as</i> ), punctuation ( <i>student and I; laptop's; the student's</i> ), and grammar ( <i>where as books you are and whether that want</i> ) that hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use.</p>	

I purpose to you that we look at the future and the advancement of technology and recognize its abilities. Not so much take ~~the~~ advantage of, but put to good use. Such as eliminating traditional textbooks and replacing them with upto date laptops. There are several examples of why laptops could increase students ability to want to achieve greatness and also expand their intelligence (from text). ~~There~~ There a very high percentage of students k through 12 who already use the internet almost everyday. For example 46% of all students complete school assignments using the internet (from table). If you were to look at internet activity k through 12 individually the tables turn a bit. When you break it down 73% of students 9 through 12 ~~use~~ use the internet for completing school assignments (from table). These are excellent examples of why I personally agree with replacing textbooks with laptops throughout schools. Calvin Baker the superintendent of Vail Unified School Districts states that one of ~~his~~ his staff states the difference between textbooks and laptops very clearly. she says " ~~The~~ The difference between teaching in a traditional high school and Empire is

**Anchor Paper – Part B — Level 3 – B**

the difference between swimming in a pool and swimming in the ocean" (from text). This statement really shows my opinion on the elimination of textbooks statement.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents by suggesting <i>eliminating traditional textbooks and replacing them with up to date laptops</i> . The response makes superficial connections between information and ideas in the documents and the assigned task ( <i>I purpose to you that we look at the future and the advancement of technology and reconize its abilitys</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>46% of all students complete school assignments using the internet and 73% of students 9 through 12 use the internet for completing school assignments</i> ).
<b>Organization</b>	Establishes an appropriate focus on supporting the replacement of textbooks with laptops ( <i>I personally agree with replacing textbooks with laptops throughout schools</i> ) but loses focus, presenting statistics to support the <i>very high percentage of students K through 12 who already use the internet</i> . The response does not connect these statistics with the need to replace textbooks with laptops. The response exhibits a rudimentary structure but ineffective transitions weaken internal consistency ( <i>There are several examples, For example, These are excellent examples</i> ).
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience and purpose ( <i>This statement really shows my opinion on the elimination of textbooks statement</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>If you were to look at internet activity K through 12 indivually the tables turn a bit</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>reconize, tradional, indivually</i> ), punctuation ( <i>use. Such as; Baker the; She says "The</i> ), and grammar ( <i>much take and There a ... percentage</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

In the district's proposal to replace text books with laptop computer, I agree. I think that all schools like Empire High School in Uval, Arizona should replace text books with laptops. Not only does it make the ~~study~~ students want to learn they are more enthralled with learning. Studies have shown that 46 percent of students have completed their assignments and handed them in on time, 81 percent watched the news, sports ect. but still managed to coincide that with their school work. The teachers are taken well to the change. Baker, the principal says. They refer to the laptops as "Positive to an additional layer to traditional instruction. They might not be the best thing to buy all because of the cost, but it gives kids a break from the boring old text books that they used to." There is no ~~the~~ question that students with the laptops in school with them are more engaged" Baker says. Although class room discussions help the students to better understand the material. The computer helps children search for what they are looking for faster and are less frustrated when they can't find it. In science classes it's not enough to learn about cell division, you have to watch it; I think that if a student is more comfortable with using text books then they should be able to. It's a matter of opinion and preference. ~~There~~ However there are down sides to the computer system, say students hack it to some place where their not supposed to go. Then they are prohibited from going on and on together school site. So there are ups and downs to the computers taking over text books, but in more ways than one they ~~so~~ can be very beneficial.

**Anchor Level 3 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents, stating <i>I think that all schools like Empire High School in Vail, Arizona should replace text books with laptops</i>. The response makes superficial connections between information and ideas in the documents and the assigned task (<i>Not only does it make the students want to learn they are more enthralled with learning</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>Statistics have shown that 46 percent of students have completed their assignments and handed them in on time and in Science classes its not enough to learn about cell division, you have to watch it</i> ).
<b>Organization</b>	Establishes an appropriate focus on the idea that laptops <i>can be very beneficial</i> , but fails to maintain it ( <i>if a student is more comfortable with using text books then they should be able to</i> ). The response exhibits a rudimentary structure, consisting of an introductory opinion ( <i>I agree</i> ), a series of loosely related statements to support the position taken, and a single-sentence conclusion.
<b>Language Use</b>	Relies on basic vocabulary ( <i>Then they are prohibited from going on any other school site</i> ) that is sometimes imprecise ( <i>taken</i> for “taking,” <i>coast</i> for “cost,” <i>their</i> for “they’re”), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>The computer helps children search for what their looking for faster and are less frustrated when they can’t find it</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>coencide, adtional, suppost</i> ), punctuation ( <i>pricipal says; engaged.” Baker; says Although</i> ), paragraphing, and capitalization ( <i>Class room, the Students to, in Science classes</i> ) that make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.</p>	



## Board Education.

One of the main reasons that I agreed to the proposal of laptop is because many students especially in high school is very important to use a laptop for the work that the teacher give for example in homework or in projects. That you always have to look for information. One example from the passage ~~that~~ that shows how important is for school and for the students before that they have laptop students weren't issued back pack breaking stacks of text books Michael Frank's who was the first year of biology class students organize the data and the graph showing the result of his work. Now when he have a computer and later they will correlate the data from the experiment in a power point. The key of making laptops students and teachers feel more better because before they have to look all the information in the textbook and now they feel different because they ~~are~~ not using that much that textbook they yet only using more the laptop to research the information that they need to complete their work that the teachers gave. ~~When~~ They were already aggressively using technology, linking schools with a wireless system and showing grades and attendance online in real time. They visited a laptop

**Anchor Paper – Part B — Level 2 – A**

high school in California Bay Area to talk about resources available that they have. ~~Why don't they use passage~~ and how New technology can influence the students to make more process in their work. ~~Why don't they use passage~~  
 "The laptops don't change human nature"  
 "Students always going to be testing limits".

**Anchor Level 2 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a confused and inaccurate understanding of the documents (<i>Michael frank's who was the first year of biology class students organize the data and the Graph showing the result of his work</i>). The response alludes to the documents but makes unclear connections to the assigned task (<i>The key of making Laptops students and teacher feel more better because ... they not using that much that text book</i>).</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at ideas, but references to the documents are vague (<i>Now when he have a computer and Later They will correlate the data from the experiment in a Power Point</i>). There is no reference to the chart.</p>
<b>Organization</b>	<p>Suggests a focus on replacing textbooks with laptop computers (<i>One of the Main reasons that I agreed to the Proposal of Laptop is because many students especially in High School is very important to used Laptop for the work that the teacher give</i>). The response lacks organization in that it consists of one paragraph of loosely connected ideas.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>Process</i> for "progress"). The response reveals little awareness of how to use sentences to achieve an effect (<i>They Yets only using more the Laptops to research the information that they Need to complete their work that the teachers gave</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Laptops, tecnology, attendence</i>), punctuation (<i>give for example, Michael frank's who, "The ... Nature" "Students</i>), capitalization (<i>Projects, Passage, Limits</i>), and grammar (<i>important to used, how important is, he have</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Dear ~~Education~~ Board of Education,

I have to disagree upon what you guys are trying to do of taking the textbooks away and ~~replacing~~ replacing them with computers. In the passage and in the table as you can see females be more on msn, E-mails then doing their homeworks and males be playing games. It will be easier for everyone but it will be a distraction towards education. kids will be at school not to learn but just to go in the internet nothing else. The textbook will help you in so many ways too even that you have to struggle and think a lot. No matter how easy you (the Board of education) make it people still going to fail and not do what they have to do so, I have to disagree.

Sincerely,

**Anchor Level 2 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a confused understanding of the documents, stating that <i>it will be easier for everyone but it will be a distraction towards education</i>. The response alludes to the documents but makes unclear connections to the assigned task (<i>Kids will be at school not to learn but just to go in the internet nothing else</i>).</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at ideas, but references to the documents are vague and unjustified (<i>In the passage and in the table as you can see Females be more on msn, E-mails then doing their homeworks</i>).</p>
<b>Organization</b>	<p>Suggests a focus on why laptops should not replace textbooks [<i>No matter how easy you (the Board of education) make it people still going to fail and not do what they have to do so, I have to disagree</i>]. The response lacks organization, consisting of one paragraph of loosely connected ideas.</p>
<b>Language Use</b>	<p>Uses language that is imprecise and unsuitable for the audience and purpose (<i>I have to disagree upon what you guys are trying to do of taking the textbooks away and replacing them with computers</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The textbook will help you in so many ways too even that you have to struggle and think a lot</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>table as you can see Females, everyone but, make it people</i>), capitalization (<i>E-mails</i> and <i>Board of education</i>), grammar (<i>males be playing</i> and <i>people still going to fail</i>), and usage (<i>disagree upon</i> and <i>to do of taking</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

## Anchor Paper – Part B — Level 2 – C

Dear, Board of Education

I disagree with the idea that your gonna purchase laptop computers. First off a laptop is to expensive for a student to take responsibility for. If I broke it would be too much to replace ~~and~~ and a textbook cost more less than a laptop. I know some student write or draw inappropriate pictures or words, but it beets paying over a thousand dollars for 1 computer when you could get like twenty for about ~~over~~ over a thousand. Although a computer can provide better information than a textbook. The textbook is easier to find what your lookin for. What if you buy the best laptops and a few aren't working or start having errors or viruses keep popping up. Although textbooks Kill trees we can replace them and laptops need charging and it drains energy and it wasteing very large amounts. Plus where are you gonna come up with twenty ~~grand~~ grand for them anyways. ~~help~~

Laptops in this school stink anyway. Yeah there fast and Provide good info but when your on it and your far on an essay or something an error pops up and it didn't matter if I closed it, hit send report of ~~it~~ dont send it Kicks you off and you gotta start over. My Overall Point is why spend thousands when you can Pay hundreds.

### Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the documents ( <i>My Overall Point is why spend thousands when you can Pay hundreds</i> ). The response alludes to one document but makes unclear connections to the assigned task ( <i>Although a computer can provide better information than a textbook. The textbook is easier to find what your lookin for</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the document are vague ( <i>Yeah there fast and Provide good info</i> ). There is no reference to the graphic.
<b>Organization</b>	Suggests a focus on why laptops should not replace textbooks ( <i>Although textbooks kill trees we can replace them and laptops need charging and it drains energy and it wasteing very large amounts</i> ). The response suggests organization through the use of paragraphing, but ideas are loosely connected.
<b>Language Use</b>	Uses language that is imprecise and unsuitable for the audience ( <i>gonna and laptops in this school stink anyway</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>If I broke it would be too much to replace and a textbook cost more less than a laptop</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>inappropriate, popping, wasteing</i> ), punctuation ( <i>First off a, Plus where, dont</i> ), capitalization ( <i>Pictures and laptops</i> ), grammar ( <i>some student write and there fast ... on it</i> ), and usage ( <i>responsibility for and your far ... I closed</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

In this time of age, when you look around technology is every where. In the homes, work, car, even on your way to school of work, they are on the trains and buses. Technology seems to be every where but the schools. For the most part, the only school where they have technology is if you want to go to a technology school then yes maybe. But in this time of age technology is every where and it should be in the schools. If we had laptops and not textbooks then it would save the time and money. Money for not buying textbooks every year because some students bring theirs back at the end of the year all beat up. Then they don't want to pay for it. But if we had laptops then it would not even have to leave the school. So I ask if you could please change it so that the schools would have laptops and not textbooks,

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding, making only a brief reference to the task ( <i>technology ... should be in the schools</i> ). The response makes no connection between information in the documents and the assigned task.
<b>Development</b>	Is minimal. Development is limited to a personal response ( <i>If we had laptops ... it would save the time and money</i> ).
<b>Organization</b>	Suggests a focus on the need for laptops in schools, but shows no organization.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience or purpose ( <i>if you want to go to a technology school then yes maybe</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>In the homes, work, car, even on your way to school of work, they are on the trains and buses</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>where but; part. The; textbooks then</i> ) and usage ( <i>time of age and technology ... they</i> ) that hinder comprehension.
<b>Conclusion:</b> Although, the response best fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because it makes no reference to either document.	

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**Anchor Paper – Part B — Level 1 – B**

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You can do many things to change a school district. Food wise, technology wise, anyway possible. Expanding the use of technology, I believe you create a positive effect on the school systems of today.

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding ( <i>You can do many things to change a school district</i> ). The response makes no connections between information in the documents and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

Dear Board of Education,

I agree with the district's proposal of replacing laptops with textbooks. I believe that this is a wonderful idea, because the world today is based on technology. The internet is basically a learning playground. When students do research projects they use the internet to find out information. Many schools have already instituted programs using laptops to replace the traditional curriculum.

In Empire Highschool every student is given a laptop to complete classwork. Calvin Baker says that in Empire Highschool "we all use laptops to gather information, store information, and distribute information. This is very different from how a regular school would teach and work.

By using laptops as seen in the text students are more engaged in their work.

By using internet there are no boundaries on researching the material that the students are asked to do. One student said "It's very interesting to work without the boundaries that are created by a book. Four out of five teachers reported that students were more engaged in learning. As seen in the table, more students were completing their school assignments than watching TV and listening to music.



I agree ~~that~~ with the district's proposal to purchase laptop computers for individual students to replace textbooks. There are several reasons why I agree with the district's proposal. One reason is laptops can be used in school and at home. Another is laptops allow students to go online and view more things than they would with textbooks. There are a majority of students completing school assignments with laptops than any other activity.

Laptops can be used in school and at home. During school laptops can be used for the classwork and if they are not finish with their work they can take the laptops home and finish it. Students are more likely to do their homework with laptops than with a textbook. Some things on laptops can also be restricted to allow students to finish their classwork. These restrictions can be put on email or instant messaging, games, making purchases and watching movies or listening to radio.

Laptops allow students to go online and view more things than they would with textbooks. If students don't understand something they can go to different websites such as ask jeeves and google and look it up and learn more about it. According to the text ~~a~~ students at Empire High School find helpful resources about what they are learning by using their laptops at home to find websites. The students at Empire High School also have teacher monitor them through their own special laptop that can view what all the students in their class are doing. "Now they have all the teachers monitor us so we're not as easily distracted", this was said by a 15-year old sophomore about what the teachers at their high school have done to stop them from being distracted.

There are a majority of students completing school assignments with laptops than ~~with~~ any other activity. According to the table there are many activities that students from ~~grad~~ kindergarten to the 12th grade. Some activities shown were completing school assignments,

E-mail or instant messaging, playing games, finding information on products and news, weather or sports. There are 46 percent of all students that use laptops for completing school assignments, 36 percent of all students that use laptops for email or instant messaging and 38 percent of all students that use laptops for playing games. The table have shown that laptops allow students to finish the classwork ~~more~~ and focus on it more than any other activity.

In conclusion, laptops can be used to find additional information that textbooks wouldn't allow the students to. Laptops are used to help students gather information that they wouldn't have the chance to when ~~they~~ they are either at home. Students would rather carry laptops in their bookbag than heavy textbooks. Students are using the laptops to finish their class assignments than any other activity. Laptops ~~are~~ makes it more interesting for students to learn.

It would be a very wise decision for the Board of Education to purchase laptop computers instead of traditional textbooks for many reasons. The use of laptops and other advanced technology has proven to be beneficial to both students and faculty. Since 2001 many high schools have looked into the idea of using laptops instead of textbooks. Each of these school districts have had positive outcomes.

Although some believe that the use of laptops can be harmful to a school environment, many teachers are realizing that there are many benefits of using them in their classes. Michael Frank, a science teacher at Empire High School, explains how his students gain a deeper knowledge of their curriculum because they are able to watch videos and short movie clips. Allowing students to engage in these activities, he says, can create a new vibe in the classroom. The superintendent of Vail Unified High School District also shares these feelings. He believes that laptops create a different feeling in classrooms because students are more aware of their curriculum, and that the laptops allow the students to go beyond what their textbooks offer — without any boundaries. Laptops also offered the students opportunities to use modern technology such as Microsoft Word.

Since 2001 many schools have added laptops into their learning systems. A recent survey explains that more than six hundred school districts have pilot programs available to their students. More than 30,000 students have been supplied with laptops all across the state of Maine. On a study of Maine's laptop initiative, it proved that there were many advantages to the pilot program participants. Four out of five teachers said that their students were more

involved in their learning process. Another study stated that over 70% of the teachers said that their learning goals were more effectively due to the addition of the laptops. In addition, many teachers also believed that using laptops increased the percent of homework that the students ~~completed~~<sup>completed</sup> because it took them less time to do research online. According to the US Census Bureau, 46% of students K-12 using computers complete their assignments. At the high school level, 73% of students using computers complete their assignments.

Many students also preferred using laptops instead of conventional textbooks. For example, Jason Ash, a sophomore, said, "Although they have placed many reasonable restrictions it has made me more organized because everything from assignments to grades is in one place online." Another student, Brad Morse, a junior, found the use of laptops very convenient because he could use the Internet to view illustrations when his class was learning about the Continental Congress. He said that if students don't understand a certain topic they can just go online and look it up.

In conclusion, the Board of Education should vote "yes" to purchase laptops instead of textbooks because this would be beneficial to both the students and their teachers. Students would be more likely to complete assignments and would use online resources to learn more. Also, they would not be able to forget their textbooks or lose their homework. And, they could find their homework assignments and grades online. What teacher would not want this for their students?

What is technology. Technology can be classified as computers, laptops, etc. Also technology can make life a lot easier. In the text and the table the author discuss the use of computer and the internet activity people using the instruments. I agree with the district proposal to replace textbooks with laptop computers.

~~The~~ In the text the Author talk about putting in laptop computer. The text is about discussing subjects using textbooks. Also it's about the computers being a better product to do research. An literary element that I use is Mood because line 29 to 31 says how it's an effective way to gather information. Another quote is Conflict because lines 32 to 37 explains the "Downside of having a laptop computer like" students hacked into filters that had prevented them from going to forbidden online, though security was soon restored. My thought on the proposal is it is the best procedure to do research and gather information.

In the chart it is explain the percentage of children using the internet. The chart is about the internet activity that students in grade 4-12 use on the internet. The ~~text~~<sup>literary</sup> element that I use is the title because it's all

about students going on the internet and doing activities. Another element is characterization because the chart has the lists of male and females doing various activities on the internet. My thought on the chart is it shows a lot of people go on the internet doing various activities.

In conclusion I agree that the district should install laptops for students to gather information for research. I think putting computers on desks will help improve students will and interest to do their work and make it easier for students.

Replacing textbooks with laptops is a quite recent idea. Some feel this is a good idea, making it easier for teachers to teach, and making it more fun and easier to learn for kids any age to learn. In my opinion, replacing textbooks with laptops is a beneficial idea.

Laptops are ~~pretty~~ <sup>relatively</sup> recent technology that can be put to use, especially in a school setting. A new school, Empire, actually gave no textbooks that break their backs the first day; they gave out laptops. This school is one of the few that has tried out this very new method of learning. Students can go online to google search a topic if they are having difficulties understanding what the teacher is talking about, as they are saying it. Some have argued that students are going to get distracted, and start using the laptops for games. However, as long as the teachers are strict, as with all classes even without the laptops, everything will resume with as much organization. Actually, according to the Maine Education Policy Research Institute at the University of Southern Maine, students were more engaged in learning with the opportunity to have laptops. Also, more than 70% of teachers said the laptops helped meet their curriculum, with the laptops, ~~they~~ students were more likely to complete the work, as well. These are many advantages to replacing textbooks.

Children all ages predominantly use computers for playing games, according to the table by the US Census Bureau. Not only do they use them for games, but for schoolwork, as well. In grades 9-12, 73% of all students use computers for homework. If laptops are given out in school, even more would use them, for many students still don't have them. Computers are extremely helpful. Even 70% of nursery school students are using computers for school work!

Replacing textbooks with laptops is an excellent idea. It is beneficial for not only the students, but for the teachers, as well. We are in the 21st century, with ~~some~~ a plethora of technology. Why not use it?



**Practice Paper A–Score Level 3**

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

**Practice Paper B–Score Level 4**

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

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 2**

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

**Practice Paper E–Score Level 4**

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





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

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

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